

FIRSTLINE SCHOOLS – TRANSFORMATION RFA SITING PROCESS AND APPLICATION

Application Prompts & Supplemental Materials

For each school community you wish to apply to match with for the 2018-19 school year please respond to the following prompts. Quick access to data which may assist in crafting your response are included in the data appendix to these materials.

1) For which site are you seeking to apply? If applying for multiple sites is this your most preferred?

We are applying for ReNEW Cultural Arts Academy at Live Oak Elementary.

2(a) Pre-opening Plan: Describe your plan for pre-opening from selection through August 1

See Attachment 1 – FirstLine Schools Start-Up Plan

2(b) Pre-opening Plan: Describe your plan for the first semester of operation for this particular school August 1 through December 31. Describe the key milestones with regard to school startup, needs assessment, and specific areas in which you will progress monitor. Provide specific steps you will be prepared to take during the first year, if you are not confident in progress mid-way through the year.

Following the five weeks of summer planning and parent and student orientations, some of which may happen after August 1, the school will focus on establishing a positive culture, weekly preparation to teach quality lessons, continuous instructional improvement, and providing responsive supports to students based on academic and social-emotional data.

- **FirstLine Fundamentals:** these are the routines and procedures, lesson planning, and positive relationship development that establish a positive culture in a school. Members of the school and network leadership team will conduct regular walk-throughs to norm on these expectations and to track progress. In the event that the school does not embed these fundamentals by the end of August, the network team will provide intensive support as needed to ensure a strong foundational culture is established.
- **School culture reviews and dashboards to drive continuous improvement:** FirstLine will conduct culture reviews. For the first semester, we will conduct these reviews monthly with more frequent targeted reviews as needed rather than the two to three times per year as we do with an established school. These reviews will provide feedback on school culture using a dashboard of cultural indicators – student-teacher interactions and behavior in the classroom and around the school, attendance, PBIS data, discipline data trends – that will provide a valuable tool for school improvement. As with all schools, FirstLine produces monthly behavior and culture dashboards that capture school-level data for schools to use as improvement tools for school culture. These reviews will guide the level of support needed.
- **Standards Checkpoints, Interim Assessments, STAR, MAP and STEP:** these checkpoints assess student progress towards mastery of key standards and allow us to provide more intensive academic support to teachers and school leaders. Formative assessment data will be analyzed on weekly and unit cycles. Each week, teachers will analyze assessment data and modify curriculum and interventions based on indicated needs. Each unit cycle, teachers will meet with

school leaders to create an “instructional battle plan” based on the interim data. This plan will require analysis of the interim data and a plan for responsive re-teaching and interventions as appropriate.

- **School staff identification of issues and corresponding actions** will be identified and addressed through daily staff meetings by whole school, small school and or grade level teams at the end of the day for the first three weeks to process what is working well and what needs to be adjusted for the next day or what larger issues need to be solved. These will be complemented by daily leadership team meetings for the first three weeks with issues identified and reported to the network team on action items and follow-ups. These two avenues for problem-solving will be augmented by morning staff circles for narrating progress, reminders about issues to address and team building. After the first three weeks, the frequency of these will be reduced as necessary.
- **Daily school walk throughs with the CAO or the Director of Culture and Wellness** for the first three weeks and then as needed after that to ensure a positive, values-based school culture is embedded.
- **Teacher observations and feedback** will occur at least twice per week for the first three weeks to support teachers, ensure consistency of instruction across classrooms, and guide intensive support as needed. After this they will be differentiated based on the needs of each teacher as described in our original charter proposal.

After the intensive support and feedback loops in the early weeks, the school will gradually shift to regular cycles of school culture walkthroughs, staff meetings, and teacher observation and feedback as appropriate for the determined level of support needed. Additionally, as with all FirstLine Schools, mid-year surveys of teachers, students, and parents will provide helpful feedback to guide mid-year adjustments. If intensive support across the school or in particular areas is needed, the CAO and the rest of the academic team will provide this support, ranging from more frequent coaching and walkthroughs to embedding support team members in the school for extended periods as needed.

3(a) Transformation Plans: In no more than 1 paragraph provide the key tenets of your educational model.

The educational model of both schools is built upon three core areas (mind, body, spirit): a) a rigorous and engaging academic program to develop strong minds, b) physical activity and healthy habits to develop healthy bodies, c) programming that nurtures students’ character and a strong school community to develop students who are strong in spirit. The key tenets of this model in a transformational context are outlined below:

- a. Create a values-based culture that is characterized by nurturing relationships and high expectations
- b. Expand the range and depth of social-emotional supports and social services for students with significant needs
- c. Improve instruction, particularly in terms of content specific instructional expertise and use of data driven instructional practices
- d. Provide additional time for increased learning supports, enrichment activities and for professional development

- e. Personalize learning in the classroom through small groups and support based on assessment data, computer assisted instruction, and students working collaboratively and independently.
- f. Provide teachers and leaders with significant professional learning time and time for collaborative lesson preparation.

3(b) Transformation Plans: How does the data for this school inform or change your actions and implementation of the transformation model?

We will need to get much more detailed assessment data from the school, but the data shows that we need to focus both on improving the percentage of mastery and basic scoring students in all subject areas. 3rd and 4th grade need additional support, given their low levels of mastery and basic scoring students. Our approach will include: data-driven instruction and deep development of teachers. For data-driven instruction, we will begin with initial assessments of where students are, creating a plan for each grade and subject based on universal screening information. Students will be grouped into small groups for portions of the day so that there is an opportunity for needed remediation in addition to core teaching material. Students will receive a progress monitoring assessment every other week, and teaching will be adjusted based on the progress made.

Additionally, we will have weekly content development with teachers, where teachers are developed in Common Core aligned curriculum resources. Teachers will have the opportunity to plan from the curriculum in grade-level teams of teachers from across our network. They will then have the opportunity for lesson practice prior to delivery. Teachers will also be observed weekly and given feedback on instruction, lesson plans, and student progress.

4) If you have experience as an operator of school(s) please describe how this transformation effort will be similar and different from your prior experience.

We have developed a much more articulated planning process, more consistent and intensive professional learning practices, and a shared curriculum since our earlier transformation work. Our planning products (listed in the attached "Start-Up Plan") are much more articulated and we have a more iterative feedback and revision loop so that planning is more thorough. In our previous transformation work, nearly all of the teacher professional development was led by school leaders. Now, in addition to the school leaders, we have subject specific Content Directors who plan and facilitate network-wide professional learning on a regular monthly, weekly, or bi-weekly cycle for teachers of the same grade/subject. Additionally, we have transitioned to a shared curriculum across all of our K-8 schools so that teachers can collaborate across schools and spend more time on preparation and responding to student learning needs rather than doing all of the curriculum development themselves.

Also, our School Director for this school is an experienced principal in our network rather than a leader new to our network spending a year in residency with us prior to the transformation as was the case in our earlier transformation work.

5) Provide evidence to date of community support, interest and engagement in your siting as the transformation operator at this site. If evidence is not currently available, please provide a timeline of your expected community engagement activities to secure community support prior to the Superintendent's siting decisions in January.

As we have not yet been assigned a school and only recently confirmed that this was a strong possibility, we have not yet begun the community engagement process. This will be a very tight timeline prior to the Superintendent's announcement with the Christmas break coming up. If given the go ahead, we will immediately arrange for a series of parent and staff meetings, and meetings with other key community stakeholders, including students as early as possible. Our ideal timeline would be:

- Week of January 8 – set dates for meetings, send home communication to parents, and first meeting with staff
- Week of January 15 – begun parent meetings and small group staff meetings
- Week of January 22 – continue parent meetings and meetings with other community stakeholders; student meetings if possible

6) Please describe how you intend to involve the community in the decision making process related to the transformation process.

As outlined in the attached "Start-Up Plan", we will work with the existing Parent Advisory Board to learn more about the school, their desires and their long-term vision. We will also hold parent focus groups following the initial meetings in January. We will hold staff focus groups beginning in late January and through February. We will also engage the community advisory board or set up a series of community meetings if there is not a formal board. In April and May we will hold student focus groups to engage students in the planning process for the following year. In all of these groups, we will be seeking to understand what different stakeholders currently value about the school and would like to retain, and what different stakeholders would like to change or improve. We will also facilitate the creation of a shared long-term vision for the school. Additionally, we will share the elements of the FirstLine approach and get feedback on the phasing of these into the work.

7) Please address any special programs that are offered at the site currently that you intend to discontinue.

At this point, we are not aware of any special programs that we will discontinue.

8) Provide an updated Enrollment Capacity Target Sheet with signatures of the Board Chair and Organizational Leader

See attached

KEY**Note: each position means that person or someone on their team**

shaded indicates who has overall lead

SD = School Director

SOM = School Operations Manager

CAO = Chief Academic Officer

CDO = Chief Development Officer

CEO = Chief Executive Officer

COO = Chief Operator Officer

DBLIT = Director of Blended Learning and Instructional

DC = Director of Communications

DF = Director of Finance

DHR = Director of Human Resources

DIS = Director of Information System

DL = Director of Literacy

DM = Director of Math

DO = Director of Operations

DPL = Director of Personalized Learning

DS = Dean of Students

DSpEd = Director of Student Support Services

DTM =- Director of Talent Management

DTL = Director of Teaching and Learning

ITM = IT Manager

Start Up Timeline for FirstLine Schools Inc.

TASKS & STEPS	School Lead	Network Lead	Mar' 17	Apr' 17	May' 17	Jun' 17	Jul' 17	Aug '17	Sep' 17	Oct' 17	Nov' 17	Dec' 17	Jan' 18	Feb' 18	Mar' 18	Apr' 18	May' 18	Jun' 18	Jul' 18	Aug' 18
HIRE SCHOOL LEADER																				
Receive and organize letters of interest and resumes		DTM								X	X									
Organize selection committee		DTM								X										
Review applications and select candidates for interview and technicals		DTM								X	X									
Schedule initial interviews and technicals		DTM								X	X									
Conduct interviews for Director with Selection Committee		DTM									X									
Select Director and make offer		CEO									X									
Hire School Director		DTM									X									
RECRUIT SCHOOL STAFF																				
Draft marketing materials for staff recruitment	SD	DTM										X								
Approve marketing materials for staff recruitment	SD	DTM											X							
Distribute marketing materials		DTM											X	X	X					
Presentations and individual meetings at identified school candidates	SD	DTM											X	X	X					
Conduct recruitment events	SD	DTM											X	X	X					
Receive and organize applications and resumes		DTM											X	X	X					
SELECT SCHOOL STAFF																				
select candidates for all interviews	SD													X	X	X	X			
Conduct initial candidate interviews	SD													X	X	X	X			
HIRE SCHOOL STAFF																				
Conduct finalist interviews and technicals	SD	DTM												X	X	X	X			
Check references,	SD	DTM												X	X	X	X			
Make offer	SD													X	X	X	X			
Hire Staff		DTM												X	X	X	X			
New Staff Materials																				
Send on-boarding materials to new hires	SD	DTM													X	X	X			

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GENERAL OPERATIONS																				
Define general operations requirements		COO									X			X						
Decide on custodial services (Groundskeeping, Trash removal, etc.)		COO												X						
Decide on facility Maintenance (Pest Control, HVAC, etc.)		COO												X						
Decide on building security		COO												X						
Decide on transportation strategy and vendor		COO												X						
Decide on Food Service vendor		COO												X						
Establish utility accounts - Electric, Fuel, Telephone		DO															X			
TRANSPORTATION																				
Finalize general transportation plan contract		COO														X				
Finalize bus contract for SPED		COO														X				
Establish bus routes based on enrollment data	SOM	DO															X	X		
Notify parents of bus routes/times	SOM	DO																	X	
Trial runs for bus service	SOM	DO																	X	
Launch bus service	SOM	DO																		X
FOOD SERVICE																				
Finalize food service contract (staffing, POS system, etc.)		COO														X				
Conduct staff training	SOM	DO															X		X	
Launch food service	SOM	DO																		X
SECURITY																				
Setup alarm system	SOM	DO																X		
MAINTENANCE & FACILITIES																				
Conduct facility assessment to determine short and long-term facility needs	SOM	COO										X	X							
Communicate long-term facility needs to district needs	SOM	DO												X						
needs		COO													X	X				
non-capital needs		COO															X	X		
Complete immediate non-capital needs	SOM	DO																X	X	
Finalize ongoing maintenance contract or shared service buyback		DO																X	X	
boarding, training process	SOM	DO															X	X		
CUSTODIAL																				
Finalize custodial contract		COO														X				
boarding, training process	SOM	DO															X	X		

If outsourcing - finalize detailed work scope		DO																X			
Finalize any ancillary contracts (trash removal, etc.)		COO																X			

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TECHNOLOGY ASSESSMENT & PLAN																				
Review current technology hardware and software for use by school		ITM													X					
Complete model design, software selection, infrastructure selection, create milestone	SD	DPL													X					
Write detailed program specifications (model, software, hardware, etc.)		DPL													X					
Write detailed program development & implementation plan	SD	DPL													X					
Write detailed IT development & implementation plan	SOM	DPL														X				
Propose technology plan		ITM														X				
INFORMATION SYSTEMS																				
Finalize network/hardware/server plan		ITM														X				
Order equipment		ITM															X			
Install equipment and set up network		ITM																X		
TECHNOLOGY PROCUREMENT (HIGH VOLUME ORDER - IF NECESSARY)																				
with facility assessment		ITM													X					
computer equipment		ITM												X	X					
equipment should be stored and installed		ITM														X	X			
based operations managers		ITM																X		
Receive equipment and distribute		ITM																X	X	
WEBSITE DEVELOPMENT																				
Determine basic website content	SD	DC											X							
Launch website		DC											X							
E-RATE																				
Finalize e-rate application manager		ITM												X						
Submit initial e-rate application		COO												X						
LONG TERM TECHNOLOGY PLAN																				
and resources	SD	ITM											X	X						
Review plan and provide feedback	SD	COO													X					
Finalize full 3 year plan		ITM													X					

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PROFESSIONAL DEVELOPMENT/PROVIDE OPEN YEAR TRAINING																				
Determine network PD plan		CAO													X					
Determine school PD plan	SD															X				
Develop schedule for pre-opening professional development programs	SD	DTL														X				
Communicate schedule, plan for professional development to staff	SD													as hired			X	X		
Conduct professional development	SD	DTL																X	X	
Plan and implement ongoing prof development	SD	DTL															X		X	
New Staff Orientation	SD	DTL																X	X	

ENROLLMENT CAPACITY TARGET SHEET

	Grade Level			Number of Students		
	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:	Year at Capacity:
Pre-K	60	60	60	60	60	
K	50	55	72	81	84	5
1	50	50	54	75	75	6
2	50	50	54	56	84	7
3	54	50	54	56	56	8
4	54	54	54	56	56	9
5	75	54	56	56	56	10
6	75	75	56	56	56	11
7	75	75	81	56	56	12
8	75	75	81	81	56	13
9						
10						
11						
12						
PLANNED ENROLLMENT	618	598	622	633	639	786
MAXIMUM ENROLLMENT	720	750	780	810	840	840

Certification

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocation after approval. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization.



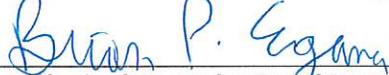
December 15, 2017

Lead Official's Signature (CEO or Designee)

Date

Jay Altman

Print Name & Title of CEO or Designee



12-15-2017

Authorized Governing Board Representative (Board Chair or Designee) Signature

Date

Brian Egana, Board Chair

Print Name & Title Governing Board Representative (Board Chair or Designee)