



To: Curriculum & Instruction Committee:

Annette Ballard, Chair
Dean Roberts
Fred Hardy
Alvin Smith
Russell Castille

Aaron Natali, Vice Chair
Eric Tarver
Damon Hardesty
Chad Guidry

From: Tommy Campbell, CAO
Secretary, C&I Committee

Date: September 19th, 2017

RE: C&I Committee Meeting

A meeting of the Calcasieu Parish School Board Curriculum and Instruction Committee is scheduled for **September 26th, 2017 at 5:00 p.m.** in the CPSB Board Room at 3310 Broad Street, Lake Charles, Louisiana.

AGENDA

1. Approve Textbook Adoption Committees for High School Science and Career and Tech.
2. Request permission to accept School Redesign Grant for schools identified as "Persistently Struggling"

Future Items:

1. Approval of Revisions to the CPSB Pupil Progression Plan
2. Requested Informational item pertaining to District Formative Assessments

TC/mr

Building Foundations for the Future

Tommy Campbell Chief Academic Officer

Administrative Offices 3310 Broad Street Lake Charles, LA 70615 Phone 337.217.4005 Fax 337.217.4012

2017-2018 High School Science Textbook Adoption Committees

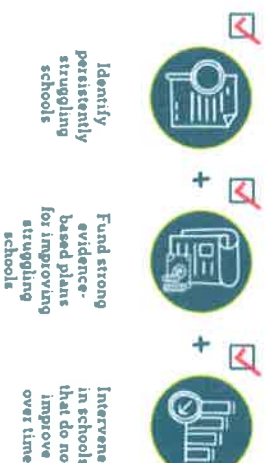
Chemistry			
Member	School	Role	Subgroup
Kimberly Jack	Lagrange	Teacher	Chemistry II
Inyasamma Karanam	Lagrange	Teacher	Chemistry
John Wright	Sulphur	Teacher	Chemistry II/AP
Lynette Burnett	Starks	Teacher	Chemistry
Suresh Chiruguru	Washington Marion	TAP Master Teacher	Chemistry
Rebecca White	Barbe	Teacher	Chemistry II/AP
Jennifer Underwood	Iowa	Parent	
Physical Science			
Member	School	Role	Subgroup
Richard Donahoe	Barbe	Teacher	Physics
Alison Dupuis	Bell City	Teacher	Physics/Physical
Marielle Meyers	Sam Houston	Teacher	Physical
Carolyn Babineaux	Barbe	Teacher	Physical
Edward Taylor	Sulphur	Teacher	Physical
David Blank	Barbe	Parent	
Shawna Chapman	Iowa	Parent	
Life Science			
Member	School	Role	Subgroup
Sara Blankenship	Sam Houston	Teacher	Biology
Tracy Breaux	Sam Houston	Teacher	Biology
Georgia Broussard	Sulphur	Teacher	Biology II/AP
Samala Duffy	Barbe	Teacher	Biology
Montez Fulton	Iowa High	Teacher	Biology
Casey Gary	Bell City	Teacher	Biology
Marie Malbrough	Lagrange	Instructional Coach	Biology
Kimberly Patton	Barbe	Teacher	Biology I/II
Heather Tregle	Lagrange	Teacher	Biology I/II
Kimberly Holmes	Sulphur	Teacher	Biology I
Katie Gillis	Starks	Parent	
Shane Carras	Sulphur	Parent	
Other Members			
Name	School	Position	
Jason Vammetre	Westlake High	Administrator	
Shanice Williams	Lagrange	Administrator	
Charles Larce	Lagrange	SPED	

Career and Technical Education Textbook Adoption Committee Members		
Name	Position	School
Justin Mahoney	Administrator	College St. Voc. Center
Amanda VanMetre	Administrator	Vinton
Bill Thompson	Teacher	Iowa
Regina Smart	Teacher	Sam Houston
Jessie LeJeune	Teacher	Sulphur
Josh Lavergne	Teacher	Westlake
Charlotte Trahan	Teacher	Vinton
Hope Berry	Teacher	Bell City
Pandora Johnson	Teacher	Washington-Marion
Maureen Armentor	Teacher	Barbe
Frieda Rigmaiden	Teacher	Westlake
Denise Veuleman	Teacher	Bell City
Harriet Savoy	Teacher	LaGrange
Cassidy Hickingbottom	Teacher	Sulphur
Kathy David	Teacher	Barbe
Felicia Lewis	Teacher	LaGrange
Jenna Kramer	Teacher	Iowa
Andrea Bourgeois	Teacher	Sam Houston
Susan Aguillard	Teacher	Sam Houston
Nancy Vickers	Teacher	Washington-Marion
Jordan Allen	Teacher	College St. Voc. Center
Rose Villery	Teacher	College St. Voc. Center
Gwen Fontenot	Sped. Representative	CPSB Facilitator
Tara Reeves	Parent	Sulphur
Alisha Istre	Parent	Vinton
Robyn Halliburton	Parent	Sam Houston
Crystal Savant	Parent	Sam Houston
Kristine Seaward	Parent	Barbe
Christine Bailey	Parent	Sam Houston
Shi T Garriet	Parent	Westlake
Yolanda Fountain	Parent	Barbe
JoAnna Petry	Parent	Sulphur
Bobbie Bell	Parent	Bell City
Darneilla Reed	Parent	Iowa
Ruby Dean	Parent	LaGrange
LaDonna Boswell	Parent	Iowa

Every Student Succeeds Act



THE STATE
IS REQUIRED TO:



SCHOOL SYSTEMS
ARE REQUIRED TO:



- Under the federal ESSA Law, every district that has a school identified as “persistently struggling” is required to develop a plan for improvement and submit a School Redesign Grant application. (240 Schools in LA)
- Competitive School Redesign Grants will be awarded to districts submitting the strongest evidence-based plans supporting their struggling schools from federal dollars set aside at the state level over a three year period.
- Districts not awarded grants are still required to implement State approved school improvement plans for each of their persistently struggling schools.



What is a “Persistently Struggling School” in Louisiana?

- Title I schools receiving a D or F letter grade for each of the past 3 years
- High Schools with a graduation rate less than 67%

Calcasieu Parish	010006	Brentwood Elementary School
Calcasieu Parish	010011	Combe-Fondel Elementary School
Calcasieu Parish	010009	Jessie D. Clifton Elementary School
Calcasieu Parish	010027	John J. Johnson II Elementary School
Calcasieu Parish	010033	Lafayette High School
Calcasieu Parish	010044	Oak Park Middle School
Calcasieu Parish	010061	Pearl Watson Elementary School
Calcasieu Parish	010038	Ray D. Molo Middle Magnet School
Calcasieu Parish	010058	Washington/Marion Magnet High School



Steps to Complete the School Improvement Plan

1. Survey the data and conduct a Needs Assessment to identify areas of greatest need and set goals.
2. Build a plan using evidence-based strategies that target at least one of the following required categories:
 - Core Academics *
 - Special Populations
 - Talent *
 - LEA Systems *
3. Complete a budget template that describes the cost associated with the interventions described in the plan.
4. Participate in a face to face interview with the Grant Review Committee.

* Categories chosen by the District to target



School Improvement Plan Requirements

1. Build a multi-year plan using research-based strategies in collaboration with an external partner with proven results.
2. Plans to address core academics must include the use of high quality curricula, assessments, and teacher PD for ELA and Math in grades PK-12. Inclusion of these three components is required to receive funding.
3. Use one of the following strategies for improvement:
 - School System-Driven School Redesign Planning
 - Zone Strategies *
 - Recovery School District Intervention

* Strategy chosen for grant



The CPSB School Redesign Plan

1. We will implement the “Transformation Model” currently being used by our two SIG Grant schools in each of our “Persistently Struggling Schools.”
2. We will implement a *Zone Strategy* that will focus on setting ambitious goals, building community-based accountability, recruiting top educators, and providing intensive supports for teachers and principals.



CPSB Zone Strategies

- Hire a single zone leader that supervises all of the schools within the zone. (Required to receive grant)
- Set long-term and interim goals for the overall zone based on LEAP, EOC, ACT, and Graduation Rates.
- Provide funding to fully implement the TAP model in each of the schools within the zone.
- Provide incentive pay for principals and teachers in the zone tied to specific performance targets.
- Provide flexibility to the zone leader to implement initiatives that address the unique challenges that face schools within the zone.



Teacher Performance Pay

Teachers will earn performance pay based on the TAP Compensation System using the following criteria:

- 50% Skills, Knowledge, and Responsibilities
- 30% Classroom achievement gains
- 20% Overall school achievement gains



Administrator Performance Pay

Administrators will have Performance Targets based on the following criteria:

- Growth in the School Performance Score
- An increase in the percent of students scoring Basic and above on LEAP and EOC Assessments.
- Average daily attendance of the teaching staff and percent of certified teachers retained each year.
- School score on the SWPBS Monitoring Instrument
- Rating received from teachers on the McREL *Leadership Responsibility Survey*



Accountability

- If schools do not demonstrate improvement in the first two years, the district and schools will experience increased monitoring, planning, and execution support from the State.
- Schools that do not show improvement after four years and continue to maintain an "F" rating, will be eligible for inclusion in the Recovery School District.
- To exit comprehensive support status a school must earn a C-letter grade for two consecutive years.



Summary

The Redesign Grant will allow full implementation of the TAP Model in each of the schools which will provide:

- **Multiple career paths** for educators as career, mentor, or master teachers without leaving the classroom.
- **Ongoing applied professional development** through weekly cluster meetings lead by a master teacher.
- **Instructional accountability** through the use of a detailed rubric and multiple observations conducted by a variety of trained observers.
- **Performance-Based Compensation** based on student and overall school performance.



Summary

The Redesign Grant will give the district the ability to:

- Recruit numerous highly effective teachers and administrators to our hard to staff schools.
- Increase teacher retention rates at each school.
- Consistently implement a set of research-based strategies across an entire zone made up of schools with similar challenges.
- Assign a single zone leader who will focus solely on the schools within the zone and monitor to ensure full implementation of the grant initiatives, holding each schools and the zone as a whole accountable for growth towards their identified goals.



In Conclusion

The Redesign grant will provide millions of dollars to implement our district school improvement plan for persistently struggling schools. If we are unsuccessful, we will still be required to implement a State approved plan without any financial assistance.



Renewing, Reforming, Rebuilding: Calcasieu Parish R³ Zone

Washington-Marion High School
LaGrange High School
Molo Middle School
Oak Park Middle School

Brentwood Elementary School
Clifton Elementary School
Combret-Fondel Elementary School
Johnson Elementary School
Pearl Watson Elementary School

The **Calcasieu Parish R³ Zone** will target Calcasieu's nine most persistently struggling schools in building a collective school improvement plan to ensure every student in these schools is able to succeed. The CPSB will utilize proven solutions for school improvement, including the establishment of the ***focused R³ Transformation Zone*** with NIET/TAP processes to support the teachers in developing effective practices based on current school data, as well as provide additional resources to the struggling schools, ensuring that all students are accessing educational opportunities that will put them on the path to lifelong success.

Eligible Redesign School	2013-2014 Performance			2014-2015 Performance			2015-2016 Performance		
	SCORE	GRADE	GRAD	SCORE	GRADE	GRAD	SCORE	GRADE	GRAD
Washington-Marion High	46.8	D	52%	53.2	D	51%	65%	D	65%
LaGrange High	55.2	D	64%	56.2	D	62%	64.3	D	66%
Molo Middle	52.7	D	N/A	41.8	F	N/A	56.4	D	N/A
Oak Park Middle	60.2	D	N/A	43.4	F	N/A	58.6	D	N/A
Brentwood Elementary	47.7	F	N/A	49.3	D	N/A	51.7	D	N/A
Clifton Elementary	62.1	D	N/A	61.6	D	N/A	35.2	F	N/A
Combret-Fondel Elementary	48.8	F	N/A	48.8	F	N/A	35.2	D	N/A
Johnson Elementary	46.7	F	N/A	42.0	F	N/A	46.6	F	N/A
Pearl Watson Elementary	57.9	D	N/A	49.6	D	N/A	56.0	D	N/A

Values – Calcasieu's school improvement plan will be focused on the following:

- **Accelerated Academic Student Achievement:** Improving student achievement is the highest priority of the CPSB Redesign Plan for transformation in the eligible schools. All aspects of the transformation school improvement plan and all related decisions must contribute to the goal of making substantial, *measurable* academic gains for students and elevating school performance to higher achievement scores on an accelerated timeline.
- **Equitable Solutions:** In order to serve students well, we will create and apply innovative, evidence-based solutions to problems that have been adversely affecting the Calcasieu Parish School Board (CPSB) for several years, including a more equitable distribution of resources focused on differing levels of student need.
- **Respect for Communities and Families:** We will implement the transformation plan in a way that honors and respects communities and families through transparent and open communication.
- **Schools Organized around the Needs of Children:** We will operate a portfolio of schools that is structured in response to the number and type of students residing in the Zone. Decisions about school schedules, staffing, and instruction will be made by those with a professional data-based understanding of the needs in that school building.
- **Effective Leaders and Teachers:** Leaders and teachers will be provided with guidance and resources to support improved instruction as well as rewards for performance.

Goals – The Calcasieu Parish R³ Zone is focused on establishing both long-term and annual goals for the Zone and for each school in the Zone, utilizing appropriate information for data-based decisions, including but not limited to the following:

- *Recruitment and retention of qualified teachers in all positions through certification assistance, teacher support, elimination of long-term substitute and vacant positions, and decreasing chronic teacher absenteeism*
- *Gains in LEAP proficiency*
- *Gains in average ACT scores*
- *Gains in cohort graduation rate*

Executive Leadership – CPSB will employ a fully-dedicated, full-time Transformation and Innovation **Zone Director** to lead Calcasieu Parish R³ Zone schools. The Director will report to the Calcasieu Parish Superintendent and Chief Academic Officer and will be evaluated annually based on the progress toward the Zone performance goals.

The Zone Director will be granted flexibility to ensure best practices in the R³ Zone schools in the following activities:

- *Motivate and assist recruitment and retention of personnel through collaboration with the Human Resource Department and Superintendent, certification assistance, and a growth-oriented feedback cycle for continuous teacher support;*
- *Hire, evaluate, and terminate staff, in accordance with applicable laws;*
- *Lead and design innovative, results-focused programs and initiatives focused on sustainable school transformation at Zone schools;*
- *Identify appropriate curricula and interim assessments, including “Tier 1” highly effective curricula;*
- *Train educators through Zone and building-level professional development strategies that may deviate from district-wide professional development plans;*
- *Assist in establishing appropriate daily schedules for the Zone schools to maximize learning and planning time and to extend learning time;*
- *Define clear priorities and performance indicators for turnaround initiatives, ultimately holding principals accountable for meeting performance indicators and recommending necessary system change and support to the Superintendent;*
- *Ensure that the transformation initiative and schools’ priorities and needs are clearly communicated to key stakeholders, thereby ensuring that key district staff understand the critical role they play in achieving sustainable change.*

Teacher and Leader Compensation – Teachers and leaders shall be eligible for additional compensation for in the Zone based on the following:

- **Master and Mentor Teacher Addendums associated with the NIET/Teacher Advancement Program (TAP)**, according to the Redesign schedule;
- **Performance-based pay (PBC) incentives associated with the NIET/Teacher Advancement Program (TAP)** as payouts for effectiveness based on observations and performance as evidenced by increased student achievement according to the TAP protocol.
- **Principal School Performance Target Supplements**; the principal would be eligible for a \$5,000 annual supplement tied to the achievement of individual performance targets assigned to the principal. The principal would earn \$1,000 for each of the following **performance targets** met or exceeded by the end of each school year:
 - ❖ Growth of three points or higher in the School Performance Score
 - ❖ Five percent or higher overall growth in the number of students scoring Basic or above on all LEAP 2025 and EOC Assessments

- ❖ 90% or higher daily attendance of the teaching staff, excluding maternity or sabbatical leaves or a 90% retention rate of certified teachers from the previous year.
- ❖ A score of 85 or above on the District Tiered Fidelity Instrument SWPBIS Monitoring Instrument
- ❖ Receive an overall rating of 3.5 – 4.0 on the *McREL Leadership Responsibility Survey* taken by the teaching staff at the end of the school year. 90% of teachers must respond to the survey to receive performance pay.

Vision for Schools in Louisiana

To enable Louisiana's students to thrive in tomorrow's competitive job market and global economy, it is incumbent upon us to ensure every Louisiana student is on track to a college degree or a professional career.

Louisiana Believes is built on the premise that Louisiana students are just as capable as any students in America, and that those closest to children – parents and teachers – are best positioned to help students achieve those expectations. This plan focuses on raising expectations and educational outcomes for students in five major focus areas:

- **Unification of child care, Head Start and Pre-Kindergarten** to ensure that all students are ready for Kindergarten
- **Alignment of standards, curriculum, assessments, and professional development** to provide students and teachers with the tools they need to meet new standards
- **Preparation of every aspiring educator** under the guidance of an effective mentor, in the classroom, on the job
- **Creation of opportunities for every graduate** through Jump Start career education and college-level Advanced Placement or dual enrollment coursework
- **Focus on students in persistently struggling schools** by transforming those schools and creating new options for their families

Talented leaders—supervisors, school leaders, and classroom teachers – have worked tirelessly to improve teaching and learning in classrooms across the state. As a result, Louisiana students have achieved record gains on national and local indicators, proving that they are just as capable as their peers across the country.

- **Grade 3-8 Achievement:** The percentage of students scoring "Mastery" and above on the 3-8 LEAP ELA and math assessments has increased 13 percentage points since 2013. Louisiana fourth-grade students achieved the highest growth among students in all states on the 2015 National Assessment of Educational Progress (NAEP) in reading and the second highest growth in math.
- **ACT:** Since 2014, Louisiana students have made more progress on the ACT than has been made in any other state using the ACT as its high school assessment. The Class of 2016 was no exception, earning a record-high average composite for Louisiana-19.5--making Louisiana the most improved among states that assess all students. Louisiana also ranked third of seven Southern states in 2016.
- **Graduation Rate:** In 2016 Louisiana's graduation rate reached an all-time high of 77.5 percent. Louisiana raised its graduation rate 10.3 percent in the past five years, outpacing the nation's growth of 4.6 percent.
- **Strength of Diploma:** Louisiana high school students have more college and career opportunities in high school than ever before. Forty-three percent of the Class of 2016 earned early college credit or a statewide industry-based credential, valued in high-wage industries, a 6 percent increase since 2013. The percentage of students earning particularly advanced credentials—such as

passing an AP or CLEP test, or earning an National Center for Construction Education and Research (NCCER) level-two credential in a craft trade-increased to 10 percent, up from 4 percent in 2013.

Even with these important gains, Louisiana will continue to raise the bar for students so that by 2025, an A-rated school is one where the average student has fully mastered core content, is ready for the next level of study, and is given access to the same opportunities as their peers across the country. Reaching this bar must include directing additional resources and support to those schools who most struggle to ensure that all of their students are ready for college and fulfilling careers.

The Every Student Succeeds Act (ESSA)

The federal [Every Student Succeeds Act \(ESSA\)](#) was signed into law December 10, 2015, reauthorizing the 50-year-old Elementary and Secondary Education Act and revising many provisions of what was known as No Child Left Behind (NCLB). The Elementary and Secondary Education Act is the United States' national education law and longstanding commitment to equal opportunity for all students. Among the law's requirements, is the requirement that both school systems and the state build plans to improve the state's most chronically underperforming schools.

As a part of this law, the state is required to:

- Identify a list of struggling schools;
- Evaluate school system level plans to improve each school on the list;
- Award school improvement set aside dollars to school systems that have strong evidence-based plans for improving struggling schools; and
- Intervene in schools that do not improve over time.

As a part of this law, school systems are required to:

- Develop and implement an evidence-based school improvement plan for each struggling school within their system, and
- Make adjustments to the plan based on student results.

Struggling Schools in Louisiana

In recent years, Louisiana's efforts to reduce the number of students concentrated in struggling schools are yielding results. In 2016, more than 15,800 fewer students attended D and F schools than did in 2013.

Schools that meet any of the criteria below are included in Louisiana's [School Redesign List](#)¹:

- Received a D, F, or T-rating (where the "T" SPS score was equivalent to a D or F SPS score) for each of the past three consecutive school years
- Earned a graduation rate less than 67 percent in the most recent school year
- New schools (assigned a new site code in fall 2014) that received a D, F, or T-rating (where the "T" SPS score was equivalent to a D or F SPS score) for each of their first two years of operation

The round 1 [School Redesign List](#) is based on 2014, 2015, and 2016 letter grades, the 2016 graduation rate, and 2016-2017 Title I status. The list will next be updated after the 2017 letter grades have been released and the 2017-2018 list of Title I schools is available.

Given these criteria, a sizable number of schools continually struggle to provide an excellent education to students.

- 240 schools (18% of all schools), spanning 61 school systems, received a letter grade of D or F in each of the 2014, 2015, and 2016 school years and/or had a 2015 cohort graduation rate below 67%.
- 14% of all Louisiana students, nearly 102,000 students, attend persistently struggling schools. These students are more likely to be low income (90%, compared to 71% state average) and minority (85%, compared to 55% state average)

Moreover, statewide results show that though the academic performance of historically disadvantaged students is improving in ELA, math, and science, their overall performance and rate of improvement remain lower than that of their peers – revealing a persistent and widening gap between disadvantaged and non-disadvantaged students in Louisiana. For example, while 35 percent of students without disabilities scored mastery and above on the 2018 LEAP assessment, only 11 percent of students with disabilities scored at that level. Between 2015 and 2017, the number of white students scoring mastery or above on the LEAP assessment grew by 3 percent, while the number of African-American students scoring mastery or above only grew by 2 percent.

Louisiana's Approach to Improving Struggling Schools

To address the continued need for school improvement statewide, the Louisiana Department of Education (LDOE) will continue to use each of the following three strategies:

1. **School System-Driven School Redesign Planning:** The Every Student Succeeds Act (ESSA) requires every local school system design a plan for improving student performance in their struggling schools. School systems will develop multi-year plans to address these challenges that may

¹ Though school systems are required to create a School Redesign plan for *all* schools on the [School Redesign list](#), funds secured through the School Redesign Grant application can only be spent on Title I schools and schools with a graduation rate less than 67%.

include external partner organizations, and the LDOE will competitively award funds to those with the strongest evidence-based plans.

2. **Zone Strategies:** In our state's largest cities, there exist large concentrations of struggling schools. The LDOE recommends that school systems with five or more identified schools create a zone focused on setting ambitious goals, building community-based accountability, recruiting top educators, providing intensive supports for teachers, and broadening decision-making authority for principals. Caddo recently launched the [Transformation Next Zone](#) in partnership with the LDOE.
3. **Recovery School District Intervention:** In New Orleans and Baton Rouge, intervention by the Recovery School District (RSD) has yielded results for students. The RSD will continue to exist as an option for schools that continue to struggle despite plans for redesign. Involvement by the RSD can include mergers, closures, or transformation by a charter operator.

Purpose of the School Redesign Grant

The three-year School Redesign Grant is intended to support school systems as they build and execute plans to improve their struggling schools. Under the federal ESSA law, every school system that has a school identified as a persistently struggling school is required to develop a plan for improvement. The submission of this grant application will serve as that plan, and every school system with a school on the [list](#) must submit a plan in one of two grant cycles in the 2017-2018 school year.

The plan developed by each school system should focus on the areas listed below. The [grant application](#) and the [scoring rubric](#) mirror these categories:

- **Core Academics:** To see improvement, struggling schools must have a strong and coherent academic foundation including a plan for curriculum, assessment, and teacher professional development across all grade levels and core content areas, including for birth to 4 year olds. This must include a plan for ensuring students have access to advanced coursework, career education, and strong academic counselling.
- **Special Populations:** Schools need plans to address the unique needs of English language learners (ELL), special education students, and other struggling student groups. This should include a plan for early and accurate identification and aligned intervention, and instructional plans that ensure meaningful student growth and program exit, as appropriate.
- **Talent:** School systems with struggling schools face the challenge of recruiting, hiring, supporting and retaining top talent that can meet the needs of students. Building processes to ensure all schools, but particularly those that are chronically failing, identify workforce needs, retain, coach, and compensate teachers so that all students can achieve excellence.

- **LEA Systems:** School systems need to organize themselves in a manner that supports struggling schools to improve. Districts with five or more struggling schools should consider creating an improvement zone led by a single district-level leader that concentrates resources and capacity in this network of schools. School systems also have the opportunity to expand the choices that families in struggling schools have by ensuring fair access the highest quality schools and programs across PK-12th grade. This can be accomplished by a unified enrollment system and/or a shifting of attendance zones. In addition, systems can offer additional choices for families in the form of specialized programs, additional programs or charter schools.

Application Process Overview

During the 2017-2018 school year, the LDOE will run two cycles of the School Redesign Grant. For the first cycle of the grants, school systems have two options:

- **School Redesign Grant:** This three-year grant is an opportunity for school systems with strong plans to apply for ESSA funds.
- **Planning Grant:** This is an opportunity for school systems seeking to take more time to develop a strong plan to partner with an organization to help with the planning process and receive financial support for that planning process.

All school systems with a school identified as being in need of comprehensive support *must* complete a full School Redesign Grant application in one of the two cycles. However, school systems may choose to submit a planning grant in round 1 or not submit at all in round 1 and then submit a School Redesign Grant in round 2.

School Redesign Grant Application Timeline

	Application Released	Application Due	Interviews	Funds Awarded
Round 1	August 2017	September 29, 2017	Week of November 27, 2017	January 23, 2018
Round 2	February 2018	March 2018	April 2018	Summer 2018

Planning Grant Application Timeline

	Application Released	Application Due	Funds Awarded
Planning Grant	August 2017	September 15, 2017	October 17, 2017

School Redesign Plan

Having conducted a thorough needs analysis, school systems should build a plan that reflects the evidence-based strategies and will lead to the most significant positive changes in student achievement.

If a school system has more than one school eligible for the School Redesign Grant, one plan will be submitted for all schools. If the school system intends to differentiate its approach to different schools please indicate that in the plan.

The Department has organized possible interventions into four categories:

- Core Academics
- Special Populations
- Talent
- LEA Systems

All school systems are *required* to include information in their plans around the following three components of their core academics plans.²

- High quality curricula across core academic areas in PK-12
- High quality assessments across core academic areas in PK-12
- High quality teacher professional development in core academic areas in PK-12

Outside of this requirement, school systems are not required to build a plan that addresses all four categories or all the indicators but instead should focus on solutions that will address their areas of biggest need.

School systems' plan must explicitly include the following:

1. For each of the prioritized areas of greatest need, **a list of the [rubric](#) rows** that the school system will address in its plan.
2. For each of the prioritized areas of greatest need, **describe the plan** the school system has developed to achieve the goals set forth. The plan should describe:
 - a. The interventions chosen
 - b. The rationale for choosing these interventions, including the evidence base for the interventions
 - c. What schools will have to do in order to implement this intervention

² School systems who have not yet made choices across these three indicators that align to the Department's recommendations on quality should focus their application these indicators. School systems who have already implemented a strong plan for each of these components, and thus do not intend to request funds for them, should indicate that in their application and describe their current approach in their plan.

- d. What the school system's central office will do to support the implementation of this plan at the school level
 - e. How these interventions connect across each part of the plan so as to make the full plan coherent for school leaders and teachers
3. **An implementation plan** with a timeline of events that will be necessary to ensure the intervention(s) will yield the intended results. For each event, the plan should include who is leading the event and when it will occur over the course of the three-year plan. School systems should consider the following components as part of their implementation plan:
 - a. Planning for the intervention
 - b. Building principal and teacher investment in the plan
 - c. Training for principals and teachers around the intervention
 - d. Monitoring the success of the intervention
4. A single completed [budget template](#) that describes the costs of interventions across the 3-year implementation timeline described in the improvement plan. If the budget draws upon other state or federal funds to support related work at the school site or LEA, indicate that within the budget file on the Braided Funds tab.

SIG Grant Transformation Model

The theory of action underlying the transformation model is to shift the mindset of the leadership and instructional personnel of a school in a way that creates a learning environment in which students are better able to succeed. ^[14] To dramatically change the environment for the benefit of the children currently enrolled in the school, requires a change in adult behavior. Transformation change entails literal change in the behavior of a school's leadership as well as a change in the behavior of instructional personnel through a process of setting and then consistently modeling high professional expectations.

Changes that are required to occur under the transformation model that can be supported by SIG Grants as outlined by the U.S. Department of Education, are:^[15]

- New Leadership
- Implement a new evaluation system developed with staff
- Use student growth as a significant factor in that evaluation system
- Identify and reward staff who are increasing student outcomes; support and then remove those who are not
- Implement strategies to recruit, place, and retain staff
- Select and implement an instructional model based on student needs
- Provide job-embedded professional development designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction
- Provide increased learning time
- Provide an ongoing mechanism for community and family engagement
- Partner to provide social-emotional and community-oriented services and supports
- Provide sufficient operating flexibility to implement reform
- Ensure ongoing technical assistance from the District Level

There is a growing body of research that indicates that school districts must play a central role in coordinating and supporting change. Individual schools are responsible for implementing the change initiative but the district sets the stage for meaningful and sustainable change. Specifically, LEAs can support school improvement efforts identified in the SIG program by:

- Committing to a "No Excuses Policy" and expecting success in spite of challenges,
- Identifying schools for targeted intervention,
- Assessing capacity in order to determine "best" intervention strategy,
- Cultivating a pipeline of highly capable turnaround/transformation/restart school leaders
- Create conditions for success (i.e., grant school leaders the flexibility to make the necessary big changes).

Efforts in the Past Three Years to Improve the Persistently Struggling Schools in CPSB

- 1. Create a positive school culture in each school as a foundation to recruit and retain certified teachers and build student academic success**
 - Placed the most positive, motivated, and hard-working men and women available in administrative positions at each school.
 - Provide all newly appointed administrators with support and training pertaining to best practices for creating a positive school culture and improving teacher satisfaction.
 - Provided middle school leadership teams with Balanced Leadership training where the school teams participated in sessions led by McREL representatives to engage them with ideas such as change theory, competencies for effectively leading change, and leadership responsibilities highly correlated with student achievement.
 - Have created early release days and contracted with nationally known motivational speakers to address the faculties of Washington Marion, LaGrange, and each of their feeder schools on the subject of building positive school cultures.
 - Have coordinated with local media outlets to provide news coverage of positive events happening at our low-performing schools in an effort to improve the public's perception of each school and increase attendance.
 - Middle school consultants and the director worked with the OPMS leadership team develop and implement a 2016-17 action plan for addressing identified areas for improvement and development as it related to school culture and core instructional practices.
 - Supported school administrators and teachers in implementing stronger and more effective SWPBIS programs that target both student and adult behavior.
 - Strategically targeted focus schools whose faculty members received training on cultural competency, sensitivity, de-escalation and classroom management strategies.
 - Worked to improve the physical appearance and upkeep of all of our schools to instill a sense of order and pride.
 - We have made an increased effort the past two years to enforce the mandatory attendance laws and work with the District Attorney's Office to reinstitute Truancy Court.
 - Have increased the number of unique courses offered exclusively at our persistently struggling Middle and High Schools in an effort to incentivize higher performing students to remain at their home school and become leaders.
 - Recently assigned an additional Dean of Discipline at LaGrange to support their efforts to consistently enforce the Student Code of Conduct and improve school culture.

Building Foundations for the Future

Tommy Campbell Chief Academic Officer

Administrative Offices 3310 Broad Street Lake Charles, LA 70615 Phone 337.217.4005 Fax 337.217.4012

2. Recruitment and retention of effective teachers and administrators

- Offer high school courses designed to provide practical teaching experiences to seniors in an effort to encourage them to choose education as a career
- Heavily recruit Education Graduates from Colleges throughout the state
- Recruit students graduating from college with Basic Studies Degrees into an Alternative Teaching Certification Program.
- We are making efforts to recruit degreed professionals from other fields with ACT Scores of 22 and higher to enter an Alternative Certification Program. Provide tuition assistance for these Ed. Candidates.
- Created the Certification Assistance Program that pays the cost of the PRAXIS Test for uncertified teachers as well as a stipend for them to attend PRAXIS remediation classes paid for by the district.
- Created a position on the salary schedule called Springboard that gives Long Term Substitutes with good evaluations an additional year to complete their certification requirements.
- Re-instituted and funded our New Teacher Academy to provide support year-long for the 150 - 200 new teachers hired each year and increase retention.
- We are asking the Board for permission to approve the implementation of signing bonuses for any new teacher hired who will make a commitment to teach in one of our low-performing schools
- Implemented a CPSB Mentoring Program that provides additional support for beginning teachers throughout the year in the form of trained, high-performing, positive classroom teachers who serve as their mentors. These mentor teachers would then become a pipeline for future administrator candidates.
- Hired three permanent sub positions at LaGrange High to aide in their chronic teacher absentee problem. These subs will be assigned on a priority basis each day to any EOC or core subject teacher's class who is absent.
- Pay a bonus each semester to any teacher who has perfect attendance.
- Provide classes for prospective Ed. Leader Candidates to educate them on the foundation practices of school administration in an effort to motivate them to continue their efforts towards Leadership Certification.
- Train all newly appointed administrators each year in Transformational Leadership Competencies.
- Created Leadership Teams at each of our schools to enhance each leader's ability to bring about change and improve the school culture.

Building Foundations for the Future

Tommy Campbell Chief Academic Officer

Administrative Offices 3310 Broad Street Lake Charles, LA 70615 Phone 337.217.4005 Fax 337.217.4012

- We continue to expand on the success of our CPSB Job Fair by making it a yearly event with over 400 prospective employees attending each year.
- Have created the position of Turnaround Principal which incentivizes Highly Effective administrators, with a proven track record of student growth, to work in our persistently struggling schools.
- We are looking into the possibility of creating a virtual school staffed with highly effective teachers proficient in technology skills to teach subjects such as Algebra II, Geometry, Advanced Math, and Biology and satellite these classes into schools without certified teachers.
- We have added Targeted Aggressive Behaviors (TAB) positions in most of our Persistently Struggling Schools and Deans of Discipline in those schools where discipline data shows a need for additional administrative support.

3. Academic Support

- We have trained several cohorts of administrators through the Principals' Fellowship Grant as Instructional Leaders and Turnaround Specialist and we are using the Trainer of Trainer Model to inservice the remaining administrators throughout the 2017-18 school-year
- We are implementing the "Transformational Model" in Combre Fondel and Washington Marion using funds from our recently awarded School Improvement Grants totaling over 1.5 million dollars. Through this process we have been able to add numerous high quality employees to their staffs and decrease the number of uncertified teachers at each school.
- We are currently working on a School Redesign Grant Application that will target our 10 Persistently Struggling Schools in the areas of teacher recruitment and retention, improving instructional practice through the implementation of TAP, and providing Tier I curriculum aligned to state assessments. This grant should be in place for the 2018-19 school year.
- We have applied for the Teacher and School Leader Grant which is a Federal Grant that would provide several million dollars each year to incentivize teachers to work in our Persistently Struggling Schools and improve their instructional practice through the implementation of TAP.
- We have purchased literacy intervention resources to be used during the extended day that are designed to complement and support our primary literacy resources and tiered to meet the individual needs of all students in our focus schools.

Building Foundations for the Future

Tommy Campbell Chief Academic Officer

Administrative Offices 3310 Broad Street Lake Charles, LA 70615 Phone 337.217.4005 Fax 337.217.4012

- We have fully implemented and are revising yearly our newly created District RTI Academic and Behavior Plans in an effort to increase the effectiveness, efficiency, and consistency of academic and behavioral interventions.
- At OPMS leadership team members Literacy Assistant met weekly with the Literacy Specialist to review data and literacy strategies with the purpose of providing the necessary materials and modeling of lessons for ELA and ELA enhancement teachers
- Achieve3000 (School ELA RTI program) state representative in-serviced ELA and ELA enhancement teachers on how to retrieve data and disaggregate data for the purpose of collaboration on the design of co-teaching lesson plans that focused on moving students academically individually and in small groups.
- Math STEM Coach and Lead teacher collaborated with Math and Math enhancement teachers to plan lessons with rigor which included hands on activities, strategies to create a systematic approach to problem solving activities using Mathematical Practices to increase student achievement.
- Restructured RTI at the high school level to focus on EOC, ACT, and Work Keys.
- We have applied for and receive the LASFA and Gear Up Grants for Washington Marion and LaGrange. These grants focus on improving graduation rates and college readiness.
- We have dramatically increased the number of students successfully taking CLEP and Work Keys Assessments at Lagrange and Washington Marion High Schools. ACT scores and Graduation Rates have increased and the School Performance Scores of each school have steadily increased over the past three years. Both schools are on the verge of being rated "C" schools.
- We have expanded the enrollment of our two University Programs at Washington Marion and LaGrange High Schools over the past three years.
- Implemented unannounced Snapshot observations throughout the school year in an effort to provide meaningful and constructive feedback to teachers pertaining to instructional practices in a non-evaluative format.
- Added part-time Reading Interventionist in over 20 of our lowest performing schools to imbed needed supports for struggling students during the school day.
- We have trained key school leaders in each high school on EOC and ACT strategies such as Trend Data analysis, test design, ACT Mastery, and student goal setting.
- We continue to improve the process of creating and delivering District Common Assessments in an effort to implement a guaranteed and variable curriculum across all of our classrooms.
- We are implementing LEAP 360 diagnostic and interim assessments that align with the State Assessments and replace our CPSB District Common Assessments in grades 3-10 for the first time this year.

Building Foundations for the Future

Tommy Campbell Chief Academic Officer

Administrative Offices 3310 Broad Street Lake Charles, LA 70615 Phone 337.217.4005 Fax 337.217.4012

- We have gradually and incrementally begun to hold our administrators and teachers to higher expectations through the COMPASS Evaluation process with our focus being on providing them with accurate and meaningful feedback on instructional practices.
- Our district Student Learning Targets are linked for the first time this year with actual student growth and performance on the LEAP and EOC Assessments in grades 3-10.

Continuing Support Specific to Elementary Focus Schools

The Elementary Department continues to provide professional development for all of the teachers at each of the focus schools. It is evident to us that providing additional resources and/or programs have not sufficiently increased student achievement in these schools, therefore our focus in 2017-2018 will be on developing, improving, and supporting teachers and effective teaching practices. Listed below are our initial steps to differentiate services, as a curriculum department, based on the needs of the individual schools. We are very excited about the steps we are taking and truly feel that each step will improve instructional practices and engage students' learning through sound educational practices which will enable them to become viable and productive members of society.

Combre/Fondel Elementary

- School is staffed with all certified teachers for the first time in many years.
- Full implementation of The TAP program
 - Provides ongoing applied professional growth
 - Accountability will be focused on instruction
 - Compensate teachers based on student performance
- Utilization of all Tier 1 instructional materials in ELA and Math
- Professional development was provided on August 10th for reading interventions
- Will have two opportunities for math coaching on their campuses this year by a certified trainer
- Will have access to a professional development video series for use in PLCs and instructional planning

Clifton Elementary

- Student materials will be provided for ELA Foundations instruction
- Support for the development of RTI processes and resources from the 95% Group
- Will have two opportunities for math coaching on their campuses this year by a certified trainer
- Will have access to a professional development video series for use in PLCs and instructional planning
- Support for instructional planning in content-based PLCs

Building Foundations for the Future

Tommy Campbell Chief Academic Officer

Administrative Offices 3310 Broad Street Lake Charles, LA 70615 Phone 337.217.4005 Fax 337.217.4012



- Is included in the School Redesign Grant which will bring about full implementation of TAP (TBD Spring 2018)

Johnson Elementary

- Student materials will be provided for ELA Foundations instruction
- Support for the development of RTI processes and resources from the 95% Group
- Will have two opportunities for math coaching on their campuses this year by a certified trainer
- Will have access to a professional development video series for use in PLCs and instructional planning
- Support for instructional planning in content-based PLCs
- Is included in the School Redesign Grant which will bring about full implementation of TAP (TBD Spring 2018)

Brentwood Elementary

- A high performing Turnaround Principal has been assigned to the school.
- The school has been staffed with all certified teachers for the first time in many years.
- Coaching support will be provided for ELA Foundations instruction
- Student materials will be provided for ELA Foundations instruction
- Will have two opportunities for math coaching on their campuses this year by a certified trainer
- Will have access to a professional development video series for use in PLCs and instructional planning
- Support for instructional planning in content-based PLCs
- Is included in the School Redesign Grant which will bring about full implementation of TAP (TBD Spring 2018)

Ralph Wilson

- Will have two opportunities for math coaching on their campuses this year by a certified trainer
- Will have access to a professional development video series for use in PLCs and instructional planning
- Support for instructional planning in content-based PLCs
- Although not eligible, plans are to include Ralph Wilson, with Board Approval, in the School Redesign Grant which will bring about full implementation of TAP (TBD Spring 2018)

Building Foundations for the Future

Tommy Campbell Chief Academic Officer

Administrative Offices 3310 Broad Street Lake Charles, LA 70615 Phone 337.217.4005 Fax 337.217.4012

TAP System Overview

TAP™: The System for Teacher and Student Advancement was launched by the Milken Family Foundation in 1999 and is now operated by the National Institute for Excellence in Teaching (NIET). The goal of TAP is improved teacher professional practice resulting in improved student achievement. TAP is a reform system designed to elevate the teaching profession through the implementation of four interrelated elements:

1

Multiple Career Paths: TAP allows teachers to pursue a variety of positions throughout their careers — career, mentor, and master teacher — depending upon their interests, abilities, and accomplishments. As they move up the ranks, their qualifications, roles, and responsibilities increase — and so does their compensation. This career path allows teachers to advance without having to leave the classroom. Along with the principal, the master and mentor teachers form a leadership team to deliver school-based professional support and conduct evaluations with a high level of expertise.

2

Ongoing Applied Professional Growth: TAP restructures the school schedule to provide time during the regular school day for TAP teachers to participate in weekly cluster group meetings. Led by master and mentor teachers, cluster group meetings allow teachers to examine student data together, engage in collaborative planning, and learn instructional strategies that have proven successful in their schools.

3

Instructionally Focused Accountability: TAP teachers are observed in classroom instruction several times a year by multiple trained observers, including principals and master and mentor teachers, using research-based rubrics for several dimensions of instructional quality. Evaluators are trained and certified on these rubrics, and leadership teams monitor the reliability and consistency of evaluations in their schools.

4

Performance-Based Compensation: Teachers in a TAP school have the opportunity to earn bonuses each year based on their performance in the classroom, their students' achievement gains, and the entire school's achievement growth. Master and mentor teachers also receive additional compensation based on their added roles and responsibilities.

This document outlines the specific policies for implementing:

1. The teacher performance evaluation component as called for by the Ongoing Applied Professional Growth and Instructionally Focused Accountability elements of TAP; and
2. The salary augmentations and performance awards component as called for by the Multiple Career Paths and Performance-Based Compensation elements of TAP.

For more information about the TAP system, visit www.tapsystem.org.