

Schoolwide Planning Doc

https://www.louisianabelieves.com/docs/default-source/school-redesign/schoolwide-guidance-2021.pdf?sfvrsn=2c576718_2

The schoolwide planning template includes the following components:

- 1.1. Family and Stakeholder Engagement
- 1.2. Comprehensive Needs Assessment
- 1.3. Strategies for Improvement
- 1.4. Student Support Services
- 1.5. Students Opportunities
- 1.6. Multi-Tiered Systems of Support for Behavior
- 1.7. Professional Development
- 1.8. Student Transition

Components 1.3 through 1.8 contain four sections, described in this [chart](#), that a school will need to complete to demonstrate compliance with ESSA schoolwide plan requirements.

1.1. Family and Stakeholder Engagement		
ITEM	QUESTION	COLLEGIATE TEAM
1.1	Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments. Please provide examples of changes made to the schoolwide plan based on input from families/parents.	
<p>Response:</p> <p>To enhance the immediate and long-term outcomes for our students and alumni, Collegiate launched a formal process to redefine our "Portrait of a Graduate" this past year. This work has directly informed our Schoolwide Plans in ensuring that our priorities, strategies, and approaches to meeting the needs of students are aligned to the actual needs and desires expressed by parents, families, and our students themselves.</p>		

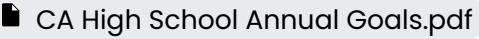
We turned to our community and existing research to examine what our schools and programs currently prioritize and prepare our students for after graduation and search for greater understanding about how we can shift our approach to ensure our students build the tools, mindsets, skills, and knowledge needed to graduate with an authentic sense of purpose to thrive in their careers and adult lives. Focus groups and interviews prepared parents and families to provide input through thoughtful and intentional framing of data and current needs, then engaging in design-thinking exercises.

We are currently identifying next steps and pilot programs that align to our new “Graduate Aims” for all students. By identifying what our school community truly cares about and designing programs that meet those ideals, our solutions will reimagine the metrics for success that guide our daily educational practice. Ultimately, this program will lead to higher postsecondary persistence and long-term career success for all of our graduates, regardless of the pathway they choose after high school, and ensure our programming truly aligns with and is measured by how well we progress towards the Graduate Aims established by our collective community. Some examples of changes made to our schoolwide plan based on this work include course offerings and remediation efforts for attendance.

Additionally, we engage a network-level Parent Steering Committee comprised of parents from each Collegiate Academies school. This group participates in advocacy trainings and provides input on key decisions.

1.2. Comprehensive Needs Assessment

ITEM	QUESTION	COLLEGIATE TEAM
1.2	<p>To ensure the schoolwide plan best serves the needs of all students, especially high need students who are failing, or are at-risk of failing, the school must conduct a comprehensive needs assessment. The results of data analysis must guide strategies to improve academic performance and close achievement gaps.</p> <p>Summarize the results and conclusions from the comprehensive needs assessment, including the school-level results for applicable data points listed under critical goals in Believe to Achieve: Educational Priorities, e.g. percentage of students on or above</p>	

	grade level in literacy by subgroup.	
<p>Response:</p> <p>The attached document details our school’s priorities and goals, which are based on both the needs assessment and our Portrait of a Graduate work, including inputs from parents and families.</p> <p> CA High School Annual Goals.pdf</p> <p>The following dashboards reflect the type of data analysis we do both on a regular basis and at the conclusion of each school year. These metrics are inclusive of and beyond the LDOE’s Believe to Achieve goals.</p> <p>20-21 End of Year Report 20-21 CA SL Eval</p>		
1.2	Based on the results of the needs assessment, list the school’s priorities.	
<p>Response:</p> <p>We use the metrics outlined above to measure the effectiveness of our instructional methods and priorities, which all align to the key design elements and priorities of our academic plans, which include:</p> <ul style="list-style-type: none"> • Foundational Mindsets Centered on a Culture of Growth. We deliberately build a student and adult culture that celebrates growth and eradicates limitations on the possibilities available to all students. Every teacher believes that it’s their personal responsibility to support every single student in their classroom and in their school. This belief and conviction is the driving force for every CA educator. • Increased Supports Based on Individual Needs. We use universal screeners (for both academic and mental health needs) to understand where every student is to ensure all students are placed in the most appropriate, rigorous setting to accelerate their academic growth from the moment they enroll in a Collegiate Academies school. We complete a 		

detailed initial evaluation of each student when they enroll—whether in 9th grade or later in high school—followed by targeted instruction and interventions specific to academic, social, emotional, and other areas they have not mastered. Our instructional approach for a given student with identified needs may result in individualized decisions about their educational plans (receiving higher tiers of interventions, participating in honors courses, mental health services, increased time or doubled coursework in a given subject area).

- **Data-Driven Instruction.** From the daily lesson to the unit level, everything ends in an exit ticket or assessment to measure comprehension and mastery and guide decision-making around our instructional strategies and methods. We use rigorous and comprehensive diagnostic and progress monitoring structures to identify gaps in student learning and create action plans that guide instructional shifts and classroom time.
- **Standards-Aligned and Responsive Curriculum.** Our schools and our teachers hold a foundational commitment to shared, standards-aligned curriculum for all core courses. All curriculum is currently undergoing a comprehensive equity and excellence audit, guided by our research-based Excellent Curriculum Rubric, attached below.
- **High Support, High Rigor.** Our classrooms hold a high bar for every student, then we support them in reaching that bar. We are committed to both equity and excellence; lowering expectations for students does not align to our mission.

1.3. Strategies for Improvement

ITEM	QUESTION	COLLEGIATE TEAM
1.3	<p>Provide a description of schoolwide strategies that the school is implementing to:</p> <ol style="list-style-type: none"> 1) use methods and instructional strategies that strengthen the academic program in the school; 2) increase the amount and quality of learning time 3) help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; 4) include interventions and strategies to increase student achievement in underperforming subgroups. Be sure to address 	

all four strategies and identify the [Believe to Achieve: Educational Priorities](#) the school will target in the narrative.

Response:

Collegiate Academies’ teaching framework competencies outline the schoolwide strategies and domains of instruction that every teacher learns and develops to achieve student outcomes in our schools, including:

- Attention to Equity
- Curriculum Understanding
- Content Knowledge
- Pedagogical Content Knowledge

Within these domains, we leverage our Collegiate Academies Rubric for Excellent Teaching to measure teacher effectiveness in execution of our highest priority instructional methods. The instructional priorities are summarized in this table.

CARET Components:

CORE SKILLS	CULTURE OF ACHIEVEMENT	TEACHING CYCLE
<ul style="list-style-type: none"> ● Teacher Presence: Does the teacher look comfortable and in control? ● Pacing: Does class barrel forward urgently with little time wasted? ● 100%: Is every student thinking? 	<ul style="list-style-type: none"> ● Class Culture: Is this an extremely joyful, productive classroom that students would look forward to coming to? ● College Readiness: Do kids walk out of this classroom more connected to and prepared for college? 	<ul style="list-style-type: none"> ● Presentation of Content: Is new content being delivered in clear and effective ways? ● Thinking Tasks: Are kids getting the greatest amount of rigorous PRACTICE throughout the entire lesson? ● Checks for Understanding: Is the teacher constantly monitoring individual and class-wide progress? ● Response to Academic Data: Is the teacher responding to data with questioning and feedback? ● Quality of Student Output: Are students producing ideal WRITTEN and ORAL responses?

In an exemplary Collegiate Academies classroom, students are happy, challenged and working hard. The entire class is organized around a clear, rigorous and relevant objective. Students know this goal, know why it is important, and can measure their progress against it. New skills or new content are introduced clearly and efficiently, and students spend most of their time in practice, shifting new content into long-term memory. Routines, teacher tone, and the frequency of tasks create a feeling of class flying by. The teacher, calm and in control, effuses love for kids and content. Every question is answered by every student, and any time anyone speaks, every single brain in the class is working. Every student in the room is on task the entire time. The

lesson was designed to be flexible and responsive to the shifting needs of all learners, and the teacher is constantly gathering and responding to data to ensure that all students are on track. Students receive feedback throughout class and revise their work in response to it, getting ever closer to a clear bar of excellence. In addition to mastering the content, students are practicing skills that they'll need for postsecondary success.

Our instructional methods and priorities all align to the key design elements of our academic plan, including:

- **Foundational Mindsets Centered on a Culture of Growth.** We deliberately build a student and adult culture that celebrates growth and eradicates limitations on the possibilities available to all students. Every teacher believes that it's their personal responsibility to support every single student in their classroom and in their school. This belief and conviction is the driving force for every CA educator.
- **Increased Supports Based on Individual Needs.** We use universal screeners (for both academic and mental health needs) to understand where every student is to ensure all students are placed in the most appropriate, rigorous setting to accelerate their academic growth from the moment they enroll in a Collegiate Academies school. We complete a detailed initial evaluation of each student when they enroll—whether in 9th grade or later in high school—followed by targeted instruction and interventions specific to academic, social, emotional, and other areas they have not mastered. Our instructional approach for a given student with identified needs may result in individualized decisions about their educational plans (receiving higher tiers of interventions, participating in honors courses, mental health services, increased time or doubled coursework in a given subject area).
- **Data-Driven Instruction.** From the daily lesson to the unit level, everything ends in an exit ticket or assessment to measure comprehension and mastery and guide decision-making around our instructional strategies and methods. We use rigorous and comprehensive diagnostic and progress monitoring structures to identify gaps in student learning and create action plans that guide instructional shifts and classroom time.
- **Standards-Aligned and Responsive Curriculum.** Our schools and our teachers hold a foundational commitment to shared, standards-aligned curriculum for all core courses. All curriculum is currently undergoing a comprehensive equity and excellence audit, guided by our research-based Excellent Curriculum Rubric.

- **High Support, High Rigor.** Our classrooms hold a high bar for every student, then we support them in reaching that bar. We are committed to both equity and excellence; lowering expectations for students does not align to our mission.

We are constantly learning, adapting, and conducting deeper research, but a comprehensive sample list of sources that inform both the development of our Teacher Instructional Framework specifically and our overall instructional approach in general can be found on pages 6-8 of the attached [Instructional Framework](#) document. Our success in supporting our students in maximizing their academic gains is our strongest evidence that our methods are well-suited for New Orleans high schoolers, and most of the foundational research sources that we use specifically study efficacy at the high school level.

At Collegiate Academies we use guidance from the Louisiana Instructional Materials Review and EdReports to identify possible adoptions for high quality, Tier 1 curriculum in English, Science, Math and Social Studies. In addition to a Tier 1 or “meets criteria” rating from the above sources, we use adoption committees to evaluate and recommend selections against our [CA Rubric for Excellent Curriculum](#), which includes these domains:

1. **Rigorous, Accessible, Universal:** The curriculum ensures that ALL students have the opportunity to engage with and master course-appropriate content and skills.
2. **Empowering:** The curriculum provides students with opportunities to think critically and form arguments based on sources, to examine the world as it is, and to reimagine the world as it might be.
3. **Culturally Responsive/Culturally Sustaining:** The curriculum is relevant to our students’ lives, experiences, and communities, and uses that relevance to make instruction more effective and powerful.
4. **Pro-BIPOC:** The curriculum centers Black, Indigenous, and People of Color--and their communities, ideas, and contributions--in all their wholeness and complexity.
5. **Portrait of a Graduate:** The curriculum aligns to the Graduate Aims, and experiencing the curriculum will help students grow in those aims, as they prepare to live choice-filled lives after high school.
6. **Usability & Completeness:** The curriculum has everything a teacher needs to prepare for and teach an excellent class, allowing students to experience the full value of the curriculum and the content.

CA provides highly differentiated interventions for any and all learning challenges. Students who are performing below grade level spend more time in core courses like Reading and Math; students who qualify for reading intervention take decoding, fluency, and comprehension coursework to quickly close reading gaps and students who qualify for math intervention take a pre-algebra booster course to ensure readiness for Algebra I. Mental health support is available and customized for all students. We maintain a robust continuum of support for students with disabilities and provide flexible supports for every student's unique needs. We achieve high academic growth performance for *all* students by maintaining an inclusive college-prep culture. Our commitment to inclusion benefits every student, regardless of their individual backgrounds, by providing consistently high expectations along with highly differentiated supports.

At Collegiate Academies schools, we prioritize prevention of academic risks, using universal screening and frequent data analysis to ensure all students are placed in the most appropriate, rigorous setting to accelerate their academic growth from the moment they enroll in a Collegiate Academies school. We complete a detailed initial evaluation of each student when they enroll—whether in 9th grade or later in high school—followed by targeted instruction and interventions specific to academic, social, emotional, and other areas they have not mastered. Students whose scores reflect significant deficits in content knowledge or skills engage in additional diagnostics to identify specific learning or knowledge gaps.

At the beginning of each school year, we gather baseline data for all students on literacy and numeracy levels through NWEA MAP. If a student's MAP results reflect a reading level below 6th grade, we administer the Really Great Reading (RGR) screener, which provides further details about phonic, fluency, or comprehension deficits. This data is used to indicate the need for students who may qualify for additional interventions, such as reading and math interventions, or Special Education services.

Throughout the year, to determine and identify students who may need additional supports within the context of our RTI program, we use rigorous and comprehensive progress monitoring structures to identify gaps in student learning and create action plans that guide instructional shifts and classroom time. To track progress toward our effectiveness in preparing traditionally underserved students for enrollment, persistence, and attainment of a college degree, CA's Performance Measures include the following leading indicators (ACT, GPA, Attendance). Additionally, we carefully track indicators of behavioral

patterns that might interfere with a student's academic progress, including referrals to a school's Restorative Center or disciplinary actions. Based on these indicators, as well as anecdotal evidence or concerns from teachers or staff in the school community, appropriate actions in the realms of academic, behavior, or mental health intervention are determined.

On the basis of our "all means all" approach, which emphasizes a strengths-based approach to all aspects of our educational model, the term "struggling student" is not one we currently use or would consider using in any future schools. We believe all students do well if they can - if they are not successful, we assume there is something else going on. As such, we prioritize using person-first language that reduces the risk that a student or family might internalize their challenges as rooted in something that is within their control when it may not be. Students are considered **high priority for possible intervention** based on the indicators outlined above, signifying that they are: at risk of not passing their classes; not on track for graduation; or have additional support needs related to attendance, behavior, or course performance (GPA).

Collegiate Academies schools employ a comprehensive Response to Intervention (RTI) / Multi-Tiered System of Support (MTSS) that brings together a collaborative team of caring adults to strategize supports for students who are a high priority for possible intervention. Each school's MTSS team is led by a Director of MTSS and made up of a Data Manager, Director of Curriculum and Instruction, Director of Intervention, Director of Mental Health, and Dean of Discipline.

Our MTSS is a framework that uses collaborative, data-based decision-making to provide prevention and early intervention across attendance, academics, behavior and therapeutic needs. It relies upon a foundation of strong universal supports for every child, with increasing levels of support as needs are identified. At higher tiers, students may benefit from more intensive interventions in the areas of attendance, behavior, mental health, or academics. Our dedicated team and data systems allow us to know each and every individual student and nimbly respond to their needs.

Mindsets and Core Principles

To prepare all students for lives of unlimited opportunity, we must build schools that respond to the whole student. Our Multi-Tiered System of Support (MTSS) includes supports for attendance, academics, behavior, and therapeutic needs. Without this, we will never achieve the 'all' in our mission.

- **All students:** All students can grow in all areas with the right interventions and supports.
- **All teammates:** Every teammate understands how they play a role in schoolwide MTSS systems, and can see how schoolwide Tier 1 systems are connected to more intensive tiers of support.
- **Efficient and early intervention:** Streamlined systems and integrated program design ensure each student gets the “just right” support, exactly when they need it.
- **Coordination:** Collaboration around any student is seamless across roles, with clear leadership, intentional capacity-building, and shared language and frameworks.
- **Data-driven:** Data drives decisions, balanced by team review.

To assist students who are facing struggles in the general education setting, our schools offer a continuum of interventions from least intensive to most intensive that focus on attendance, behavior, therapeutic, math, and reading needs. All students in general education settings receive the least intensive supports, which are considered “Tier 1” and gradually increase to “Tier 3,” based on additional screeners/diagnostic testing and other qualitative and quantitative indicators.

Beyond the personnel detailed as members of each school’s MTSS team, every Collegiate Academies school invests significantly in the resources required to carry out the range of interventions our MTSS calls for. This includes mental health professionals, related service providers, evaluation / diagnostic providers, a dedicated culture team, academic intervention programs and curriculum, incentives, and more.

Collegiate Academies schools prioritize research- and evidence-based approaches whenever possible and our MTSS framework and interventions are no different. The research and evidence base depends on the intervention in question; within each of the support domains, all “off the shelf” interventions (i.e. screeners, math and reading programs, the Panorama survey

for mental health) are grounded in research. We thoughtfully choose programming based on research and data that shows that it is effective with student populations that share similar demographics to those of our school communities. In regard to our overall MTSS approach, the irrefutably strong growth data from our existing schools demonstrates that our strategies are working and have been for years. We constantly and continuously analyze student results data and respond to it.

As outlined throughout this application, Collegiate Academies schools place a heavy emphasis on data tracking and goal setting. Our approach to MTSS is no different; our network level Student Support Team sets clear goals that schools and network teammates are constantly measuring and tracking progress towards. We use resources like the attached "Criteria for Success for a Multi-Tiered Systems of Support (MTSS) Program" document, which clearly defines a successful MTSS program.

In support of our commitment to constant monitoring of progress to goals, Collegiate Academies schools use a centralized data dashboard that specifically employs many differential measures so that schools and educators can quickly see whether any particular subgroup is disproportionately being identified as being a high priority for possible intervention.

This comprehensive approach has contributed to CA's Cohort Graduation Rate for Students with Disabilities (85%) far exceeding the city and state averages (70% and 71%, respectively for the Class of 2020). This cumulative data point provides strong evidence that the proposed school model will achieve strong outcomes for students with disabilities.

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse)

Budget Decisions/Coordination: (must be align with expenditures in the Super App) e.g. 1 FTE - TAP Master Teacher

Coordination of Resources: Title I ___ Title II ___ Title III ___ Title IV ___ Title V ___ IDEA ___ Homeless ___ General Fund ___ Other ___

Evaluation:

The following dashboards reflect the type of data analysis we do both on a regular basis and at the conclusion of each school year. These metrics are inclusive of and beyond the LDOE's Believe to Achieve goals.

[20-21 End of Year Report](#)

[20-21 CA SL Eval](#)

1.4. Student Support Services

ITEM	QUESTION	COLLEGIATE TEAM
1.4	Provide a description of schoolwide improvement strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment and address applicable Believe to Achieve: Educational Priorities.	

Response:

Collegiate students learn key social and emotional skills to prepare them for college success and lives of unlimited opportunity through multiple avenues.

- Advisory: At the start of their tenure at CA, each of our students is randomly assigned a small advisory group of 10-12 scholars. Over the four-year career of each scholar, advisory serves as a space for students to express and address their needs and learn the social and personal skills necessary for college success. Advisors use this time with their

advisees to teach explicit social and emotional skills, practice positive peer interactions, set goals, and facilitate small group activities and serve as a designated staff member for families to connect with throughout high school.

- **College Counseling and Advising:** Nearly all CA scholars will be the first in their family to complete higher education. They face a confusing, opaque landscape of requirements and choices after they leave CA schools. To equip them to confront this challenge, CA schools have 1-2 college counselors on staff to lead programming beginning in 9th grade. The most intensive support begins late in the 11th grade year: coaching through essays, applications, college choice, visits, and other critical steps. After graduation, our CA Next alumni advising team steps in to support with complex registration and financial aid requirements. Each student is assigned to a CA Next advisor who keeps in regular contact with them and provides a range of academic, social, emotional, logistical, and financial supports.

Collegiate Academies Restorative Education (CARE), a network program based on trauma-informed research that focuses on non-traditional discipline methods to increase the time that students spend in schools and to decrease suspensions across the network, provides trauma-informed care for all CA students. Through the implementation of CARE, suspension rates have decreased to 10 percent network wide, compared to 56 percent in 2013–14. We consider this a remarkable success, but know that there is more work to be done to quickly resolve conflicts and misbehavior so that learning is disrupted as little as possible for the entire school community. All Deans and Behavior Interventionists receive regular intensive coaching from network experts and outside partners in order to grow their professional skills. School Leaders receive clear, actionable data reports on a weekly and monthly basis to track progress to goals on discipline, attendance, and GPA, with a particular eye to ensuring equitable outcomes between students with disabilities and the overall school data.

Proactive Restorative Approaches: CARE teams rely on relationships to identify potential conflicts and preemptively address student needs. In advisory or homeroom, teachers facilitate positive peer interactions, goal setting, and small group activities and serve as a designated staff member for families to connect with throughout high school. CARE teams lead students in community projects to address recurring concerns, such as social media use.

Reactive Restorative Approaches: CARE empowers students to show accountability, solve problems, and restore relationships. Restorative Centers (RC) in each school provide space for students to complete independent or guided reflections, have

“close-the-loop” conversations with teachers, and practice coping mechanisms. Mediations address how behaviors impact others, repair relationships, and seek resolutions that avoid future conflict. When suspensions occur, all stakeholders, including family members, participate in a restorative conference to directly address the incident and engage with a network of support to ensure student success. All reactive practices follow a set of clear and consistent expectations and logical consequences.

All CA students have access to social and emotional support. Each school has an Mental Health Services (MHS) Referral Form that staff can complete for any student. This form triggers a process for the MHS team whereby students are screened to determine what interventions and supports are most appropriate based on the students’ needs. Additionally, students or parents can request to see an MHS Teammate regardless of staff referral.

Students are provided with social and emotional support across three major tiers:

- **Tier I:** Students in the general-education setting receive the following main supports that are facilitated through robust, charter-wide, training:
 - Trauma-informed teaching practices, restorative practices in all classrooms
 - Advisory groups to check-in with students in the morning with an adult and a smaller group of students.
- **Tier II:** Students in general education or SPED (with an IEP) who need additional social and behavioral support but do not have formal counseling minutes or a formal Behavior Intervention Plan (BIP). Students receive more consistent and shorter check-ins from MHS teammates. Students may also have brief, short-term (6-8 week) check-ins from MHS teammates.
- **Tier III:** Students at this tier are receiving the highest and consistent support via a BIP or an IEP. Students are assigned a counselor and specific counseling supports through specific goals and caregiver collaboration. Student goals are carefully tracked on either a daily or weekly basis and are shifted as needed. For more information, see the attached information on Therapeutic MTSS Tiers.

Mental Health Programming: We employ at least two social workers at each of our high schools and receive additional mental health support from partner organizations including Communities in Schools and Children’s Bureau. Through individual and group counseling and whole-school initiatives through our Advisory program, we are committed to supporting every scholar

through trauma and any other mental health needs. In far too many impoverished communities around the country, funding for mental health services is low or nonexistent. To combat this trend, CA provides students with counseling services through its Journey program. Journey is a therapeutic program for students with behavioral and emotional needs. Students supplement classes with group therapy, social and emotional learning and individual counseling. Students also receive transition services through internships.

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse)

Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):

Coordination of Resources: Title I __ Title II __ Title III __ Title IV __ Title V __ IDEA __ Homeless __ General Fund __ Other_____

Evaluation:

Collegiate uses the Panorama Well Being Survey across the network. The Well Being survey is validated on populations similar to ours and creates actionable data for teachers and students. These resources and its relevance for our student body make it a good fit for CA schools. However, we continue to track data related to its efficacy and will change systems if needed. Please see attached document for more information on the screener. All students take the Panorama Well Being Survey three times per school year: at the beginning, middle, and end of the year. This timeline allows us to track student progression in therapeutic interventions and other school wide initiatives that each school leads on their campuses (i.e. SEL, specific culture focus, Advisory). Families are informed of the survey being administered via a letter sent to each student's home. In addition, families are followed up with by a mental health services counselor if it is determined that their student needs additional mental health services with an on-site counselor or an external mental health provider.

1.5. Student Opportunities

ITEM	QUESTION	COLLEGIATE TEAM
1.5	<p>Provide a description of schoolwide improvement strategies that the school is implementing for students in preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college access) and address applicable Believe to Achieve: Educational Priorities.</p>	
<p>Response:</p> <p>We offer multiple opportunities for students to access CTE courses and are in the process of implementing Jump Start pathways to better serve the wide range of interests and goals that our scholars have. One key step that we have taken as an organization to be able to successfully implement Jump Start pathways is to move each of our high schools to a 4x4 block schedule. Based on expert advice and resources from the Louisiana Department of Education, we believe that this foundation will allow for critical scheduling flexibility needed to expand our offerings.</p>		
<p><u>Evidence-based Practice: (provide link(s) for the research used to support this strategy. e.g. IES Practice Guide/What Works Clearinghouse)</u></p>		
<p>Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application): Coordination of Resources: Title I __ Title II __ Title III __ Title IV __ Title V __ IDEA __ Homeless __ General Fund __ Other ____</p>		
<p><u>Evaluation:</u></p>		

The following dashboards reflect the type of data analysis we do both on a regular basis and at the conclusion of each school year. These metrics are inclusive of and beyond the LDOE’s Believe to Achieve goals.

[20-21 End of Year Report](#)
[20-21 CA SL Eval](#)

1.6. Multi-Tiered Systems of Support (MTSS)
for Behavior

ITEM	QUESTION	COLLEGIATE TEAM
1.6	<p>Describe the school’s implementation of a multi-tiered system of support to prevent and address problem behavior as noted in Believe to Achieve: Educational Priorities, including coordinated early intervening services (CEIS) under the Individuals with Disabilities Education Act (IDEA), if applicable.</p>	

Response:

At Collegiate Academies schools, we prioritize prevention of academic risks, using universal screening and frequent data analysis to ensure all students are placed in the most appropriate, rigorous setting to accelerate their academic growth from the moment they enroll in a Collegiate Academies school. We complete a detailed initial evaluation of each student when they enroll—whether in 9th grade or later in high school—followed by targeted instruction and interventions specific to academic, social, emotional, and other areas they have not mastered. Students whose scores reflect significant deficits in content knowledge or skills engage in additional diagnostics to identify specific learning or knowledge gaps.

At the beginning of each school year, we gather baseline data for all students on literacy and numeracy levels through NWEA MAP. If a student's MAP results reflect a reading level below 6th grade, we administer the Really Great Reading (RGR) screener, which provides further details about phonic, fluency, or comprehension deficits. This data is used to indicate the need for students who may qualify for additional interventions, such as reading and math interventions, or Special Education services.

Throughout the year, to determine and identify students who may need additional supports within the context of our RTI program, we use rigorous and comprehensive progress monitoring structures to identify gaps in student learning and create action plans that guide instructional shifts and classroom time. To track progress toward our effectiveness in preparing traditionally underserved students for enrollment, persistence, and attainment of a college degree, CA's Performance Measures include the following leading indicators (ACT, GPA, Attendance). Additionally, we carefully track indicators of behavioral patterns that might interfere with a student's academic progress, including referrals to a school's Restorative Center or disciplinary actions. Based on these indicators, as well as anecdotal evidence or concerns from teachers or staff in the school community, appropriate actions in the realms of academic, behavior, or mental health intervention are determined. Please see the attached document for Collegiate Academies' Child Find, MTSS, and SBLC Policy.

On the basis of our "all means all" approach, which emphasizes a strengths-based approach to all aspects of our educational model, the term "struggling student" is not one we currently use or would consider using in any future schools. We believe all students do well if they can - if they are not successful, we assume there is something else going on. As such, we prioritize using person-first language that reduces the risk that a student or family might internalize their challenges as rooted in something that is within their control when it may not be. Students are considered **high priority for possible intervention** based on the indicators outlined above, signifying that they are: at risk of not passing their classes; not on track for graduation; or have additional support needs related to attendance, behavior, or course performance (GPA).

Collegiate Academies schools employ a comprehensive Response to Intervention (RTI) / Multi-Tiered System of Support (MTSS) that brings together a collaborative team of caring adults to strategize supports for students who are a high priority for possible

intervention. Each school's MTSS team is led by a Director of MTSS and made up of a Data Manager, Director of Curriculum and Instruction, Director of Intervention, Director of Mental Health, and Dean of Discipline.

Our MTSS is a framework that uses collaborative, data-based decision-making to provide prevention and early intervention across attendance, academics, behavior and therapeutic needs. It relies upon a foundation of strong universal supports for every child, with increasing levels of support as needs are identified. At higher tiers, students may benefit from more intensive interventions in the areas of attendance, behavior, mental health, or academics. Our dedicated team and data systems allow us to know each and every individual student and nimbly respond to their needs.

Mindsets and Core Principles

To prepare all students for lives of unlimited opportunity, we must build schools that respond to the whole student. Our Multi-Tiered System of Support (MTSS) includes supports for attendance, academics, behavior, and therapeutic needs. Without this, we will never achieve the 'all' in our mission.

- **All students:** All students can grow in all areas with the right interventions and supports.
- **All teammates:** Every teammate understands how they play a role in schoolwide MTSS systems, and can see how schoolwide Tier 1 systems are connected to more intensive tiers of support.
- **Efficient and early intervention:** Streamlined systems and integrated program design ensure each student gets the "just right" support, exactly when they need it.
- **Coordination:** Collaboration around any student is seamless across roles, with clear leadership, intentional capacity-building, and shared language and frameworks.
- **Data-driven:** Data drives decisions, balanced by team review.

To assist students who are facing struggles in the general education setting, our schools offer a continuum of interventions from least intensive to most intensive that focus on attendance, behavior, therapeutic, math, and reading needs. All students in

general education settings receive the least intensive supports, which are considered “Tier 1” and gradually increase to “Tier 3,” based on additional screeners/diagnostic testing and other qualitative and quantitative indicators.

Beyond the personnel detailed as members of each school’s MTSS team, every Collegiate Academies school invests significantly in the resources required to carry out the range of interventions our MTSS calls for. This includes mental health professionals, related service providers, evaluation / diagnostic providers, a dedicated culture team, academic intervention programs and curriculum, incentives, and more.

Collegiate Academies schools prioritize research- and evidence-based approaches whenever possible and our MTSS framework and interventions are no different. The research and evidence base depends on the intervention in question; within each of the support domains, all “off the shelf” interventions (i.e. screeners, math and reading programs, the Panorama survey for mental health) are grounded in research. We thoughtfully choose programming based on research and data that shows that it is effective with student populations that share similar demographics to those of our school communities. In regard to our overall MTSS approach, the irrefutably strong growth data from our existing schools demonstrates that our strategies are working and have been for years. We constantly and continuously analyze student results data and respond to it.

Evidence-based Practice: (provide link(s) for the research used to support this strategy. e.g. IES Practice Guide/What Works Clearinghouse)

Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):

Coordination of Resources: Title I __ Title II __ Title III __ Title IV __ Title V __ IDEA __ Homeless __ General Fund __ Other ____

Evaluation:

The following dashboards reflect the type of data analysis we do both on a regular basis and at the conclusion of each school year. These metrics are inclusive of and beyond the LDOE’s Believe to Achieve goals.

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Meaningful and ongoing engagement with data that measure progress to goals is considered a pillar of our educational model and does not exclude students with disabilities. Case managers and Special Education program leads engage in data reflection regularly, analyzing progress indicators and responding to ensure that all kids are on track to their end of year goals. Quarterly progress reports are shared with families, in addition to ongoing informal touchpoints. Providing clear and constant communication about progress toward goals is crucial to our partnerships with students and families. At the school and network levels, all data analysis and dashboards examine differentials so that we can constantly and quickly respond to emerging issues where we see significant gaps in our work with students with disabilities.

1.7. Professional Development

ITEM	QUESTION	COLLEGIATE TEAM
1.7	Describe the professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, support Believe to Achieve: Educational Priorities and use of data from assessments. Include how the school recruits and retains effective teachers, particularly for high need students who are failing or at-risk of failing and students with diverse needs.	

Response:

Our network level Talent Team is specifically dedicated to recruit, hire, and retain staff members at all levels of the organization. Over 50% of our hires come from internal referrals and we have found that not only does this system speed up the hiring process, it also results in higher retention rates. In addition, we have robust partnerships with universities and alternative

teacher pipelines (i.e. Teach NOLA, TFA, Relay Graduate School) and regularly attend job fairs, either in person or virtually, to bring in new and diverse talent.

Every Collegiate Academies teacher receives extensive professional development each year. The following list identifies the professional development opportunities for teachers and explains how each connect to curricula and assessments

- Summer PD: 3-4 weeks of content-based training to improve pedagogy
- School-based Weekly PD: At least 2 hours each week based on school-specific topics, identified by regular classroom observations or trends within the school.
- Professional Learning Communities: 90 minutes monthly where course-alike instructional groups from across the network focus on collaboration and academic growth.
- Network-wide PD: Full staff PD several times per school-year that focuses on content-specific knowledge and pedagogy across all schools.
- Individualized Professional Development Plans: Regular classroom observations by an instructional coach. Every teacher is observed at minimum once/week and has a development meeting at least once/week. Those meetings involve creating action steps to help the teacher reach a larger PD goal for the end of a 6 week period.

Summer professional development is designed to ensure the team is ready to have a strong start to the school year and successful first quarter. Summer PD runs for at least 3 weeks prior to the start of the school year. Ensuring the team is steeped in the mission and values of the school is a core priority. Additionally, ensuring all teachers and staff have the skills to nail the first quarter's goals is a second priority. PD topics range from content-specific sessions to ensuring every teacher knows how to start strong with relationships and classroom management. We also build in sessions around restorative approaches and ensure every teammate understands the philosophy and skills required to embrace and live out this approach to discipline.

Professional Development sessions during the school year are either proactively or reactively determined. On the proactive side, there are specific sessions that are best given 'just in time' to ensure the skills can be immediately applied. For example, learning how to use the data analysis tools on our data management system will occur following the first unit exam so that teachers can immediately apply the learnings to their own data. Professional Development can also be in response to trends or

data the Leadership Team is seeing in the building. For example, the coaching team might notice that although students appear on task in many rooms, they aren't being pushed to think. A PD session might target that specific distinction and teach techniques teachers can utilize to increase the number of students thinking throughout the lesson. The leadership team collectively determines the best use of upcoming PD time given all of the factors in the school.

Collegiate Academies hires and develops best-in-class teachers, support staff, and leadership for all of our schools. Our foundational beliefs about growth apply to everyone in our schools, including teachers, support staff, and all levels of leadership; our team is our greatest asset in growing students academically and otherwise. Ensuring we are building a team that shares an interest in rapid growth and continued improvement is the highest priority for quality expansion. Research supports this prioritization, indicating that teacher quality is the single strongest determinant of student success.

Just as scholars need benchmarks to track their progress, so do Collegiate Academies teachers. Feedback is given on an ongoing basis. We expect feedback to be integrated into future lesson plans, classroom management and data analysis.

- Teachers are observed and given feedback at least once a week and, in many cases, more than once a week. Feedback is given during weekly coaching sessions. Quick observations are followed up with an email synopsis of feedback so that the teacher can immediately implement.
- At least twice a year, teachers are rated using the CA Rubric for Excellent Teaching (CARET - attached). Long term coaching goals and weekly action steps are aligned to rubric rows on the CARET.
 - Developed internally and refined over the last five (5) years, CARET is an integral tool for improving instructional skills for teaching staff. CARET norming involves professional development and co-observations. All coaches participate in a norming professional development that involves viewing video clips of teachers and scoring the teacher. The group then shares their ratings and talks through responses. There is a master CARET rater who shares the official score and the group can ask questions to understand any nuance of the rubric. This is repeated several times. Homework involves viewing a new video and scoring to ensure the ratings are sufficiently normed. Any rater who is outside of the range will receive follow up PD. In addition, the leader of the CARET-norming PD then does co-observations with each coach in person to ensure they can transfer the rating

abilities to live teaching.

- Formal evaluations are written twice a year and are grounded in rubric performance and academic performance of students. Additionally, evaluations include qualitative data on how the teacher is doing with the core values of the school and the expectations for staff.
- Finally, we believe that a critical component of empowered educators is a culture of development and constant support. Our schools are committed to providing every teacher we hire with consistent development and coaching so that they constantly improve and develop the skills and resources to identify holes in our model and suggest improvements.
- Our principals are supported throughout the hiring and development process by our network office, but they are ultimately empowered to make critical hiring/firing decisions that will best support their schools and mission.

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse)

Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):

Coordination of Resources: Title I __ Title II __ Title III __ Title IV __ Title V __ IDEA __ Homeless __ General Fund __ Other ____

Evaluation:

The following dashboards reflect the type of data analysis we do both on a regular basis and at the conclusion of each school year. These metrics are inclusive of and beyond the LDOE's Believe to Achieve goals.

[20-21 End of Year Report](#)

[20-21 CA SL Eval](#)

1.8. Student Transition

ITEM	QUESTION	COLLEGIATE TEAM
1.8	<p>Describe the strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or middle to high school.</p>	
<p>Response:</p> <p>As a network of high schools without feeder schools, Collegiate is well positioned to identify gaps in learning and preparation, particularly for rising 9th grade scholars. Based on incoming student data, it is clear that many elementary and middle schools are still refining the strong instruction and teacher development necessary to prepare students for rigorous academic educational opportunities at the high school level. While citywide LEAP scores are indicative of this challenge, subjectively we also see that many scholars enter high school with the need to further develop growth mindsets and the emotional skills that enable them to thrive. We therefore spend significant time helping students reach grade level expectations and become mentally and emotionally prepared for high school. Our schools place an enormous emphasis on growth and meeting individual needs of students according to their baseline performance on comprehensive diagnostic assessments when they arrive in 9th grade. The subsequent instructional programming and academic interventions are what have enabled our schools to lead the city in LDE's Academic Progress Index (which measures student-level academic growth from year-to-year).</p>		
<p><u>Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse)</u></p>		
<p>Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application): Coordination of Resources: Title I __ Title II __ Title III __ Title IV __ Title V __ IDEA __ Homeless __ General Fund __ Other ____</p>		

Evaluation:

The following dashboards reflect the type of data analysis we do both on a regular basis and at the conclusion of each school year. These metrics are inclusive of and beyond the LDOE’s Believe to Achieve goals.

[20-21 End of Year Report](#)

[20-21 CA SL Eval](#)

For reference:

[Believe to Achieve: Educational Priorities](#)

A school implementing a schoolwide model should align schoolwide plan strategies to Believe to Achieve: Educational Priorities, analyzing school-level data in comparison to state-level data to drive the process and track performance. The educational priorities include the following:

- Ensure every student is on track to a professional career, college degree, or service.
- Remove barriers and create equitable, inclusive learning experiences for all children.
- Provide the highest quality teaching and learning environment.
- Develop and retain a diverse, highly effective educator workforce.
- Cultivate high-impact systems, structures, and partnerships

Sections of the Schoolwide Plan Template for Components 1.3. through 1.8.

Section	Section Description
Narrative	Based on the results of the school’s comprehensive needs assessment, the narrative provides explicit details to address each element of the schoolwide planning template. Responses should be comprehensive and intentional to address student needs, particularly the needs of struggling learners and align with Believe to Achieve: Educational Priorities. Sufficient detail should be provided to ensure anyone reading the plan will understand the basic education program at the school level.

Evidence-Based Practice	Evidence is a powerful tool to identify ways to address education problems and build knowledge on what works. The evidence-based practice section provides the research used to support strategies and/or interventions. Schools must consider whether an evidence-based practice is proven to be successful with students similar to the school demographics and setting.
Budget Decision & Coordination	The budget decisions and coordination explains how Title I funds, in coordination with other funding sources, support the schoolwide program and provide students with a well-rounded education. These sections must match the budget detail information in eGMS. If the school is consolidating funds, clearly specify this in the budget decision and coordination section.
Evaluation	The evaluation provides the methodology, including benchmarks, to evaluate program results. The evaluation results must guide revisions to the schoolwide plan to ensure effectiveness and continuous improvement. For evaluation guidance (pages 74-123) and information on evaluation logic models, visit Institute of Education Science.