District of Columbia
Office of the State Superintendent of Education

1003(g) School Improvement Grant

SY 2014-2015 Application

Maya Angelou Public Charter High School

1003(g) School Improvement Grant

Overview

Program: Title I, Part A: 1003(g) School Improvement Grant (SIG)

Purpose: School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State Education Agencies (SEA) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools.

Under the final requirements published in the Federal Reserve on October 28, 2010, school improvement funds are to be focused on each State's "Priority" or "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving five percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are low achieving as the State's other Tier I schools ("newly eligible" Tier I schools).

Tier II schools are the lowest-achieving five percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools).

An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). In the Priority or Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf

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Contact Information

*** Denotes required field**

Application Approval / Disapproval Copy Email Addresses

☑ Check to add up to five (5) email addresses to receive copies of automated approval/disapproval notices. Only the Superintendent or Authorized Representative will receive an email notification and does not need to be included in this list. Any other users who should receive notification should be listed.

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aschoolcraft@seeforever.org

jrodriguez@seeforever.org

Data Universal Number System (DUNS): 111327057

System of Award Management (SAM) Expiration Date: 03/24/2016

SIG Funds Coordinator Contact:

Last Name*: Tessone

First Name*: Chris

Title*: Chief Operating Officer

Street Adress*: 1436 U Street, NW Ste. 203

City*: Washington

State*: DC

Zipcode*: 20009

Phone*: 202 797 8250 Extension

Fax*: 202 797 8284

Email*: ctessone@seeforever.org

☑ Has the Local Educational Agency Completed CRR Registration?

Consultation

As appropriate, the LEA is required to consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Priority Schools. The LEA must check the box below to indicate agreement with the statement below and then list stakeholders the LEA consulted and the dates on/during which consultation occurred.

Individual(s) or Group(s) Consulted: Adele Fabrikant

Relationship: (ex: parent, board member, funder, etc.) Education Consultant

Date(s) of Consultation: (mm/dd/yyyy)

Date:	12/01/2013	Date:		Date:		Date:		Date:	
Date:		Date:		Date:		Date:		Date:	

Individual(s) or Group(s) Consulted: Cambridge Education LLC - John Francis and Renee Purdue

Relationship: (ex: parent, board member, funder, etc.) Education Consultant

Date(s) of Consultation: (mm/dd/yyyy)

Date:	05/01/2013	Date:		Date:		Date:		Date:	
Date:	02/01/2014	Date:		Date:		Date:		Date:	

Individual(s) or Group(s) Consulted: Ephraim Weisstein

Relationship: (ex: parent, board member, funder, etc.) Education Consultant

Date(s) of Consultation: (mm/dd/yyyy)

Date:	05/01/2013	Date:		Date:		Date:		Date:	
Date:		Date:		Date:		Date:		Date:	

Individual(s) or Group(s) Consulted: Promethean - Jack Reed

Relationship: (ex: parent, board member, funder, etc.) Education Consultant

Date(s) of Consultation: (mm/dd/yyyy)

Date:	10/01/2013	Date:		Date:		Date:		Date:	
Date:		Date:		Date:		Date:		Date:	

Individual(s) or Group(s) Consulted: Parents

Relationship: (ex: parent, board member, funder, etc.) Important Stakeholders

Date(s) of Consultation: (mm/dd/yyyy)

Date:	11/01/2013	Date:		Date:		Date:		Date:	
Date:		Date:		Date:		Date:		Date:	

Individual(s) or Group(s) Consulted: Maya Angelou School Board of Directors

Relationship: (ex: parent, board member, funder, etc.) Governing Board of Maya Angelou Schools

Date(s) of Consultation: (mm/dd/yyyy)

Date:	10/01/2013	Date:		Date:		Date:		Date:	
Date:	12/01/2013	Date:		Date:		Date:		Date:	

Individual(s) or Group(s) Consulted: See Forever Foundation - Board of Directors

Relationship: (ex: parent, board member, funder, etc.) Governing Board of See Forever Foundation

Date(s) of Consultation: (mm/dd/yyyy)

Date:	10/01/2013	Date:		Date:		Date:		Date:	
Date:	12/01/2013	Date:		Date:		Date:		Date:	

Individual(s) or Group(s) Consulted: New Teacher Project - Jessica Swanson

Relationship: (ex: parent, board member, funder, etc.) Education Consultant

Date(s) of Consultation: (mm/dd/yyyy)

Date:	07/01/2013	Date:		Date:		Date:		Date:	
Date:		Date:		Date:		Date:		Date:	

Leading Indicators

To inform and evaluate the effectiveness of the interventions identified in the final requirements for School Improvement Grants, OSSE and the U.S. Secretary of Education will collect data on several metrics, While some data is already provided in another way, several new metics are listed below. For each, indicate whether the LEA already has a system for tracking this data. Then, either describe the system that is already in place or describe the system the LEA will put in place within 30 days of receiving a School Improvement Grant based on this application.

Metric	Do you currently collect/maintain data on this metric?	Describe your current or future system of data collection for this metric.
Number of minutes within the school year	Yes ◉ No ○	A school calendar is kept by our Chief Academic Officer and Dean of Academics to ensure sufficient number of days within the school year. Additionally, as unexpected delays occur (i.e. due to inclement weather, the calendar is updated with all changes. The number of minutes can then be calculated based on the number of days and the length of each school day.
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	Yes ◉ No ○	AP: The High School offers three AP courses each year to advanced level juniors and senior. The three courses are AP Government and AP English Literature. The High School's Office of Post-Secondary Success is responsible for collecting student AP test scores from College Board each summer. The portion of students receiving an AP test score of 3 or higher is reported to PCSB annually as part of the High School Performance Management Framework (PMF.) 2. Dual Enrollment: Juniors and seniors may qualify for dual enrollment through the High School/College Internship Program (HISCIP.) Data on student dual enrollment is collected in PowerSchool. Grades are collected by the Postsecondary Success Team using current releases from postsecondary institutions
College enrollment Rate	Yes ◉ No ○	The See Forever Foundation collects and aggregates data on alumni college enrollment. The Foundation uses primarily the National Student Clearinghouse to collect data on alumni enrollment and persistence each fall and spring. The Foundation's Office of Alumni Support also keeps in regular direct contact with alumni. Direct contact allow the Office of Alumni Support to track alumni self-reported enrollment in post-secondary institutions that do not participate in the Clearinghouse, such as vocational training programs. The Office finds about 5-10% of postsecondary enrollment not found in the Clearinghouse per year. College enrollments data is housed within Social Solutions software system ETO. The Foundation is in the process of migrating historical case notes into the system and configuring the system for increased reporting functionality. Data migration is currently underway, and we expect full completion by Winter 2014.
Distribution of teachers by performance level on LEA's teacher evaluation system	Yes ◉ No ○	Our Chief Academic Officer collects mid-year and end of year evaluations from the school's principal.
Teacher Attendance Rate	Yes ◉ No ○	We have two systems that track teacher attendance. First, we use a substitute tracker that indicates which teachers have requested a substitute for the classes and for which days. Additionally, we use a Smart Sheet tracker that is maintained by our Assistant Principal. Smart Sheet is an online spreadsheet software that is customizable, and can be used for a variety of functions. We currently use Smart Sheet for a variety of our HR Functions.

Capacity

If the LEA is NOT applying to serve each Priority School, the LEA must explain below why it lacks sufficient capacity to serve each Priority School. OSSE will evaluate the sufficiency of the LEA's claim, which will be sructinized carefully to enure that LEAs effectively intervene in as many of their Tier I schools as possible. Below, the LEA must demonstrate this by describing elements of capacity that are lacking. Under the final requirments for School Improvement Grants, an LEA must serve all Priority Schools unless it acks sufficient capactiy to do so.

Meanwhile, an LEA must also demonstrate that it has the capacity to serve all of the schools it does include in its application for funds.

Through these school-specific responses, the LEA will demonstrate that it has the capacity to use school improvement funds to provide adequate resources and related support to each Priority School identified in this application in order to implement fully and effectively the selected intervention in each of those schools.

Please describe the number and Credentials of Staff Dedicated to Implementation.

Staff Member Name:	Dr. Heather Wathington
Staff Member Title:	Chief Executive Officer
Staff Member Credentials:	Assistant Professor at Curry School of Education at Univ. of Virgina; Masters degree in higher ed

Staff Member Name:	Chris Tessone
Staff Member Title:	Chief Operating Officer
Staff Member Credentials:	Experience with asset management, coporate finance, charter school facilities, human cap strategy

Staff Member Name:	Michael Walker
Staff Member Title:	Director of Post-Secondary Success
Staff Member Credentials:	Undergrad - Univ of Maryland with a double-major in criminal justice

Staff Member Name:	Adriana Rodriguez
Staff Member Title:	Director of Data, Evaluation, and Analysis
Staff Member Credentials:	B.A. from American University; Worked for 5 yrs. at Raising Hispanic Academic Achievement

Staff Member Name:	Jessika Reliford
Staff Member Title:	Human Resources Manager
Staff Member Credentials:	B.A. in Psychology; M.S. in Industrial/Organizational Psychology

Staff Member Name:	Julia Rodriguez
Staff Member Title:	Operations Manager
Staff Member Credentials:	B.A. Psychology (Cornell University)

Staff Member Name:	Kamal Wright-Cunningham
Staff Member Title:	Director of Social Emotional Learning and Culture
Staff Member Credentials:	Ph.D. in Counseling and Human Development

Staff Member Name:	Adele Fabrikant
Staff Member Title:	Strategic School Solutions and Consultant
Staff Member Credentials:	Master's degree in Ed. Leadership; Doctorate in Education Leadership (Teachers College) Columbia Uni

Please describe the use of Other Funds to Directly Support Implementation.
(1910 of 5000 maximum characters used)

As the LEA, MAPCS will use a limited amount of funds from the Academic Quality Grant (SOAR) and local and privately raised funds toward implementation. The recently awarded SOAR Grant will provide funds for the following costs related to implementing the Transformation Model:* $3,056 a year for two years to support recruitment efforts* $16,299 a year for two years to support the development and implementation of interventions and competency based instruction/programming* $20,000 to support competency based curriculum development* $10,000 for math achievement focused softwareMAPCS receives Title I and IDEA funding that support school-wide programs and Special Education efforts. In addition, we raise funds from foundations, corporations and individuals to help support the overall budget of the organization.The DC Education Adequacy Study released by the Office of the Deputy Mayor for Education provides a data-driven estimate of the costs of providing an adequate pre-K through 12th grade education to students in DC's traditional public schools and public charter schools based District academic performance standards. The study highlights the recommended Uniform Per Student Funding Formula (UPSFF) needed to meet not only current academic performance standards, but also the new common standards. There has traditionally been a significant gap between the recommended UPSFF and the actual allocation of resources for MAPCS. By our calculation, the gap has been as high as $2.1 million based on student enrollment. However, recent enhancements to the formula for funding/resource allocation, and MAPCS classification as an Alternative School have resulted in increased funding. However, there still exists a $1.24 million gap in funding for MAPCS based on student enrollment. We will continue to work to secure additional funds to support implementation of the Transformation Model.

Please describe the LEAs ability to Recruit New Principals for the Turnaround and Transformation Models or the Availability of EMOs to Enlist for the Restart Model.
(2622 of 5000 maximum characters used)

SFF/MAPCS has developed a strong plan to recruit a new principal for the High School. We have cast the net much wider by looking beyond the DC region to other urban districts such as New York City and Philadelphia. In addition, we are engaging alum from organizations such as Teach for America, Education Pioneers and Broad Residency. Additionally, we seek to ensure strong leadership and work to identify candidates that are strongly connected and committed to our school mission and program, we seek the support and advice from various members in our school community, including our alums. Through our Alumni Support Office, we work to stay connected with our alums and provide opportunities to receive their feedback based on their experiences as Maya Angelou alums.Over the past year we have improved our processes and systems related to Human Resource and Human Capital management including implementation of a more rigorous hiring process for both internal and external candidates. We used these improved processes in 2013 in hiring new leaders at our Young Adult Learning Center and the Maya Angelou Academy. The first year of performance at these two sites indicates that the new model is very effective. Incorporating an online applicant tracking system into our hiring process in late 2012 has allowed us to build a foundation for stronger hiring. As of March of 2014, we have captured and stored over 4,000 resumes that can be shared with dozens of staff that are responsible for hiring at our various campuses. This collection of resumes allowed us to compare the skillsets of current staff to external applicants and to update our requirements based on the current labor market. Consequently, roughly 86% of non-teaching, entry-level staff that joined the organization in 2013 had a bachelor's degree or higher while 33% who joined the organization prior to 2013 held bachelor's degrees or higher. We are moving in a direction of hiring entry-level staff that have at least a bachelor's degree as that credential becomes more common in the labor market. Another aspect of our 2013 hiring process has been to incorporate best practices into our interview process. We regularly use panels for interviews, incorporate behavioral questions into interviews, and require candidates to complete job-related writing assessments. Research across sectors shows that the best way to structure interviews is to have multiple stakeholders ask candidates behavioral questions. Additionally, job-related assessments provide previews of what candidates can bring to jobs and where they may need development.

Please describe any barriers and/or Evidence of Support from Teachers, the Board of Education, School Staff, and/or Parents
(1507 of 5000 maximum characters used)

As the Maya Angelou Public Charter School prepares to transform its school through new leadership and staffing expectations, we know that we will inevitably face challenges from staff who are uncomfortable with or resistant to change. Specifically, we are making substantial changes related to staff expectations and roles, climate and culture, and it will be important to address concerns directly and as they come. Currently, to address this concern, and as part of our ongoing plan, we are working to create energy and momentum among returning staff members, and create opportunities for potential new candidates. We are hosting various social/ networking events as part of our hiring process to help build team and synergy among staff members from the very beginning. Additionally, we are working to provide opportunities for staff members to be a part of the change process, so that we grow school buy-in and investment. We are also working to develop diverse professional development opportunities throughout our school community and throughout the year.While resistant to change may be difficult to accept for some, we have received a tremendous amount of support from members throughout our school community who are excited to improve, strengthen, and grow our school in order to better meet the needs of our students. Our See Forever Foundation and Maya Angelou School Boards have both enthusiastically supported our plans for change and are embracing their role to ensure continued success.

Please describe any other Elements of Capacity.
(958 of 5000 maximum characters used)

We have two governing boards that help guide the development and growth of See Forever/ Maya Angelou Schools. The See Forever Board's primary focus is on strategic planning, resource development, and fiscal management. The Maya Angelou Board's primary focus is on governance, program development, and school performance. Each board meets at a minimum of 4 times a year, with at least one board meeting being a joint meeting between the Maya Angelou Schools board and See Forever Foundation Board. Each board consists of various committees that is aligned with the goals of each board respectively. For example, the See Forever Board has organized a Finance Committee and Fundraising Committee. The Maya Angelou Schools Board has organized a School Accountability Committee, among others. Each board consists of a wide range of expertise, from juvenile justice reform to experts in the field of education, lawyers, and successful business professionals.

Plans for Implementation Overview

Each LEA is required to provide information in the LEA application describing actions it has taken, or will take, to do each of the following:

1. Design and implement interventions consistent with the final requirements.
2. Recruit, screen, and select external providers, if applicable, to ensure their quality.
3. Align other resources with the interventions.
4. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.
5. Sustain the reforms after the funding period ends.

Osse will evaluate the LEA's commitment to take these actions based on action plans the LEA must provide below. Include dates the action did or will take place and the names of responsible staff. Then the LEA must also include a narrative description of the action steps it has taken or will take, which must align with the detailed action plan.

Plans for Implementation: Designing and Implementing

Provide a detailed action plan for designing and implementing interventions with the final requirements.

Not Applicable ☐

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
06/01/2013	03/01/2014	Revise, create, and communicate new job descriptions. After completion of first year, we will work to revise based on evaluation and feedback collected of previous year's process and success/ challenges.	COO, HR Manager
06/01/2014	03/01/2015	Revise, create, and communicate new job descriptions. After completion of first year, we will work to revise based on evaluation and feedback collected of previous year's process and success/ challenges.	COO, HR Manager
06/01/2015	03/01/2016	Revise, create, and communicate new job descriptions. After completion of first year, we will work to revise based on evaluation and feedback collected of previous year's process and success/ challenges.	COO, HR Manager
06/01/2016	03/01/2017	Revise, create, and communicate new job descriptions. After completion of first year, we will work to revise based on evaluation and feedback collected of previous year's process and success/ challenges.	COO, HR Manager
06/01/2013	07/01/2014	Establish and implement strong recruitment and hiring process by July 2014. In each year following, we will work to revise based on evaluation and feedback collected of previous year's process and success/ challenges.	COO, HR Manager, Principal
06/01/2014	07/01/2015	Establish and implement strong recruitment and hiring process by July 2014. In each year following, we will work to revise based on evaluation and feedback collected of previous year's process and success/ challenges.	COO, HR Manager, Principal
06/01/2015	07/01/2016	Establish and implement strong recruitment and hiring process by July 2014. In each year following, we will work to revise based on evaluation and feedback collected of previous year's process and success/ challenges.	COO, HR Manager, Principal
06/01/2016	07/01/2014	Establish and implement strong recruitment and hiring process by July 2014. In each year following, we will work to revise based on evaluation and feedback collected of previous year's process and success/ challenges.	COO, HR Manager, Principal
06/01/2013	06/01/2016	Communicate Chain of Command and Organizational Chart - this will be constant reinforcement and communication throughout each year, including during PD's and professional meetings. Effectiveness will be measured through teacher and evaluation and observations of practices	CEO, COO
08/01/2013	08/01/2016	Establish and differentiate professional modes of communicating (email, meetings, etc.) This will be constant reinforcement and communication throughout each year, including during PD's and professional meetings. Effectiveness will be measured through teacher and evaluation and observations of practices	Principal and school leaders

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
08/01/2013	08/01/2016	Utilize the professional responsibility section of the Danielson evaluation tool using the indicators to monitor teacher actions during the first year. In each consecutive year, continue to use the evaluation tool, using data collected to determine professional development opportunities for teacher and to grow teacher skills and leadership	Principal and school leaders
12/01/2013	09/01/2014	Develop standard operating procedures for each department/job function - for each consecutive year, evaluate and revise as needed based on any changes necessary to operating procedures for department/ job function	School Leadership Teams
12/01/2014	09/01/2015	Develop standard operating procedures for each department/job function - for each consecutive year, evaluate and revise as needed based on any changes necessary to operating procedures for department/ job function	School Leadership Teams
12/01/2015	09/01/2016	Develop standard operating procedures for each department/job function - for each consecutive year, evaluate and revise as needed based on any changes necessary to operating procedures for department/ job function	School Leadership Teams
12/01/2016	08/01/2017	Develop standard operating procedures for each department/job function - for each consecutive year, evaluate and revise as needed based on any changes necessary to operating procedures for department/ job function	School Leadership Teams
10/01/2013	12/13/2014	Compile old documents related to Maya Way Guide	CEO
		Work with Board and staff committee to renew Maya Way Guide.	

12/01/2014	06/01/2014	After Guide is finalized, we'll work to share with all organizational stakeholders, including teachers and staff, leadership, parents, partners, etc. (July 2014 and ongoing)	CEO, Adele Fabrikant
07/01/2014	09/01/2017	Work with Board and staff committee to renew Maya Way Guide. After Guide is finalized, we'll work to share with all organizational stakeholders, including teachers and staff, leadership, parents, partners, etc. (July 2014 and ongoing)	CEO, Adele Fabrikant
03/01/2014	07/01/2014	Review and revise modes of communication to families and students. In each following consecutive year, we will revise modes of communication based on effectiveness and lessons learned from the previous year.	Principal, Family Engagement Center Coor
03/01/2015	07/01/2015	Review and revise modes of communication to families and students. In each following consecutive year, we will revise modes of communication based on effectiveness and lessons learned from the previous year.	Principal, Family Engagement Center Coor

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
03/01/2016	07/01/2016	Review and revise modes of communication to families and students. In each following consecutive year, we will revise modes of communication based on effectiveness and lessons learned from the previous year.	Principal, Family Engagement Center Coor
03/01/2017	07/01/2017	Review and revise modes of communication to families and students. In each following consecutive year, we will revise modes of communication based on effectiveness and lessons learned from the previous year.	Principal, Family Engagement Center Coor
08/01/2013	05/01/2014	Regular teacher observations - revise observation process as needed based on effectiveness from previous year.	Principal, School Leadership, Chief Acad
08/01/2014	05/01/2015	Regular teacher observations - revise observation process as needed based on effectiveness from previous year.	Principal, School Leadership, Chief Acad
08/01/2015	05/01/2016	Regular teacher observations - revise observation process as needed based on effectiveness from previous year.	Principal, School Leadership, Chief Acad
08/01/2016	05/01/2017	Regular teacher observations - revise observation process as needed based on effectiveness from previous year.	Principal, School Leadership, Chief Acad
10/01/2013	10/01/2016	Identify organizations and schools of education for potential teacher workforce leads. This will be a continued practice as we work to identify strong partners to identify a strong pool of teaching candidates	HR Manager, COO, CEO
01/01/2014	01/01/2017	Develop relationships with schools of education and teacher provider organizations	HR Manager
02/01/2014	03/01/2014	Conduct mid-year teacher evaluations	Principal, HR Manager
02/01/2015	03/01/2015	Conduct mid-year teacher evaluations	Principal, HR Manager

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
02/01/2016	03/01/2016	Conduct mid-year teacher evaluations	Principal, HR Manager
02/01/2017	03/01/2017	Conduct mid-year teacher evaluations	Principal, HR Manager
03/01/2014	03/01/2017	Begin to map out and revise plans for instructional leaders and teacher hiring for 2014-15. Revisions for each year will occur for the next SY starting in March of each year.	CAO, School Leadership, COO
06/01/2014	08/01/2014	Develop August professional development based on evaluations and successes/ challenges identified from the previous year as well as identified additional support needs.	CAO
06/01/2015	08/01/2015	Develop August professional development based on evaluations and successes/ challenges identified from the previous year as well as identified additional support needs.	CAO
06/01/2016	08/01/2016	Develop August professional development based on evaluations and successes/ challenges identified from the previous year as well as identified additional support needs.	CAO
06/01/2017	08/01/2017	Develop August professional development based on evaluations and successes/ challenges identified from the previous year as well as identified additional support needs.	CAO
06/01/2014	08/01/2014	Develop Teacher Induction -based on evaluations and successes/ challenges identified from the previous year as well as identified additional support needs.	CAO, Principal
06/01/2015	08/01/2015	Develop Teacher Induction -based on evaluations and successes/ challenges identified from the previous year as well as identified additional support needs.	CAO, Principal
06/01/2016	08/01/2016	Develop Teacher Induction -based on evaluations and successes/ challenges identified from the previous year as well as identified additional support needs.	CAO, Principal

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
06/01/2017	08/01/2017	Develop Teacher Induction -based on evaluations and successes/ challenges identified from the previous year as well as identified additional support needs.	CAO, Principal
06/01/2014	08/01/2014	Refine and revisit teacher-leader observations, coaching assignments and teacher assessments each year to identify best practices and areas needing change.	CAO, Principal
06/01/2015	08/01/2015	Refine and revisit teacher-leader observations, coaching assignments and teacher assessments each year to identify best practices and areas needing change.	CAO, Principal
06/01/2016	08/01/2016	Refine and revisit teacher-leader observations, coaching assignments and teacher assessments each year to identify best practices and areas needing change.	CAO, Principal
06/01/2017	08/01/2017	Refine and revisit teacher-leader observations, coaching assignments and teacher assessments each year to identify best practices and areas needing change.	CAO, Principal
10/01/2013	12/01/2013	Evaluate hiring, induction, PD, and observation process used for 2014-15, and each consecutive year following.	CAO, Principal, COO, CEO
10/01/2014	12/01/2014	Evaluate hiring, induction, PD, and observation process used for 2014-15, and each consecutive year following.	CAO, Principal, COO, CEO
10/01/2015	12/01/2015	Evaluate hiring, induction, PD, and observation process used for 2014-15, and each consecutive year following.	CAO, Principal, COO, CEO
10/01/2016	12/01/2016	Evaluate hiring, induction, PD, and observation process used for 2014-15, and each consecutive year following.	CAO, Principal, COO, CEO
10/01/2017	12/01/2017	Evaluate hiring, induction, PD, and observation process used for 2014-15, and each consecutive year following.	CAO, Principal, COO, CEO

Provide a narrative description, with additional detail where appropriate, of the actions listed above.
(4890 of 5000 maximum characters used)

As part of this plan, we developed five strategic objectives that are aligned with the strategies of Transformation Reform Model. Each objective is defined as follows:(1) Define, communicate, and implement standard operating procedures and policies with all stakeholders to improve organization efficiency and effectiveness - Because roles and communication are currently ambiguous, much confusion exists regarding who is responsible for student success in every area. This strategic objectives allows the organization to function optimally to deliver instruction and individualized wrap-around services to support our students. Each person understands their roles, responsibilities, and how to work collaboratively with others in the organization. With clear, new job descriptions and team commitment, key processes can be augmented and developed to help students achieve. (2) Hire and support gifted instructional leaders and teachers that are committed to educating alternative youth and personalizing student instruction; This strategic objective is critically important to school transformation. As an organization, we have struggled to find and support outstanding leadership to effectively manage our schools. We have also struggled to pay our teachers and have lost many effective teachers to other districts and LEAs. A new hiring plan, committed to hiring and retaining the very best teachers with excellent compensation, is necessary. We have been working hard to develop this plan and SIG funding will help us to continue this work and sustain our efforts. Additional resources will also help us to support retaining excellent leadership.(3) Consistently implement, reflect, and revise best curriculum and instructional practices according to students' strengths and needs As part of our school improvement efforts, we will design and implement a competency-based education (CBE) instructional program for grades 9-12, having already successfully piloting 9th grade programming. For the 2014-2015 school year, we will work to design our 10th grade CBE instruction program, adding 11th and 12th grade programming in consecutive years. This program will help us measure student growth and success by mastery of standards on student assessments, and will help us identify the most effective instructional strategies for our student population. We will also determine how blended learning models can be regularly used in the classroom to facilitate student learning and mastery of standards assessments. Through this objective, students will receive alternative methods of instruction that facilitate learning. We'll also develop a more responsive curriculum feedback and adjustment process in order to continue to provide immediate responses to student needs. Additionally, we'll train teachers on best practices and monitor implementation n the classroom. A defined model of academic acceleration will be used to resolve the discrepancy between the need for accelerating learning, increasing rigor, and remediating large-scale basic skills deficiencies. (4) Ensure the consistent use of prioritized data to drive decisions about and for student learning.Without good data, we cannot adequately support our diverse array of students. Since many of our students have different needs and come to us with a broad array of needs, we need stronger data systems and ardent data users to sufficiently use data to drive instruction. We simply cannot advance without better data capacity, management, and use. Understanding the importance of using data to track and measure student growth and success, we will work to ensure that one or two data systems are complete and accurate with all student and faculty data. Staff will have easy access to all data on students, and will have the ability to analyze and better understand data to drive instruction and programming. We will work to centralize all data (including teacher and student records - i.e. assessments, counseling notes, and postsecondary/ alumni data). We'll work to prioritize the use of data and information that has the greatest impact on student learning, with an increased knowledge of data sources and information. To prepare staff to work in our data driven school environment, we will provide organization-wide training for all faculty and staff on how to use data effectively. Ultimately, we aim for student growth to be achieved by using data to improve instruction. We'll establish a systematic approach to data usage and monitoring by establishing protocols and procedures for data usage. And lastly, we'll continue use of Achievement Network assessments and coaching, with an end result of greater success with using interim assessments to show student growth.(5) Create a shared leadership approach that develops, implements, and monitors a high-quality student experi

Plans for Implementation: Recruiting and Screening

Provide a detailed action plan for recruiting, screening, and selecting external providers, if applicable, to ensure their quality.

Not Applicable ☐

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
01/01/2014	09/01/2017	As we seek to diversify and strengthen our academic team, we will continue to seek the support of various external providers, including colleges and universities, fellowship programs, etc.	Chief Academic Officer, COO, Adele Fabri

Provide a narrative description, with additional detail where appropriate, of the actions listed above.
(456 of 5000 maximum characters used)

Our Chief Operating Officer Chris Tessone, along with Educational Consultant Adele Fabrikant and Human Resources Manager Jessika Reliford are seeking external providers that will support the school transformation model. Specifically, they are seeking various potential partners through educational departments at colleges and universities to provide a pipeline of high quality teaching candidates to support the work of the Maya Angelou Public Charter Sch

Plans for Implementation: Aligning Other Resources

Provide a detailed action plan for aligning other resources with the interventions.

Not Applicable ☐

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
02/01/2014	05/01/2014	Began work on budget - Ensured that it was researched based and focused on turnaround and implementing best practices.	CEO & COO
04/01/2014	06/01/2014	Recruitment & Hiring(Ongoing as positions become vacant)"	HR Manager, CEO & COO
05/01/2014	05/01/2014	Budget to be approved	Board of Directors
05/01/2014	06/01/2014	IT Improvements	IT & COO
06/01/2014	09/01/2017	Budget Implementation	CEO, COO, CAO, CDO
6/2014	8/2014	Improve Data Systems	IT & COO
4/2014	9/2017	Fundraising/Secure funding to sustain Transformation Model beyond year 3	CDO
10/2014	9/2017	Quarterly - Review budget actuals vs expenses~ Determine corrections or adjustments that need to be made~ Assess effectiveness and relationships with outside partners and vendors	COO
9/2014	9/17	Create budget & get approval ensuring continued implementation of the Transformational Model	CEO & COO

Provide a narrative description, with additional detail where appropriate, of the actions listed above.
(471 of 5000 maximum characters used)

MAPCS has an annual budget development process where we build our budget based on the following factors:* Key goals and organizational priorities* Funding availability* Market changes that may impact the educational environment* Performance analysisOther resources will be aligned annually based on these factors. In addition, MAPCS leadership will build in benchmarks to ensure implementation and alignment is effective and develop course corrections when needed.

Plans for Implementation: Modifying the LEA's Practices or Policies

Provide a deatailed action plan for modifying the LEA's practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.

Not Applicable ☐

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
06/01/2014	02/01/2014	"Mid-Year ReviewsEvaluate Teacher Effectiveness"	Senior Leadership Team
02/01/2014	03/01/2014	Revise Job Descriptions	CEO & HR Manager
03/01/2014	04/01/2014	Created a rubric for interviewing/hiring	HR Manager/COO
06/01/2014	06/01/2015	Focus on Continuous Improvement of Policies	CEO & COO

Provide a narrative description, with additional detail where appropriate, of the actions listed above.
(834 of 5000 maximum characters used)

SFF/MAPCS employs policies and procedures in keeping with industry recommendations and best practices. We work to update our employee handbook regularly based on changes in employment policies and new effective trends. Our employment policies are developed with support from our attorneys with expertise in Labor Law. The focus moving forward will be on enforcement of our policies and continuous improvement rather than wholesale change. Where we have focused over the past year is on our hiring practices. We created a more rigorous hiring process with the development of a resume and interview rubric and created or revised key job descriptions. The newly developed process will be revisited each year to determine it's effectiveness, best practices, and identified changes for the following year's teacher recruitment season.

Plans for Implementation: Sustaining the Reforms

Provide a detailed action plan for sustaining the reforms after the funding period ends. (Descriptions of sustainability can include a plan for continued funding, hiring practices, professional development, and any other areas that will sustain a SIG turnaround model/interventions.)

Not Applicable ☐

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
10/01/2014	09/01/2017	Mid-Year Reviews - Evaluate Teacher Effectiveness	Senior Leadership Team
10/01/2014	09/01/2017	Revise Job Descriptions	CEO & HR Manager
10/01/2014	09/01/2017	Created a rubric for interviewing/hiring	HR Manager/COO
10/01/2014	09/01/2017	Analyze Data of New Recruitment Process and Quality of Teachers	COO & HR Manager
10/01/2014	09/01/2017	Focus on Continuous Improvement of Policies	CEO & COO

Provide a narrative description, with additional detail where appropriate, of the actions listed above.
(456 of 5000 maximum characters used)

The above chart indicates the cycle of which new practices and procedures will occur throughout the calendar year. It is clear that the overall strategy for sustaining the program is prioritizing evaluation of each process and procedure (including hiring and evaluation practices) to ensure constant growth and improvement where needed. These practices will become standard through the term of the SIG grant and will continue after the life of the grant.

School Information

Below, please indicate the full name of the school/campus that the LEA proposes to support with 1003(g) funds and provide all requested information.

Name of participating School/Campus:	
National Center for Education Statistics (NCES) ID Number:	110001400391
School/Campus Address:	5600 East Capitol Street, NE
School/Campus City:	Washington
School/Campus State:	DC
School/Campus Zipcode:	20019
School/Campus Intervention Model Selected:	Transformation

School Needs Assessment

Required Dates of Needs Assessment

Dates During Which the Needs Assessment Were Performed: (mm/dd/yyyy)

Date:	05/13/2013	Date:	05/14/2013	Date:	05/15/2013	Date:	

Summary of Current Interventions based on Current Needs:

Please provide a brief overview of the interventions currently in place within the school that address the Seven Turnaround Principles.
(4504 of 5000 maximum characters used)

The improvement of the academic performance of students at the Maya Angelou Public Charter School is recognized as urgent and a critical issue for the school to address. The reasons behind this low achievement are many and complex; as an alternative school, Maya Angelou takes in students with multiple needs across a wide-range of alternative school indicators. There are many challenges for the students and faculty, including high levels of student mobility and deep social and emotional needs. Additionally, a critical and growing demographic for us is students with special needs, or "exceptional learners." Many of these students are working at two or more grade levels below their chronological age in Reading and Math. We have historically had the highest percentage of students with special needs of any school in the District, apart from those few schools designed exclusively to serve this population.By mission, our target population is District students who have been poorly served by (or have failed to succeed in) our city's larger public schools. In fact, at least 50 percent of our high school students fall into one or more of the following categories: 1. Youth involved at some point in the juvenile delinquency system,2. Youth involved in the foster care/neglect system, or 3. Youth who failed, dropped out of, or were expelled from a previous grade. As we serve this high-need population, we continue to recognize the need for continued development and growth of school programming, classroom instruction, and leadership. Acknowledging this, a comprehensive needs assessment was spearheaded by the Maya Angelou PCS Board of Trustees in May 2013. The Board wanted to understand more about the instructional quality of the teaching in the high school. The Board led the way to contract with Cambridge Education to conduct a needs assessment. The recommendations, combined with feedback from our 2013 Charter Renewal process, led to the organization deciding to radically transform and redesign the high school to increase student growth and success. In addition, as a condition of our 2013 Charter Renewal, the Public Charter School Board demanded that the charter improve all of its key student outcomes as a condition of charter renewal. While the PCSB understood that we serve an alternative population, the Board believed that Maya could be re-engineered to substantially improve all student outcomes. See Forever leadership has taken this charge seriously.The process for completing the goals of the needs assessment emerged from See Forever leadership. As part of our 2013 Charter Renewal, the Maya Angelou Public Charter School Board was asked to submit an action plan to the Public Charter School Board detailing how the LEA intended to improve the student outcomes of its students -- specifically in postsecondary completion, high school graduation rates, discipline, attendance, student growth and proficiency. The action plan was developed, and we structured it into five key components. 1. Defining, communicating, and implementing standard operating procedures and policies with all stakeholders to improve organization efficiency and effectiveness2. Hire and support gifted instructional leaders and teachers that are committed to educating alternative youth and personalizing student instruction3. Consistently implement, reflect, and revise best curriculum and instructional practices according to students' strengths and needs4. Ensure the consistent use of prioritized data to drive decisions about and for student learning5. Create a shared leadership approach that develops, implements, and monitors a high-quality student experience that wholly integrates special education, socio-emotional learning, and postsecondary readiness so that all students can succeed at Maya and be successful in postsecondary career.Three components relate to organizational efficiency and they are designed to maximize the organization's functioning and performance. In turn, improved organizational efficiency (clear job descriptions, clearer forms of communication, improved data collection and use of data, stronger collaborative leadership) can drive fundamental improvements in teaching and learning. We believe that improving our internal systems, consistent with the recommendations from Cambridge, can lead to changes in curriculum planning, school calendaring, and student engagement. Each of these key components will drive student growth.

In the space below, please provide a thorough description of the process of the needs assessment for this school/campus.
(3877 of 5000 maximum characters used)

As we seek to meet the diverse needs of this at-risk population, we know the importance of providing the best comprehensive academic programming possible for this student population. In May 2013, we sought the expertise of Cambridge Education to help us identify the specific gaps based on the following criteria: (1) student achievement and progress, (2) quality of learning, teaching, assessment for learning, (3) quality curriculum, (4) leadership, management, and accountability, (5) school culture and personal development, and (6) partnership with parents, guardians, and the community. For three days, (May 13 - 15th), Cambridge Education conducted a review of the instructional quality of the MAPCS high school. John Francis was the lead reviewer and provided a detailed Collaborative School Quality Review Report, which identified areas of strength and areas for development, as outlined below:I. Progress and student achievement is undeveloped. Test scores in DC-CAS reading and math over time shows a doubling of the number of students showing growth in reading, but slightly less in math, but there is little evidence of consistent target setting at department level for individuals or groups of students.Recommendation: Set achievable targets for all students at grade, subject and departmental level that include clear milestones to check on progress and growth.II. Learning, Teaching and Assessment for learning are developing.Teachers who use a range of engaging strategies have students who demonstrate higher levels of interest and involvement in learning, but lessons rarely had a clear link to the stated learning outcome for the class.Recommendation: Generate sharper learning objectives that focus on what students will learn and not just on what they are to do.III. The Curriculum Provided and Experienced is proficient.Curriculum has a number of strengths and cross-curricular links that is coherent and runs throughout all grade levels. However, while collaboratively planned, some of the curriculum is not always suitable for students with multiple needs. Recommendation: Ensure that curricular planning embraces the need to modify curricular approaches for all students.IV. Leadership, Management, and Accountability are developing.Operational management of the school is strong with clear policies and practices in place, but education leadership in the school is less effective in addressing the need for greater consistency and rigor in classroom instruction.Recommendation: Improve instructional leadership by supporting the administrative team in developing and refining their own classroom observation skills to identify instructional strengths and weaknesses.V. School Culture and Personal Development are proficient.Administration and faculty have worked hard to create a safe and welcoming place; positive relationships are notable throughout the school. However, teachers are not all capitalizing on these positive relationships to bring the same expectation and rigor to the academic expectations.Recommendation: Strengthen the academic focus so that it goes hand in hand with the pastoral success that the school enjoys. Readily engage students in active, participatory and collaborative learning.VI. Partnership with Parents, Guardians, and the Community are proficient.Parents are committed to the school and are appreciative of what it does to support their children academically and socially. While successful in engaging parents in the social aspects of school, there is much less success in engaging their interest in academic partnerships or providing avenues for parents to be part of the decision-making process.Recommendation: Use the work of the parent liaison and positive relationships created by teachers for encouraging greater parental involvement to support higher academic achievement.

Seven Turnaround Principles Overview

Principle 1: School Leadership
An intervention strategy that consists of the following:

a. Evaluate, in-depth, the performance of the current leadership

b. Implement changes in leadership, where appropriate

c. Focus on instructional leadership including the collection of data and feedback mechanisms for continually improving instruction

d. Partner with a Reward School or obtain a leadership mentor to analyze existing leadership models and develop a revised leadership plan

e. Provide flexibility in the areas of scheduling, budget, staffing and curriculum

Principle 2: Effective Use of Staffing Practices and Instruction
An intervention strategy that consists of the following:

a. Review and retain effective staff that have the ability to be effective in a turnaround effort

b. Develop a recruitment plan that screens out ineffective teachers from transferring into these schools

c. Ensure that all administrators in the school have the skills to effectively evaluate instruction and give quality feedback to teachers

d.Develop an overall recruitment and retention plan for the principal and leadership team

e.Provide additional instruction time for all teachers focused on effective instruction

f. Partner with outside master educators to conduct observations as part of a comprehensive evaluation process that supports reliable observations

g. Other promising strategies that meet this turnaround principle and are sufficient to achieve change and demonstrate progress

Principle 3: Effective Use of Time
An intervention strategy that consists of the following:

a. Increase instructional time for students who need more time to meet the rigorous goals of the CCSS

b. Provide additional time focused on learning strategies for effectively working with students with disabilities or ELLs

c. Provide additional time focused on teachers developing and using common assessment data to inform and differentiate instruction

d. Focus on effective use of instructional time, including effective transitions and teacher collaborations

e. Other promising strategies that meet this turnaround principle and are sufficient to achieve change and demonstrate progress

Principle 4: Curriculum, Assessment and Intervention System
An intervention strategy that consists of the following:

a. Implement CCSS and aligned model curriculum and unit assessments

b. Implement research-based interventions for all students two or more grade levels behind in ELA or mathematics

c. Other promising strategies that meet turnaround principle and demonstrate progress

Principle 5: Effective Use of Data
An intervention strategy that consists of the following:

a. Use data to inform instruction including, where appropriate, the placement of a full-time data specialist in the school focused on implementing a system for teachers to develop and use common assessment data funded by school-level Title I funds

b. Provide time for collaboration on the use of data to inform instruction

c. Use formative assessment design and data analysis to improve and differentiate instruction

d. Build the principal's capacity to collect and analyze data for improving instruction and the skills necessary to develop a schedule and system for increasing teacher ownership of data

e. Develop or expand data collection systems to allow for customized, real-time data analysis

f. Other promising strategies that meet turnaround principle and demontrate progress

Principle 6: School Culture and Climate
An intervention strategy that consists of the following:

a. Place, where appropriate, a climate and culture specialist in the school funded with school-level Title I funds to work with the leadership, staff, and families to develop or adopt a plan for creating a climate conducive to learning and a culture of high expectations

b. Address other non-academic factors that impact student achievement, such as students social, emotional, and health needs by way of additional counseling, access to additional ancillary services, or other supports

c. Build capacity for all staff and leadership to implement a comprehensive plan for creating a climate conducive to learning and a culture of high expectations

d. Use relevant data and to inform appropriate actions for continually improving the climate and culture of the school

e. Other promising strategies that meet turnaround principle and demonstrate progress

Principle 7: Effective Family and Community Engagement
An intervention strategy that consists of the following:

a. Develop or expand functions of family and community engagement staff to focus engagement on academics

b. Build capacity for family and community engagement staff designed to increase their skill level in developing academically focused engagement opportunities for families and the community

c. Build capacity around development and implementation of effective, academically-focused family and community engagement, particularly for students with disabilities and ELLs and their families

d. Other promising strategies that meet turnaround principle and demonstrate progress

(Please note: The four (4) digit number in parentheses (i.e., 1671) indicates Indistar's internal controls assigned for each indicator. his four (4) digit number is used to track the indicator and also connects to the Wise Ways; which are research briefs to support indicators of effective practices).

Principle 1: School Leadership

School Leadership is an intervention strategy that consists of the following:

D01: The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools. (1671)	Limited Development
D02: There is an established procedure for documenting the evaluation process. (1675)	Limited Development
D03: The principal provides timely, clear, constructive feedback to teachers. (1676)	Limited Development
D07: The LEA ensures that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice. (1699)	Limited Development
C03: The principal is a change leader. (1664)	No Development/Implementation
C04: The principal effectively and clearly communicates the message of change. (1665)	No Development/Implementation
C06: The principal, after reviewing the data, seeks quick wins. (1667)	No Development/Implementation
C07: The principal provides optimum conditions for a school transformation team to make decisions and act on their decisions. (1668)	No Development/Implementation
C08: The principal focuses on building leadership capacity, achieving learning goals, and improving instruction. (1712)	Limited Development
F10: The principal aligns professional development with classroom observations and teacher evaluation criteria. (1713)	Limited Development
Overall Rating of the school's current progress for Principle 1	Limited Development

Please provide additional comments in the space below describing your overal rating of principle 1 (optional)
(0 of 5000 maximum characters used)

Principle 2: Effective Staffing Practices and Instruction

Effective Staffing Practices and Instruction is an intervention strategy that consists of the following:

E03: The LEA/School has identified and established non-monetary staff incentives for performance. (1684)	Limited Development
E04: The LEA/School has created several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems). (1685)	Limited Development
E05: The LEA/School has established and communicated clear goals and measures for employees performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning. (1686)	Limited Development
E06: The LEA has negotiated expedited processes for performance-based dismissals in transformation schools. (1688)	Full Implementation
E08: The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees. (1691)	Full Implementation
D04: The evaluation process is linked with the LEA's collective and individual professional development programs. (1677)	Limited Development
D05: The LEA/School assesses the evaluation process periodically to gauge its quality and utility. (1678)	Limited Development
E01: The LEA/School has created a system for making awards that is transparent and fair. (1679)	Limited Development
E02: The LEA/School has implemented a communication plan for building stakeholder support, for the system of awards. (1681)	No Development/Implementation
E07: The LEA has a team available to help principals as they deal with underperforming employees to minimize principals time spent dismissing low performers. (1690)	No Development/Implementation
F01: The LEA/School provides professional development that is appropriate for individual teachers with different experience and expertise. (1692)	Limited Development
F02: The LEA/School offers an induction program to support new teachers in their first years of teaching. (1693)	No Development/Implementation
F03: The LEA/School aligns professional development with identified needs based on staff evaluation and student performance. (1694)	No Development/Implementation
F04: The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (1695)	Limited Development
F06: The LEA/School sets goals for professional development and monitors the extent to which it has changed practice. (1698)	No Development/Implementation
F08: The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers. (1700)	No Development/Implementation
G01: The LEA/school has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation. (1646)	Limited Development
G02: The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (1670)	Limited Development
I01: The school has established a team structure among teachers with specific duties and time for instructional planning. (1711)	Limited Development
I04: All teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework. (1719)	Limited Development
K01: All teachers demonstrate sound homework practices and communication with parents. (1720)	Limited Development
Overall Rating of the school's current progress for Principle 2	Limited Development

Please provide additional comments in the space below describing your overall rating of Principle 2 (optional)
(0 of 5000 maximum characters used)

Principle 3: Effective Use of Time

Effective Use of Time is an intervention strategy that consists of the following:

J04: The LEA/School has allocated funds to support extended learning time, including innovative partnerships. (1706)	Limited Development
I02: All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. (1715)	Limited Development
I05: All teachers employ effective classroom management. (1721)	Limited Development
F05: The LEA/School structures professional development to provide adequate time for collaboration and active learning. (1696)	Limited Development
J01: The principal is familiar with research and best practices associated with efforts to increase learning time. (1703)	No Development/Implementation
J06: The LEA/School creates and sustains partnerships to support extended learning. (1708)	Limited Development
J07: The LEA/School ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (1709)	No Development/Implementation
Overall Rating of the school's current progress for Principle 3	Limited Development

Please provide additional comments in the space below describing your overall rating of Principle 3 (optional)
(0 of 5000 maximum characters used)

Principle 4: Curriculum, Assessment and Intervention System

Curriculum, Assessment and Intervention System is an intervention strategy that consists of the following:

H03: All teachers, working in teams, prepare standards-aligned lessons. (1718)	Limited Development
I03: All teachers, working in teams, differentiate and align learning activities with state standards. (1716)	Limited Development
H02: All teachers assess student learning frequently using standards-based classroom assessments. (1717)	Limited Development
Overall Rating of the school's current progress for Principle 4	Limited Development

Please provide additional comments in the space below describing your overall rating of Principle 4 (optional)
(0 of 5000 maximum characters used)

Principle 5: Effective Use of Data

Effective Use of Data is an intervention strategy that consists of the following:

J08: The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (1710)	Limited Development
C05: The principal collects and acts on data from a variety of sources and in a timely manner. (1666)	Limited Development
H01: The principal ensures that teachers align instruction with standards and benchmarks. (1714)	Limited Development
Overall Rating of the school's current progress for Principle 5	Limited Development

Please provide additional comments in the space below describing your overall rating of Principle 5 (optional)
(0 of 5000 maximum characters used)

Principle 6: School Culture and Climate

School Culture and Climate is an intervention strategy that consists of the following:

F09: The LEA/School creates a professional learning community that fosters a school culture of continuous learning. (1701)	Limited Development
IIC13: The school addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs by way of additional counseling, access to ancillary services, or other supports.	Limited Development
Overall Rating of the school's current progress for Principle 6	Limited Development

Please provide additional comments in the space below describing your overall rating of Principle 6 (optional)
(0 of 5000 maximum characters used)

Principle 7: Effective Family and Community Engagement

Effective Family and Community Engagement is an intervention strategy that consists of the following:

J02: The principal has assessed areas of need, selected programs/strategies to be implemented and identified potential community partners. (1704)	Limited Development
J03: The principal creates enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication. (1705)	Limited Development
J05: The LEA assists school leaders in networking with potential partners and in developing partnerships. (1707)	Limited Development
K02: The LEA/School has assigned transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation. (1647)	Full Implementation
K04: The LEA/School has engaged parents and community in the transformation process. (1649)	Full Implementation
K05: The LEA/School helps stakeholders overcome resistance to change. (1652)	Full Implementation
Overall Rating of the school's current progress for Principle 7	Limited Development

Please provide additional comments in the space below describing your overall rating of Principle 7 (optional)
(0 of 5000 maximum characters used)

Annual Student Achievement Goals

Provide data from the most recent DC-CAS results for this school/campus and set goals for each of the three school years of the period of availability for School Improvement Grants.

Reading

Percent Proficient in 2013	Percent Advanced in 2013	Prof./Advanced in 2013
20 %	1.8 %	21.8 %

Please clearly state LEA READING goals for each SY in the spaces provided below:

2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
* 50% of students in grades 9-11 will meet their assigned growth reading targets	* 53% of students in grades 9-11 will meet their assigned growth reading targets	* 56% of students in grades 9-11 will meet their assigned growth reading targets

Please clearly describe how the LEA will monitor progress against stated READING goals in an effort to reach your annual goals for each school year in the spaces? What indicators will you use to monitor progress and how often (i.e., Number of Minutes within the school year, number and percentage of students completing advanced coursework, early college high schools, or dual enrollment classes, etc.)

While we have noted the DC CAS scores in this section, please note that MAPCS student academic growth in reading and math will be measured annually by SCANTRON Performance Series reading and math tests, a nationally normed test. The above goals are based on SCANTRON not DC CAS. SY 2013 result for MAPCS Students with proficiency in reading was 47.3%. Performance Series assigns each student a target scaled score for the spring test based on the student's fall test performance. Students who earn a spring scaled score that is equal to or greater than their assigned target score are said to have met their growth target. The High School charter goals written around this metric are as follows for the next five years (listed through 2017 in accordance with the SIG grant). We will monitor progress against our stated reading goals by administering benchmark assessments every 6 weeks. Students who are not making adequate progress toward meeting their annual growth target will receive additional intervention

Mathematics

Percent Proficient in 2013	Percent Advanced in 2013	Prof./Advanced 2013
12 %	0.0 %	12 %

Please clearly state LEA MATH goals for each SY in the spaces provided below:

2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
* 50% of students in grades 9-10 will meet their assigned growth math targets	* 50% of students in grades 9-10 will meet their assigned growth math targets	* 50% of students in grades 9-10 will meet their assigned growth math targets

Please clearly describe how the LEA will monitor progress against stated MATH goals in an effort to reach your annual goals for each school year in the spaces? What indicators will you use to monitor progress and how often (i.e., Number of Minutes within the school year, number and percentage of students completing advanced coursework, early college high schools, or dual enrollment classes, etc.)

Student academic growth in reading and math will be measured annually by SCANTRON Performance Series reading and math tests, a nationally normed test. SCANTRON result for SY 2013 for students with proficiency in Math was 47.8%. Performance Series assigns each student a target scaled score for the spring test based on the student's fall test performance. Students who earn a spring scaled score that is equal to or greater than their assigned target score are said to have met their growth target. The High School charter goals written around this metric are as follows for the next five years (listed through 2017 in accordance with the SIG grant). We will monitor progress against our stated math goals by administering benchmark assessments every 6 weeks. Students who are not making adequate progress toward meeting their annual growth target will receive additional intervention and support.

High School Only ☑

Graduation Rates

Percent Proficient in 2013	Percent Advanced in 2013	Prof./Advanced in 2013
48 %	0 %	48 %

Please clearly state HIGH SCHOOL GRADUATION goals for each SY in the spaces provided below:

2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
* 70% of students will graduate high school within six years	* 70% of students will graduate high school within six years	* 70% of students will graduate high school within six years

Please clearly describe how the LEA will monitor progress against stated graduation rate in an effort to reach your annual goals for each school year in the spaces? What indicators will you use to monitor progress and how often (i.e., Number of Minutes within the school year, number and percentage of students completing advanced coursework, early college high schools, or dual enrollment classes, etc.)

Because we serve an Alternative School population, we expect to engage overage and undercredited students over time -- not only for four years. Using a CBE approach that keeps the learning constant (mastery is expected) while the time varies (pacing and length of time to graduate is flexible). We expect to graduate our students college and career-ready over a longer time horizon (6 years).

Capacity of LEA and School/Campus and Sufficiency of Funds to Implement Turnaround Model/Intervention

Capacity to Fully and Effectively Implement the Selceted Intervention(s)

The LEA must demonstrate that it has the capacity to use SIG funds to provide adequate resources and related support to each Priority school identified in this application in order to implement filly and effectively the selected turnaround model/intervention(s) in each of those schools. Below, the LEA must demonstrate this by describing elements of capacity supporting this finding.

Indicate the number and credentials of staff dedicated to implementation of the proposed SIG turnaround model/intervention.

Staff Member Name:	Heather Wathington
Staff Member Title:	Chief Executive Officer
Staff Member Credentials:	Master's in Higher Education

Staff Member Name:	Chris Tessone
Staff Member Title:	Chief Operating Officer
Staff Member Credentials:	MBA Duke University

Staff Member Name:	Michael Walker
Staff Member Title:	Director of Post-Secondary Success
Staff Member Credentials:	Master's in Education Administration

Staff Member Name:	Adriana Rodriguez
Staff Member Title:	Director of Data, Evaluation, and Analysis
Staff Member Credentials:	Bachelor's Degree, American University

Staff Member Name:	Jessika Reliford
Staff Member Title:	Human Resources Manager
Staff Member Credentials:	Master's of Science Degree in Industrial/Organizational Psychology

Staff Member Name:	Julia Rodriguez
Staff Member Title:	Operations Manager
Staff Member Credentials:	Bachelor's, Pyschology

Staff Member Name:	Kamal Wright-Cunningham
Staff Member Title:	Director of Social Emotional Learning and Culture
Staff Member Credentials:	Licensed Clinical Counselor in the District of Columbia and Maryland

Staff Member Name:	Adele Fabrikant
Staff Member Title:	Strategic School Solutions Consultant
Staff Member Credentials:	Master's in Education Leadership (Teachers College at Columbia University)

Please describe the steps that will be taken to retain or replace teachers and school leaders in an effort to meet the requirements of the school's selected SIG model.
(4646 of 5000 maximum characters used)

To ensure a robust and comprehensive approach to recruit teachers to support our school and Transformation Model, we enlisted the support of Adel Fabrikant to help us create a strong, best practice based process to ensure quality candidates and a strong selection process. Since January, Adele, along with our Chief Executive Officer, Chief Operating Officer, and HR Manager have been working to determine which current teacher contracts should be renewed, while simultaneously developing a rigorous hiring process for internal candidates and building a pool of external candidates. To do this, our recruitment/ hiring team has been working to identify various partners, who could be valuable resources in the recruitment of strong candidates. For example, the team has explored partnerships with alternative pathways programs, urban teacher residency programs, Teach for America, as well as various colleges and universities in the area. To date, we have participated in and/or organized various recruitment events, including socials and networking opportunities that have helped to increase our outreach and publicize our work to encourage

strong teacher candidates.As the team worked to develop the recruitment and hiring process, they worked to develop strategic questions that would help guide the quality of candidates we seek to serve our student population. With very few clear processes in place, they worked to develop the "must have" skills, qualifications, and competencies that all staff must have, and then ensure alignment with all job descriptions and roles. The desired competencies include:1. Honesty & Integrity2. Enthusiasm3. Persistence4. Strategic Thinking & Visioning5. Flexibility/Adaptability6. Analytical SkillsA rubric has created ranking each competency and will be used throughout the multi-step interview process, beginning the submission of resumes to our Smart Sheet tracking System. Resumes will then be ranked using the Competency Rubric. Candidates with strong scores on the rubric, will first be interviewed by phone, and then those with high scores will be invited for in-person interviews. For candidates progressing through the process, they will have opportunities to display competences throughout the process, all culminating to the final selection process including participation in six activities facilitated by members of the hiring team. The activities include demonstrating development of a lesson, interview with a school leader, role play with students and ability to support and connect, assessment design to get sense of analytic skills, character/ strength assessment, and a writing sample.Additionally, with a strong academic team in place, and in alignment with our Turnaround Model, we have devised a plan to increase teacher and staff retention at the school. Specifically, we are working to better define the roles and responsibilities of our teachers, which are currently somewhat unclear. Additionally, while well defined, these roles will also include opportunities for instructional and administrative responsibilities as a way of diversifying opportunities for growth for teachers. We are also developing plans for we think about our learning community and teaching teams. These opportunities will help to develop our educators as leaders, will create a pipeline for leadership and opportunities to transition roles throughout school, and provide increased opportunities for collaboration throughout the school, creating a positive school climate. Teachers who are not meeting their set responsibilities or role, and who are not in alignment with the SIG turnaround model will be identified through mid-year and end of year evaluations. Additionally, throughout the school year, each teacher will receive multiple classroom observations from various members of the school's leadership team. Once identified, the teacher will be placed on a plan of improvement, including a set timeline and specific objectives to accomplish. If the teacher does not improve by the set timeline, termination will follow. To implement the school's transformation model, we have assembled a strong team of nine experienced educators and leaders with diverse expertise. Additionally, while the core team listed below will have direct responsibility to ensure implementation of our transformation plan, various other members in our school community will also play an integral part in implementation. For example, our Chief Development and Communications Officer will work with the team to develop best practices in communication and support community outreach efforts.

Please describe with "other" funds will be directly dedicated to support(ing) the implementation of the proposed SIG turnaround model/intervention.
(397 of 5000 maximum characters used)

$68,710 of SOAR Grant funds has been directly dedicated to supporting the implementation of the proposed SIG Transformation Model. $6,112 is allocated for recruitment; $32,598 will go to support the development and implementation of interventions and competency based instruction/programming; $20,000 is for competency based curriculum development; $10,000 for math achievement focused software.

Please describe the LEAs proposed plan for recruiting new principals for the Turnaround and Transformation Models or the availability of EMOs to enlist for the Restart Model, if applicable.
(3437 of 5000 maximum characters used)

SFF/MAPCS has developed a strong plan to recruit a new principal leadership and teachers for the High School. We have cast the net much wider by looking beyond the DC region to other urban districts such as New York City and Philadelphia. In addition, we are engaging alum from organizations such as Teach for America, Education Pioneers and Broad Residency. Over the past year we have improved our processes and systems related to Human Resource and Human Capital management including implementation of a more rigorous hiring process for both internal and external candidates. We used these improved processes in 2013 in hiring new leaders at our Young Adult Learning Center and the Maya Angelou Academy. The first year of performance at these two sites indicates that the new model is very effective. To ensure a robust and comprehensive approach to recruit teachers to support our school and Transformation Model, we enlisted the support of Adel Fabrikant to help us create a strong, best practice based process to ensure quality candidates and a strong selection process. Since January, Adele, along with our Chief Executive Officer, Chief Operating Officer, and HR Manager have been working to determine which current teacher contracts should be renewed, while simultaneously developing a rigorous hiring process for internal candidates and building a pool of external candidates. To do this, our recruitment/ hiring team has been working to identify various partners, who could be valuable resources in the recruitment of strong candidates. For example, the team has explored partnerships with alternative pathways programs, urban teacher residency programs, Teach for America, as well as various colleges and universities in the area. To date, we have participated in and/or organized various recruitment events, including socials and networking opportunities that have helped to increase our outreach and publicize our work to encourage strong teacher candidates.A rubric was created ranking "must have" competencies and will be used throughout the muli-step interview process, beginning the submission of resumes to our Smart Sheet tracking System. Resumes will then be ranked using the Competency Rubric. Candidates with strong scores on the rubric, will first be interviewed by phone, and then those with high scores will be invited for in-person interviews. For candidates progressing through the process, they will have opportunities to display competences throughout the process, all culminating to the final selection process including participation in six activities facilitated by members of the hiring team. The activities include demonstrating development of a lesson, interview with a school leader, role play with students and ability to support and connect, assessment design to get sense of analytic skills, character/ strength assessment, and a writing sample.To implement the school's transformation model, we have assembled a strong team of nine experienced educators and leaders with diverse expertise. Additionally, while this core team will have direct responsibility to ensure implementation of our transformation plan, various other members in our school community will also play an integral part in implementation. For example, our Chief Development and Communications Officer will work with the team to develop best practices in communication and support community outreach efforts.

Please describe what effort(s) has the LEA put forth to decrease barriers and garner evidence of Support from Teachers, the Board of Education, School Staff, and/or Parents in their plan to implement the proposed SIG turnaround model/intervention.
(683 of 5000 maximum characters used)

The only barriers that we anticipate are around change, As is human nature, there may be some education staff and perhaps students who are resistant to change as we try to change the school culture and way of doing business. Based on this we will heighten our communication and collaboration to ensure that all stakeholders understand the vision and direction and have an opportunity to contribute as we implement the Transformation Model. We will work to create energy and momentum through meetings and events. And solicit support from others who are in the community. Leaders will model the behavior and we will use professional development opportunities to teach and inspire.

Please describe in detail how the LEA will recruit, screen, and select external providers, if applicable, to ensure their quality.
(460 of 5000 maximum characters used)

Our Chief Operating Officer Chris Tessone, along with Educational Consultant Adele Fabrikant and Human Resources Manager Jessika Reliford are seeking external providers that will support the school transformation model. Specifically, they are seeking various potential partners through educational departments at colleges and universities to provide a pipeline of high quality teaching candidates to support the work of the Maya Angelou Public Charter School.

Please describe in detail how the LEA will align other resources with the interventions.
(632 of 5000 maximum characters used)

MAPCS is entering Phase 2 of a major renovation project that will create a state of the art learning facility for the High School. The newly renovated facility is scheduled to be complete in the fall of 2014. The renovated space will significantly enhance the overall learning environment. In addition, MAPCS will make an investment in the technology capacity of our schools - to support the current IT Director and contracted services, we will add a full time support engineer which will provide staff with greater technology capabilities and create the opportunity for faster troubleshooting and resolution with problems arise.

Please describe any areas where practices or policies have or will be modified where necessary to be able to implement the interventions fully and effectively.
(399 of 5000 maximum characters used)

MAPCS regularly updates our employment manual and revisits our policies and procedures to ensure maximum effectiveness. Our employee manual was developed with the support of our attorneys, HR expertise and other experts in labor and education practices. We will continue to monitor and modify our policies to ensure the Transformation Model and interventions are implemented fully and effectively.

Please describe in detail how the LEA plans to sustain the reforms after the funding period ends.
(254 of 5000 maximum characters used)

MAPCS will continue to work to diversify its revenue. Specifically, over the next three years we will increase our funding from foundations, corporations and wealthy individuals to a level that will support the reforms after the SIG funding period ends.

Sufficiency of Funds to Implement Turnaround Model/Intervention

Sufficiency of Funds to Fully and Effectively Implement the Selected Intervention.

The LEA must provide a separate narrative statement demonstrating that the amount of SIG funds requested for this school/campus is sufficient to fully and effectively implement the selected turnaround model/intervention(s)

(882 of 5000 maximum characters used)

Through the Transformation Model and interventions, a large emphasis will be placed on recruitment of a strong, talented principal, assistant principal and teachers. We have cast a wider net and expanded our recruitment efforts to urban districts such as New York City and Philadelphia. Given the cost of living in DC, it is imperative that we enhance our salary levels for these crucial positions so that we are competitive within the DC Region market (competing with DCPS and other Public & Charter Schools) and can attract the level of talent needed for implementation. Therefore, the majority of the funds needed for implementation are earmarked for salary enhancements (DC market competitiveness) for these positions. If we received the SIG funds we request, it will be sufficient for MAPCS and leadership at MA Evans High School to fully and effective implement the model.

Other Funds Dedicated to Implementation

This could include Title I, Part A funds; SIG funds provided under Section 1003(a); local funds; or other funds.

Below, provide a detailed description of other funding sources that will be dedicated to supporting implementation of the selected turnaround model/intervention(s).

Please note: each participating Priority school must receive all of the local funds it would receive in the absence of the SIG 1003(g) funds.

(672 of 5000 maximum characters used)

As the LEA, MAPCS will use funds from the Academic Quality Grant (SOAR) and local and privately raised funds toward implementation. The recently awarded SOAR Grant will provide funds for the following costs related to implementing the Transformation Model:* $3,056 a year for two years to support recruitment efforts* $16,299 a year for two years to support the development and implementation of interventions and competency based instruction/programming* $20,000 to support competency based curriculum development* $10,000 for math achievement focused softwareMAPCS receives Title I and IDEA funding that support school-wide programs and Special Education efforts.

School's Student Profile Data

In the space below, please provide actual and projected student enrollment data for the entire school.

School Enrollment	Actual Data				Projected Data	
	SY 2011-2012	SY 2012-2013	SY 2013-2014	SY 2014-2015	SY 2015-2016	SY 2016-2017
Total student enrollment	296	298	296	300	300	300

Intervention Alignment

In the space provided below, please describe how SIG funds will be deployed in support of interventions and how each intervention will be aligned to the needs assessment and turnaround principle.

Name of Intervention(s): Chief of Schools

Detailed Description of Intervention(s): (126 of 5000 maximum characters used) The Chief of Schools will help establish policies and procedures for a school model that will promote student academic growth.

Turnaround Principle: School Leadership

Leading Indicators used to Monitor Invention(s): (select all that apply)

- [x] Number of minutes within the school year
- [x] Number and percentage of students completing advanced coursework
- [x] College Enrollment Rate
- [x] Teachers by performance level on LEA's teacher evaluation system
- [x] Teacher attendance rate

Rationale for intervention: (91 of 5000 maximum characters used) Promoting an innovative school model will help our students reach their academic potential.

Resources applied to support Intervention(s): (101 of 5000 maximum characters used) salaries and benefits/administrative costsPre-Implementation $7,373.20Year 1 $0Year 2 $0Year 3 $0

Name of Intervention(s): Media Specialist

Detailed Description of Intervention(s): ([count] of 5000 maximum characters used) The Media Specialist will provide content teachers with ways to integrate technology into their lessons.

Turnaround Principle: Curriculum, Assessment and Intervention System

Leading Indicators used to Monitor Invention(s): (select all that apply)

- [x] Number of minutes within the school year
- [x] Number and percentage of students completing advanced coursework
- [x] College Enrollment Rate
- [x] Teachers by performance level on LEA's teacher evaluation system
- [x] Teacher attendance rate

Rationale for intervention: ([count] of 5000 maximum characters used) Most of our students are behind academically. Infusing more technology in the classroom will provide students with more media literacy which they will be able to carry on to post secondary.

Resources applied to support Intervention(s): ([count] of 5000 maximum characters used) Salaries and benefits/support servicesYear 1 $42,000.00Year 2 $60,000.00Year 3 $60,000.00

Name of Intervention(s): Instructional Coach

Detailed Description of Intervention(s): ([count] of 5000 maximum characters used) Having someone dedicated to improving teacher instruction will provide quality lessons for our students.

Turnaround Principle: Curriculum, Assessment and Intervention System

Leading Indicators used to Monitor Invention(s): (select all that apply)

- [x] Number of minutes within the school year
- [x] Number and percentage of students completing advanced coursework
- [x] College Enrollment Rate
- [x] Teachers by performance level on LEA's teacher evaluation system
- [x] Teacher attendance rate

Rationale for intervention: ([count] of 5000 maximum characters used) By supporting teachers and providing real-time feedback it will allow teachers to improve quicker and students will consistently be receiving better instruction. This will allow them to grow academically and catch up quicker.

Resources applied to support Intervention(s): ([count] of 5000 maximum characters salaries and benefits/support servicesYear 1 $52,500.00Year 2 $70,000.00Year 3 $70,000.00

used)

Name of Intervention(s): Academic Counselor

Detailed Description of Intervention(s): ([count] of 5000 maximum characters used): The Academic Counselor will provide students with one-on-one guidance and support during their high school academic career.

Turnaround Principle: Effective Use of Staffing Practices

Leading Indicators used to Monitor Invention(s): (select all that apply)

- [x] Number of minutes within the school year
- [x] Number and percentage of students completing advanced coursework
- [x] College Enrollment Rate
- [x] Teachers by performance level on LEA's teacher evaluation system
- [x] Teacher attendance rate

Rationale for intervention: ([count] of 5000 maximum characters used): By providing students with someone dedicated to helping them understand where they are and where they need to be to graduate it will empower them to take control of their academics.

Resources applied to support Intervention(s): ([count] of 5000 maximum characters used): salary and benefits/ support servicesYear 1 $34,277.00Year 2 $52,000.00Year 3 $52,000.00

Name of Intervention(s): Student Ambassador Coordinator

Detailed Description of Intervention(s): ([count] of 5000 maximum characters used): Coordinating student ambassadors who will be role models for their peers. They will be the face of the school interact with various stakeholders. Coordinator will provide leadership development, public speaking, resume writing and other skills/training to students. Coordinator will also plan and implement educational field trips and speakers.

Turnaround Principle: School Culture and Climate

Leading Indicators used to Monitor Invention(s): (select all that apply)

- [ ] Number of minutes within the school year
- [x] Number and percentage of students completing advanced coursework
- [x] College Enrollment Rate
- [ ] Teachers by performance level on LEA's teacher evaluation system
- [ ] Teacher attendance rate

Rationale for intervention: ([count] of 5000 maximum characters used): This will encourage students to feel pride in their school and themselves. This will increase attendance and motivation to do well academically. This will also provide students with opportunities to speak and interact with people they may not necessarily come across otherwise and will build their confidence as they reach post-secondary. It will promote a more positive culture and climate within the school because students will be invested and in turn influence their peers.

Resources applied to support Intervention(s): ([count] of 5000 maximum characters used): Salary and benefits/support servicesYear 1 $17,000

Name of Intervention(s): Administrative Manager/SIG Coordinator

Detailed Description of Intervention(s): ([count] of 5000 maximum characters used): Someone dedicated to managing the School Improvement Grant is essential to making sure all the goals are met.

Turnaround Principle: Effective Use of Staffing Practices

Leading Indicators used to Monitor Invention(s): (select all that apply)

- [x] Number of minutes within the school year
- [ ] Number and percentage of students completing advanced coursework
- [ ] College Enrollment Rate
- [ ] Teachers by performance level on LEA's teacher evaluation system

☐ Teacher attendance rate

Rationale for intervention: ([count] of 5000 maximum characters used)

This will help the school to reach it's goals for a successful turnaround.

Resources applied to support Intervention(s): ([count] of 5000 maximum characters used)

salaries and benefits/administrationYear 1: $56,000.00Year 2 $65,000.00Year 3 $65,000.00

Name of Intervention(s):

Chief Development Officer/SIG Liaison

Detailed Description of Intervention(s): ([count] of 5000 maximum characters used)

Someone overseeing the implementation of the grant and serving as the liaison between the school and OSSE will ensure that the goals are met.

Turnaround Principle:

Effective Use of Staffing Practices

Leading Indicators used to Monitor Invention(s): (select all that apply)

- ☑ Number of minutes within the school year
- ☐ Number and percentage of students completing advanced coursework
- ☐ College Enrollment Rate
- ☐ Teachers by performance level on LEA's teacher evaluation system
- ☐ Teacher attendance rate

Rationale for intervention: ([count] of 5000 maximum characters used)

This will help the school reach it's goals for this grant.

Resources applied to support Intervention(s): ([count] of 5000 maximum characters used)

salaries and benefits/administrationPre-Implementation $3796.72Year 1 $17,550.00Year 2 $17,550.00Year 3 $17,550.00

Name of Intervention(s):

Stipends for Enrichment Instruction (10)

Detailed Description of Intervention(s): ([count] of 5000 maximum characters used)

This will provide students with additional exposure to different activities. This will also increase student attendance because there will be reasons in addition to academics to come to school and be engaged.

Turnaround Principle:

Curriculum, Assessment and Intervention System

Leading Indicators used to Monitor Invention(s): (select all that apply)

- ☐ Number of minutes within the school year
- ☑ Number and percentage of students completing advanced coursework
- ☑ College Enrollment Rate
- ☐ Teachers by performance level on LEA's teacher evaluation system
- ☑ Teacher attendance rate

Rationale for intervention: ([count] of 5000 maximum characters used)

Exposing students to new and different activities will provide additional motivation for them to come to school and in turn increase academic performance because of increased attendance.

Resources applied to support Intervention(s): ([count] of 5000 maximum characters used)

Professional Services/InstructionYear 1 $35,000.00Year 2 $4,000.00Year 3 $1,500.00

Name of Intervention(s):

Professional Development

Detailed Description of Intervention(s): ([count] of 5000 maximum characters used)

Additional learning and training opportunities for school staff.

Turnaround Principle:

Effective Use of Staffing Practices

Leading Indicators used to Monitor Invention(s): (select all that apply)

- ☑ Number of minutes within the school year
- ☑ Number and percentage of students completing advanced coursework
- ☑ College Enrollment Rate
- ☑ Teachers by performance level on LEA's teacher evaluation system
- ☑ Teacher attendance rate

Rationale for intervention:
([count] of 5000 maximum characters used)

This will empower staff to feel more confident in their roles and be able to provide students with quality interactions.

Resources applied to support Intervention(s):
([count] of 5000 maximum characters used)

Professional Services/Support ServicesPre-Implementation $71,112.15Year 1 $14,000.03

Name of Intervention(s):

Family Engagement

Detailed Description of Intervention(s):
([count] of 5000 maximum characters used)

We will provide opportunities for parents and families to be involved in school activities.

Turnaround Principle:

Effective Family and Community Engagement

Leading Indicators used to Monitor Invention(s):
(select all that apply)

- [ ] Number of minutes within the school year
- [x] Number and percentage of students completing advanced coursework
- [x] College Enrollment Rate
- [ ] Teachers by performance level on LEA's teacher evaluation system
- [ ] Teacher attendance rate

Rationale for intervention:
([count] of 5000 maximum characters used)

We need to be in partnership with parents and families and make sure they feel supported in order to make sure our students are successful.

Resources applied to support Intervention(s):
([count] of 5000 maximum characters used)

Professional Services/Support ServicesYear 1 $8,000.00Year 2 $4,000.00Year 3 $1,500.00

Name of Intervention(s):

Equipment/Instruction

Detailed Description of Intervention(s):
([count] of 5000 maximum characters used)

Kindle Fire 6GBKindle cartLCD Projectors (5)Workstation Music KeyboardiMac StationsMedia PlayerHeadphones (20)Classroom clickers (40)Scientific calculators(50)Sound Forge Audio StudioPocket Video Camcorder (12)Acid Music Studio Package (25)Compact Digital Camera (12)Digital Recorder (3)

Turnaround Principle:

Curriculum, Assessment and Intervention System

Leading Indicators used to Monitor Invention(s):
(select all that apply)

- [ ] Number of minutes within the school year
- [x] Number and percentage of students completing advanced coursework
- [x] College Enrollment Rate
- [ ] Teachers by performance level on LEA's teacher evaluation system
- [ ] Teacher attendance rate

Rationale for intervention:
([count] of 5000 maximum characters used)

By providing students with all of these resources it will enhance their learning environment and provide for more innovative and creative instruction. It will be more of an incentive to use these various items and promote attendance and academic growth.

Resources applied to support Intervention(s):
([count] of 5000 maximum characters used)

Equipment/InstructionPre-Implementation $77843.95Year 1 $42165.00Year 2 $7000.00Year 3 $9195.02

Name of Intervention(s):

Equipment/Support Services

Detailed Description of Intervention(s):
([count] of 5000 maximum characters used)

Laptops (15)

Turnaround Principle:

Curriculum, Assessment and Intervention System

Leading Indicators used to Monitor Invention(s):
(select all that apply)

- [ ] Number of minutes within the school year
- [x] Number and percentage of students completing advanced coursework
- [x] College Enrollment Rate
- [ ] Teachers by performance level on LEA's teacher evaluation system

☐ Teacher attendance rate

Rationale for intervention: ([count] of 5000 maximum characters used)

This will provide students with more opportunities to engage different types of media to enhance learning.

Resources applied to support Intervention(s): ([count] of 5000 maximum characters used)

Equipment/Support ServicesYear 1 $8,820.00

Name of Intervention(s):

Equipment/Operations and Maintenance

Detailed Description of Intervention(s): ([count] of 5000 maximum characters used)

Furniture for Media CenterLab tables and stools for science labs

Turnaround Principle:

Curriculum, Assessment and Intervention System

Leading Indicators used to Monitor Invention(s): (select all that apply)

- ☐ Number of minutes within the school year
- ☑ Number and percentage of students completing advanced coursework
- ☑ College Enrollment Rate
- ☑ Teachers by performance level on LEA's teacher evaluation system
- ☐ Teacher attendance rate

Rationale for intervention: ([count] of 5000 maximum characters used)

This will provide state of the art learning environments for our students. By having the materials and resources it will motivate students to excel.

Resources applied to support Intervention(s): ([count] of 5000 maximum characters used)

Equipment/Operations and MaintenanceYear 1 $18,270.97

Name of Intervention(s):

Supplies and Materials/Instruction

Detailed Description of Intervention(s): ([count] of 5000 maximum characters used)

Auditory Materials and Learning toolsSubscription servicesDisposable and cloth lab coatsBooks, Documentaries and Instructional videosTextbooksMath 180Read 180TeachBoost, Common Curriculum, LearnZillion

Turnaround Principle:

Curriculum, Assessment and Intervention System

Leading Indicators used to Monitor Invention(s): (select all that apply)

- ☐ Number of minutes within the school year
- ☑ Number and percentage of students completing advanced coursework
- ☑ College Enrollment Rate
- ☑ Teachers by performance level on LEA's teacher evaluation system
- ☑ Teacher attendance rate

Rationale for intervention: ([count] of 5000 maximum characters used)

By equiping the teachers with more materials and resources it will enhance their lessons. This will encourage student attendance and promote academic growth.

Resources applied to support Intervention(s): ([count] of 5000 maximum characters used)

Support and Materials/InstructionPre-implementation $114,183.97Year 1 $17,580.38

Name of Intervention(s):

Supplies and Materials/Support Services

Detailed Description of Intervention(s): ([count] of 5000 maximum characters used)

Supplies for student enrichment programsOffice supplies

Turnaround Principle:

Curriculum, Assessment and Intervention System

Leading Indicators used to Monitor Invention(s): (select all that apply)

- ☐ Number of minutes within the school year
- ☑ Number and percentage of students completing advanced coursework
- ☑ College Enrollment Rate
- ☐ Teachers by performance level on LEA's teacher evaluation system
- ☐ Teacher attendance rate

Rationale for intervention: ([count] of 5000 maximum characters used)	By equipping the teachers with more materials and resources it will enhance their lessons. This will encourage student attendance and promote academic growth.
Resources applied to support Intervention(s): ([count] of 5000 maximum characters used)	Supplies and Materials/Support ServicesPreimplementation $8003.01Year 1 $5000.00Year 2 $4195.02Year 3 $4058.94

Action Plan for Implementation

Provide a detailed action plan for implementing the selected intervention(s) for the school/campus.

This timeline must cover the full period of implementation (including pre-implementation) through the life of the grant and must show that the basic elements of the selected turnaround model/intervention(s) will be up and running by the start of the 2014-2015 school year (SY). The life of this grant is over a three (3) year period, as follows: YEAR 1 (SY 2014-2015), YEAR 2 (SY 2015-2016), and YEAR 3 (SY 2016-2017).

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
06/01/2013	03/01/2014	Revise, create, and communicate new job descriptions. After completion of first year, we will work to revise based on evaluation and feedback collected of previous year's process and success/ challenges.	COO, HR Manager
06/01/2014	03/01/2015	Revise, create, and communicate new job descriptions. After completion of first year, we will work to revise based on evaluation and feedback collected of previous year's process and success/ challenges.	COO, HR Manager
06/01/2015	03/01/2016	Revise, create, and communicate new job descriptions. After completion of first year, we will work to revise based on evaluation and feedback collected of previous year's process and success/ challenges.	COO, HR Manager
06/01/2016	03/01/2017	Revise, create, and communicate new job descriptions. After completion of first year, we will work to revise based on evaluation and feedback collected of previous year's process and success/ challenges.	COO, HR Manager
06/01/2013	07/01/2014	Establish and implement strong recruitment and hiring process by July 2014. In each year following, we will work to revise based on evaluation and feedback collected of previous year's process and success/ challenges.	COO, HR Manager, Principal
06/01/2014	07/01/2015	Establish and implement strong recruitment and hiring process by July 2014. In each year following, we will work to revise based on evaluation and feedback collected of previous year's process and success/ challenges.	COO, HR Manager, Principal
06/01/2015	07/01/2016	Establish and implement strong recruitment and hiring process by July 2014. In each year following, we will work to revise based on evaluation and feedback collected of previous year's process and success/ challenges.	COO, HR Manager, Principal
06/01/2016	07/01/2014	Establish and implement strong recruitment and hiring process by July 2014. In each year following, we will work to revise based on evaluation and feedback collected of previous year's process and success/ challenges.	COO, HR Manager, Principal
06/01/2014	06/01/2016	Communicate Chain of Command and Organizational Chart - this will be constant reinforcement and communication throughout each year, including during PD's and professional meetings. Effectiveness will be measured through teacher and evaluation and observations of practices	CEO, COO
08/01/2013	08/01/2016	Establish and differentiate professional modes of communicating (email, meetings, etc.) This will be constant reinforcement and communication throughout each year, including during PD's and professional meetings. Effectiveness will be measured through teacher and evaluation and observations of practices	Principal and school leaders

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
08/01/2013	08/01/2016	Utilize the professional responsibility section of the Danielson evaluation tool using the indicators to monitor teacher actions during the first year. In each consecutive year, continue to use the evaluation tool, using data collected to determine professional development opportunities for teacher and to grow teacher skills and leadership	Principal and school leaders
12/01/2013	08/01/2014	Develop standard operating procedures for each department/job function - for each consecutive year, evaluate and revise as needed based on any changes necessary to operating procedures for department/ job function	School Leadership Teams
12/01/2014	08/01/2015	Develop standard operating procedures for each department/job function - for each consecutive year, evaluate and revise as needed based on any changes necessary to operating procedures for department/ job function	School Leadership Teams
12/01/2015	08/01/2016	Develop standard operating procedures for each department/job function - for each consecutive year, evaluate and revise as needed based on any changes necessary to operating procedures for department/ job function	School Leadership Teams
12/01/2016	08/01/2017	Develop standard operating procedures for each department/job function - for each consecutive year, evaluate and revise as needed based on any changes necessary to operating procedures for department/ job function	School Leadership Teams
10/01/2013	12/01/2013	Compile old documents related to Maya Way Guide	CEO

01/01/2014	09/01/2017	Work with Board and staff committee to renew Maya Way Guide. After Guide is finalized, we'll work to share with all organizational stakeholders, including teachers and staff, leadership, parents, partners, etc. (July 2014 and ongoing)	CEO, Adele Fabrikant
03/01/2014	07/01/2014	Regular teacher observations - revise observation process as needed based on effectiveness from previous year.	Principal, School Leadership, Chief Acad
03/01/2015	07/01/2015	Regular teacher observations - revise observation process as needed based on effectiveness from previous year.	Principal, School Leadership, Chief Acad
03/01/2016	07/01/2016	Regular teacher observations - revise observation process as needed based on effectiveness from previous year.	Principal, School Leadership, Chief Acad

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
03/01/2017	07/01/2017	Regular teacher observations - revise observation process as needed based on effectiveness from previous year.	Principal, School Leadership, Chief Acad
10/01/2013	09/01/2017	Develop relationships with schools of education and teacher provider organizations	HR Manager
02/01/2014	03/01/2014	Conduct mid-year teacher evaluations	Principal, HR Manager
02/01/2015	03/01/2015	Conduct mid-year teacher evaluations	Principal, HR Manager
02/01/2016	03/01/2016	Conduct mid-year teacher evaluations	Principal, HR Manager
02/01/2017	03/01/2017	Conduct mid-year teacher evaluations	Principal, HR Manager
03/01/2014	03/01/2017	Begin to map out and revise plans for instructional leaders and teacher hiring for 2014-15. Revisions for each year will occur for the next SY starting in March of each year.	CAO, School Leadership, COO
06/01/2014	08/01/2014	Develop August professional development based on evaluations and successes/ challenges identified from the previous year as well as identified additional support needs.	CAO
06/01/2015	08/01/2015	Develop August professional development based on evaluations and successes/ challenges identified from the previous year as well as identified additional support needs.	CAO
06/01/2016	08/01/2016	Develop August professional development based on evaluations and successes/ challenges identified from the previous year as well as identified additional support needs.	CAO

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
06/01/2017	08/01/2017	Develop August professional development based on evaluations and successes/ challenges identified from the previous year as well as identified additional support needs.	CAO
06/01/2014	08/01/2014	Develop Teacher Induction -based on evaluations and successes/ challenges identified from the previous year as well as identified additional support needs.	CAO, Principal
06/01/2015	08/01/2015	Develop Teacher Induction -based on evaluations and successes/ challenges identified from the previous year as well as identified additional support needs.	CAO, Principal
06/01/2016	08/01/2016	Develop Teacher Induction -based on evaluations and successes/ challenges identified from the previous year as well as identified additional support needs.	CAO, Principal
06/01/2017	08/01/2017	Develop Teacher Induction -based on evaluations and successes/ challenges identified from the previous year as well as identified additional support needs.	CAO, Principal
06/01/2014	08/01/2014	Refine and revisit teacher-leader observations, coaching assignments and teacher assessments each year to identify best practices and areas needing change.	CAO, Principal
06/01/2015	08/01/2015	Refine and revisit teacher-leader observations, coaching assignments and teacher assessments each year to identify best practices and areas needing change.	CAO, Principal
06/01/2016	08/01/2016	Refine and revisit teacher-leader observations, coaching assignments and teacher assessments each year to identify best practices and areas needing change.	CAO, Principal
06/01/2017	08/01/2017	Refine and revisit teacher-leader observations, coaching assignments and teacher assessments each year to identify best practices and areas needing change.	CAO, Principal
10/01/2013	12/01/2013	Evaluate hiring, induction, PD, and observation process used for 2014-15, and each consecutive year following.	CAO, Principal, COO, CEO

Begin Date	End Date	Short Description of Action Step	Person/s Responsible
10/01/2014	12/01/2014	Evaluate hiring, induction, PD, and observation process used for	CAO, Principal, COO, CEO

[illegible]	[illegible]	2014-15, and each consecutive year following.	[illegible]
10/01/2015	12/01/2015	Evaluate hiring, induction, PD, and observation process used for 2014-15, and each consecutive year following.	CAO, Principal, COO, CEO
10/01/2016	12/01/2016	Evaluate hiring, induction, PD, and observation process used for 2014-15, and each consecutive year following.	CAO, Principal, COO, CEO
10/01/2017	12/01/2017	Evaluate hiring, induction, PD, and observation process used for 2014-15, and each consecutive year following.	CAO, Principal, COO, CEO
06/01/2013	05/01/2014	Begin competency-based pilot in grade 9 Math and English. Add an additional grade each consecutive year for full implementation grades 9-12 SY 2016 - 2017	Principal, CAO, consultant
06/01/2014	05/01/2015	Begin competency-based pilot in grade 9 Math and English. Add an additional grade each consecutive year for full implementation grades 9-12 SY 2016 - 2017	Principal, CAO, consultant
06/01/2015	05/01/2016	Begin competency-based pilot in grade 9 Math and English. Add an additional grade each consecutive year for full implementation grades 9-12 SY 2016 - 2017	Principal, CAO, consultant
06/01/2016	05/01/2017	Begin competency-based pilot in grade 9 Math and English. Add an additional grade each consecutive year for full implementation grades 9-12 SY 2016 - 2017	Principal, CAO, consultant
06/01/2013	09/01/2017	Begin consultancy with Ephraim Weinstein and Cambridge to improve high school instructional program. While we will consult with them throughout our school transformation, Cambridge will do a full evaluation and assessment in May 2017 to determine success of school turnaround and growth.	Principal, CAO, CEO
05/01/2017	06/01/2017	Begin consultancy with Ephraim Weinstein and Cambridge to improve high school instructional program. While we will consult with them throughout our school transformation, Cambridge will do a full evaluation and assessment in May 2017 to determine success of school turnaround and growth.	Principal, CAO, CEO

Services Received

Describe in detail the services this school/campus will receive from the LEA, if any.

Not Applicable ☑

([count] of 5000 maximum characters used)

1003(g) School Improvement Grant

Salaries and Benefits
(Maya Angelou Public Charter/See Forever Foundation)

Budget Detail By Site Instructions

This application has been approved. No more updates will be saved.

Itemize and explain each expenditure amount that appears on the Budget Summary.

Click here for Description of Program Category Values

Note: This Budget Summary displays to aid in creating and editing the Request and will not display once the Request is submitted to the SEA.

	100	300	400	500	600	700	800	Indirect Cost
Paid to Date Amounts	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Current Budgeted Amounts by Budget Category	$219,327.00	$57,000.03	$0.00	$69,255.97	$22,580.38	$0.00	$0.00	$0.00

Notes: The District Level Budget page is identified by "000"

Site: 000 - Maya Angelou PCS Go

Total Allocation Available for Budgeting $368,163.38

To obtain additional detail lines, fill in all blank lines, and click Save Page. 10 more blank lines will then be added at the bottom.

Name of Individual	Position Title	Program Category	Total dollar amount of this salary during the 3 year period of availability	Expenditure Description and Itemization	SIG-1003g Funds	Delete Row
TBD	Media Specialist	20-Support Services	162000	Provide leadership, instruction & training for the media center/library. Strategic plan development.	42000.00	☐
TBD	Instructional Coach	20-Support Services	192500	Create and execute detailed data driven teacher coaching plans to ensure student success	52500.00	☐
TBD	Academic Counselo	20-Support Services	138277	TBD	34277.00	☐
Jenni Myung	Student Ambassado	20-Support Services	17000	Responsible for working with representative students on public speaking, community service and leadership development skills.	17000.00	☐
Julia Rodriguez	Administrative Man	30-Administration	186000	Responsible for SIG implementation and working with school staff to monitor progress, develop benchmarks and create course corrections	56000.00	☐
Leah Lamb	CDO/SIG Liaison	30-Administration	526500.00	Responsible for tracking SIG implementation; monitors progress; provides communication between LEA and OSSE.	17550.00	☐
					0.00	☐
					0.00	☐
					0.00	☐

Name of Individual	Position Title	Program Category	Total dollar amount of this salary during the 3 year period of availability	Expenditure Description and Itemization	SIG-1003g Funds	Delete Row
					0.00	☐

Total Displayed: $219,327.00

The maximum amount of Indirect Costs that may be taken, if no Property is budgeted will be $27,271.36

Determining Maximum Indirect Cost allowed

(A) Total Allocation Available for Budgeting	$368,163.38	(F) Total budgeted	$368,163.38
(B) Property Costs	$69,255.97	(G) Budgeted Indirect Cost	0.00
(C) Allowable Direct Costs (A-B)	$298,907.41	(H) Total Budget (F+G)	$368,163.38
(D) Indirect Cost Rate %	8.0000		
(E) Maximum Indirect Cost (C*(D/1+D))	$22,141.29	Remaining (A-H)	$0.00