



New Operator Application

Executive Summary

For many citizens, post Hurricane Katrina New Orleans is one fraught with daily challenges of food insecurities, housing instabilities, lack of affordable health care, and a staggering crime rate. This is in no means an exhaustive list of the real-life struggles that exist. However, as our youth are our future, who better to develop and equip with the skills, knowledge, and passion to end this staggering level of disenfranchisement. Paving a way to a better quality of life and stronger future, the Next Generation Academy (NGA) will boldly rise to the occasion and answer the call of civic and community leadership that is reflective of our Learning Community Pillars of Critical Thinking, Humanitarianism, Endurance, Strategy, and Stewardship -- *The NGA Way*.

The NGA will be a Kindergarten through 12th Grade school with a focus on civic and community engagement. Serving students throughout Orleans Parish, the NGA will utilize Louisiana Department of Education Tier I curriculum, Gradual Release of Responsibility and Daily 5 instructional models, personalized learning, and project-based/service learning to address real-life issues that our students and their families face everyday. Service learning curriculum will be based on four civic pathways: Health & Wellness, Housing & Finance, Justice & Law, and Political Science. These components will spiral through the NGA from Kindergarten through 12th Grade.

The mission of the NGA will be to inspire students to excel academically and develop critical thinking skills through rigorous instruction and civic and community engagement. It is our determination to ignite learners who are prepared for post-secondary success and understand how to improve communities through better government, voting, political discussion, and other civic and service learning opportunities.

The vision of the NGA will be to graduate students who are scholastically prepared to become leaders and trailblazers at the local, state, national, and global levels. Success for our students and graduates will be the burgeoning and blossoming of strong civic leaders who are confident and able to problem solve through design-thinking strategies around the issues that affect everyday life. The NGA graduate will be equipped to embark upon a journey that will leave the indelible footprints to a roadmap for a stronger tomorrow and readiness for college, career, and life.

The overall goals for the 2020-2021 school year will be as follows:

Academic Goals

By the end of the 2020-2021 school year,

- a minimum of 70% of Kindergarten students will be At or Above Benchmark level for reading fluency as evidenced by DIBELS assessment.
- a minimum of 70% of 1st Grade students will read At or Above Benchmark level as evidenced by DIBELS assessment.
- a minimum of 50% of 6th Grade students will score Mastery or Above on reading/ELA as evidenced by LEAP 2025.
- a minimum of 50% of 6th Grade students will score Mastery or Above in math as evidenced by LEAP 2025.
- a minimum of 50% of 9th Grade students will score Mastery or Above in ELA as evidenced by LEAP 2025/EOC.
- a minimum of 50% of 9th Grade students will score Mastery or Above in Algebra I as evidenced by LEAP 2025/EOC.

Civic Goals

By the end of the 2020-2021 school year,

- 70% of K-1 grade students will have performed a minimum of 5 hours of civic and community engagement.
- 70% of 6th grade students will have performed a minimum of 10 hours of civic and community engagement.
- 70% of 9th grade students will have performed a minimum of 30 hours of civic and community engagement.

We will get there through the creation of a data-driven and democratic learning environment that captures the voices of students, families, community members, mission critical partners, and staff. The voices will influence the NGA on a systemic level - academically, culturally, and operationally.

With a location preference of New Orleans East, the NGA will be important to the community for many academic and civic reasons. Of the 12 elementary/middle schools in New Orleans East, there is only 1 school with an SPS Letter Grade of A, and there are 11 schools with letter grades of C, D, or F. This reveals that of all the charter elementary schools in the New Orleans East community, 91.67% is low achieving. Additionally, there is a shortage of high school seats within New Orleans East. Based on data OPSB October 1, 2018 data,

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more than a third of all 8th grade students in New Orleans East will not have a New Orleans East high school seat available to them for 9th grade.

Civically, the NGA will be important to the city of New Orleans because it will be the only K-12 school in the city of New Orleans with a deep and integrated focus on Civic and Community Engagement, an area where the state of Louisiana lags behind other states. As defined by the National Youth Leadership Council, service learning requires students to use academic knowledge and skills to address genuine community needs. However, according to the Corporation for National and Community Service, Louisiana ranks last, number 51 out of 50 states and the District of Columbia, for citizens who volunteer for civic and/or community service and has ranked last in our country since 2012. Furthermore, the need for a school that will foster political change in our community is validated by the U.S. News and World Report, Best States 2018, that ranks Louisiana as last in our country for health care, education, economy, opportunity, crime and corrections, fiscal stability, and quality of life. Additionally, the 2018 America Health Rankings Report of the United Health Foundations, ranks Louisiana as the unhealthiest state in the United States of America.

The NGA will be important to the New Orleans East community for many civic reasons. The New Orleans East community is one that is rich in culture. However, the overall community has its challenges, particularly since Hurricane Katrina. For example, with the exception of the Village de l'est neighborhood, according to the 2012-2016 American Community Survey, with half of the residents being renters, more than 73% of all renting households pay more than 30% of their income on housing. Nearly half of all New Orleans East residents have an income of less than \$25,000, and only 16% of all residents hold a Bachelor Degree or higher. These data are just a few indicators that certainly impact quality of life. This is a community that will benefit from the academic and civic commitment of the NGA.

The NGA elementary scholars will be exposed to the four civic pathways through monthly thematic units and project-based learning. Elementary students will participate in civic/community engagement through scheduled service-learning field trips. By the end of the 9th Grade school year, students will declare a Civic Academy in which to enroll. At that point, the NGA journey will allow students to take deep dives and become experts in civic pathway of their choice - Health & Wellness, Housing & Finance, Justice & Law, and Political Science. Utilizing academic and ethical skills mastered in core subject classes, high school students will participate in design-thinking strategies to create and implement a real-world project within our community. Students in grades 10 and 11 will conduct annual civic/community projects, and Seniors will complete a Capstone Project that will embody all that they have researched and found through projects completed during their prior high school years.

The design-thinking process that will be implemented for all service learning projects will include research, data analysis, brainstorming, prototype, testing, and findings. This entire process is all inclusive as it will foster the involvement of community members who are dealing with the real-life issue and professionals who are working daily to address the difficult issue in some way. Service learning will be directly connected to the project-based learning. The NGA will also provide high school students with opportunities of internships, apprenticeships, and dual enrollment college courses that align with and support their chosen Civic Academy.

To measure post-secondary success, an annual process that includes check-in surveys and/or alumni interviews will be conducted for ten (10) years post graduation to allow data-driven systematic changes that ensure the fulfillment and sustainability of our mission and vision. We will examine college acceptance, retention, and graduation rates of our graduates, as well as inquiring about any civic and community engagement in which they have participated within the 10 year time frame. This data collection effort will be led by the Chief of Service Learning.

Students

1. Through the use of data, demonstrate that the student population that you wish to serve currently exists.

The Next Generation Academy will open its doors to the New Orleans community in the Fall 2020. The school will serve grades Kindergarten through 12. However, in our inaugural year, the NGA will start with grades K, 1, 6, and 9. One grade will be added to each level, elementary, middle, and high, during each subsequent school year. Budgeting for 4 sections per grade level, the NGA will reach full capacity of 1300 students in the 2024-2025 school year.

All students will be welcome to enroll through the One App System for the NGA. However, it will be imperative that parents and students are aware that the foundation of the NGA will be built on service learning. It will be a major, non-negotiable component of successful completion of our programmatic outcomes. Service learning will directly correlate with the civic pathways (Health & Wellness, Housing & Finance, Justice & Law, and Political Science) and Project-Based Learning. Required service learning hours must be completed, in addition to all academic requirements, to earn a diploma from the Next Generation Academy and a state of Louisiana Community Service Diploma Endorsement.

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There will be structured civic/community service learning opportunities for all grades that will be arranged through the school. However, at the high school level, students may be occasionally required to conduct or participate in civic/community events or activities on the weekends.

In preparation for the first year, there are data to support a student population for the NGA. Specifically, we will be budgeted for 100 students per grade level. As documented in the June 8, 2017, Times Picayune article, New Orleans Babies and Toddlers Need to Play to Learn, But Where? the city of New Orleans has 23,400 children under the age of 5. This group will be our target population to recruit students ages 5 and 6 for our Kindergarten and First Grade classes.

As stated, the inaugural year will also include grades 6 and 9. To identify a student population for these grades, we must target the current grade levels of these students within Orleans Parish Schools. Therefore, utilizing the October 1, 2018 enrollment numbers for Orleans Parish Schools, there are 3,702 current 4th graders who will be the 6th grade student population in the Fall 2020. Additionally, there are 3,521 7th Grade students who will be our targeted student population for 9th graders in 2020.

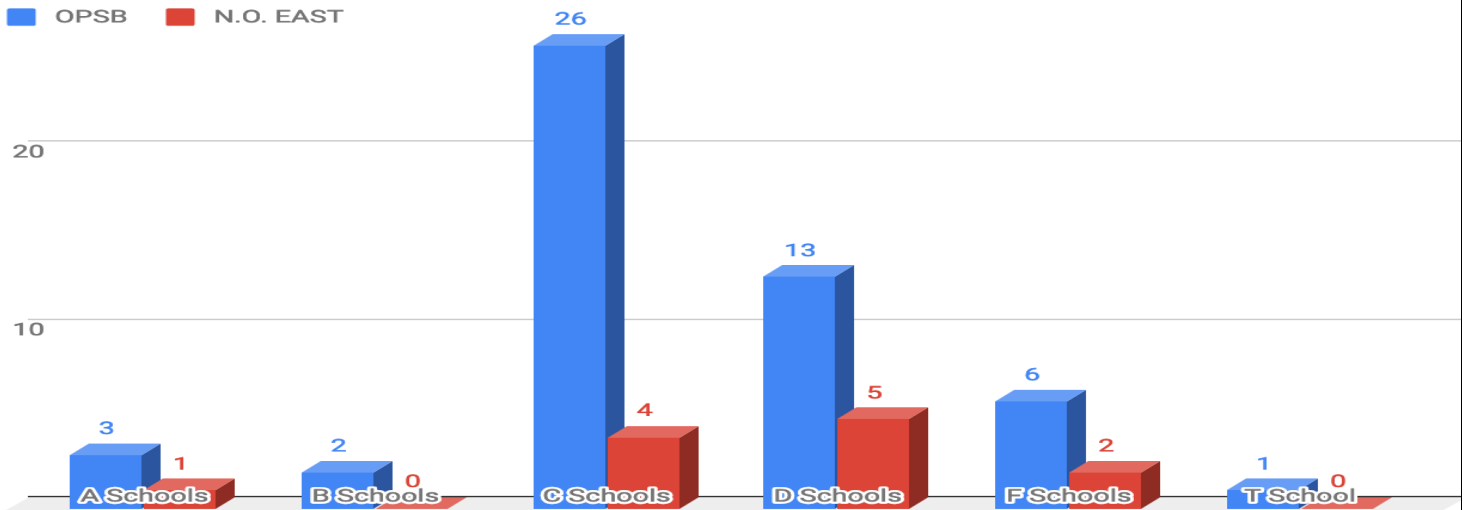
The community within Orleans Parish that the NGA will locate is New Orleans East. Within this particular part of the city, there are 12 elementary/middle schools and 3 high schools. The student population within the 12 elementary/middle schools is 6,995. Only 646 of these students attend a high performing elementary/middle school. Leaving the remaining 6,349 as a potential target population for recruitment. Specifically, of the 12 elementary/middle schools in New Orleans East, the School Performance Score letter grades are as follows:

SPS Letter Grades in New Orleans East	
School Grade	Number of Elementary/Middle Schools
A	1
B	0
C	4
D	5
F	2

As for the high schools in the New Orleans East community, two of them have the SPS letter grade of B and one has the SPS letter grade of C. The problem is that there are only three schools. To have an elementary population of 6,995, there are simply not enough high schools seats. The New Orleans East high schools currently have a combined total enrollment of 1,362, with a combined 9th Grade total enrollment of 387 students. According to OPSB 2018 October 1 student count, there are 628 students in the 8th Grade. Due to the shortage of high school seats, there will be more than 38% of this year's 8th Grade population with no feeder high school in the New Orleans East community.



OPSB and N.O. EAST SPS LETTER GRADE SCHOOLS



The NGA will be important to the New Orleans East community for many civic reasons. The New Orleans East community is predominantly African-American and rich in culture. However, the overall community has its challenges, particularly since Hurricane Katrina. For example, with the exception of the Village de l'est neighborhood, according to the 2012-2016 American Community Survey, with half of the residents being renters, more than 73% of all renting households pay more than 30% of their income on housing. Nearly half of all New Orleans East residents have an income of less than \$25,000, and only 16% of all residents hold a Bachelor Degree or higher. As for the NGA targeted student population within New Orleans East, nearly 50% of all children under the age of 18 reside in a single-parent home led by the mother. These data are just a few indicators that certainly impact quality of life. This is a community that will benefit from the academic and civic commitment of the NGA.

The academic model of the NGA is specifically designed to positively impact the quality of life for students, families, and communities. The NGA will utilize Louisiana Department of Education Tier I curriculum, Gradual Release of Responsibility and Daily 5 instructional models, personalized learning, and project-based/service learning to address real-life issues that our students and their families face everyday. Civic pathways that will spiral through all grade levels will be as follows: Health & Wellness, Housing & Finance, Justice & Law, and Political Science.

2. Describe your recruitment strategy and provide your recruitment plan. Provide any evidence that you have collected that demonstrates that parents and guardians have committed to enrolling their children in your school.

The NGA will cast its net wide in order to attract a diverse population. All students are welcomed regardless of race, ethnicity, religion, sexual orientation, or socioeconomic status. The student recruitment plan is comprised of strategies designed to create a pipeline of students through the relationship building of feeder school administration, counselors, parents, community members, critical mission partners, universities and prospective students. The NGA team will visit local preschools and elementary feeder schools to connect with parents, principals/school leaders, guidance counselors, and teachers to give informational sessions that articulate the NGA's school philosophy and programming, with the expectation that these stakeholders will spread the word. "According to Nielsen, 92% of consumers believe recommendations from friends and family over all forms of advertising." (Whitler) This word-of-mouth campaign will take place through traditional person-to-person contact and through social media. Therefore, all of our recruitment efforts have taken place and will take place to fuel word-of-mouth.

The NGA has collected evidence of Intent to Enroll. Specifically, as of this date, there are 113 students whose parents have indicated a commitment to enroll their students into the NGA. The evidence can be found in the attachment section of the charter application. Recruitment efforts will continue and be ongoing throughout the next 18 months.

The recruitment efforts include, but are not limited to, canvassing neighborhoods and local markets to advertise with student recruitment material (flyers, brochures, etc.), community outreach through meetings, fairs, festivals, panel discussion, speeches, Pop-up classes, and development of a school website and social media page. The NGA Recruitment Plan is as follows:

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THE NGA RECRUITMENT PLAN		
ACTIVITY	PERSON RESPONSIBLE	TIMELINE
Alpha Kappa Alpha Back-to-School Community Fair	Cager & Brooks	September 2018
Presentation at New Orleans Cutting Edge Conference	Cager, Handy, Brooks	August 2018 August 2019
Community Meetings	Cager, Handy, Eames	June 2018 July 2018 August 2018
Pop-Up Classes	Handy & Brooks	August 2018
Community Panel & Speeches	Cager	September 2018 October 2018 November 2018
High School Fair at Hynes	Cager & Handy	October 2018 October 2019
Treme Community Festival	Cager, Buberger, Harris	October 2018
Canvassing of Neighborhoods and Marketplaces	Cager, Brooks, Handy, Eames, Harris	Monthly
Canvassing at Walmart	Cager, Brooks, Harris	August 2018 December 2018
Algiers Festival	Washington	August 2018
Churches and Family Reunion Presentations	Brooks & Cager	July 2018 August 2018 September 2018 January 2019
Holiday Book Giveaway and Informational at Abundant Life Tabernacle	Cager, Brooks, Handy, Jefferson, King, Morris	December 2018
Interview on WBOK	Cager	January 2019
Online Surveys	Handy & Washington	April 2018 February 2019
Social Media	Cager & Washington	February 2019
Congressional Black Caucus ACT Institute	Cager	February 2019
Presentation at Preschools and Elementary Schools	Cager	February 2019 April 2019 October 2019

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		January 2020 February 2020
Urban League School Expo 2019	Cager, Brooks, Handy, Harris	February 2019 February 2020
Advertise in Local Publications	Cager & Washington	June 2019 December 2019
Reading Classes to Parents	Brooks, Cager, Jefferson	March 2019
Presentation to Graduate Chapter Sororities and Fraternities	Byrd, Washington, Handy, Brooks, Cager	April 2019 May 2019 June 2019
Mail Campaign	Cager, Handy, Brooks	January 2020

Academics

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Explain how you will set, and measure progress toward performance goals that put your students on a path toward achieving your vision. Include your plan to gather the baseline data necessary to establish these goals.

The NGA will serve a diverse population of students in grades K through 12 who reside throughout the city of New Orleans. As 2020-2021 will be our inaugural school year, the Spring 2020 overall performance scores on LEAP 2025 for Orleans Parish Schools in grades 5 and 8 will be used as a baseline to set our school performance goals for grades 6 and 9, and the OPSB overall data for each SPS category will also be used as baseline data to determine school goals. For all years thereafter, continuing to take into consideration the data for OPSB and the state of Louisiana, the NGA will include the specific data of the NGA student population as baseline data to determine school performance goals.

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Civic Goals

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- 70% of 9th grade students will have performed a minimum of 30 hours of civic and community engagement.

As the NGA will set goals for every SPS calculation point for elementary/middle and high school, the process will be as follows:

The School Leadership Council, an all stakeholder group, will be divided into subcommittees according to each data point that will be used to calculate the School Performance Score. Subcommittees will be responsible for creating a draft of goals that align with the categories used to calculate the school performance score. Utilizing the LEAP 2025/EOC Index, ACT Index, Graduation Rate, Strength of Diploma, and Progress Points, the process will include comparisons of the NGA data to the Orleans Parish and state of Louisiana data. It will be our goal to meet or surpass the performance goals of Orleans Parish and the State. Subcommittees will also seek input from stakeholder groups and use this information in drafting the proposed performance goals.

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Drafted performance goals will be shared with the entire School Leadership Council. After detailed discussions regarding each proposed goal, the School Leadership Council will come to consensus on the draft becoming performance goals.

Upon completion of this process, goals will be presented to the Board of Directors for adoption and then shared with all stakeholders - students, teachers, families, and community.

Establishing individual student performance goals will be conducted through the Personalized Learning Conference Process. The NGA will implement personalized learning for all students. During the first two weeks of school, students will be administered benchmark assessments and universal screeners. These benchmark data results, learning styles inventory data, social-emotional surveys, interest surveys, student and parent interview results, along with individual graduation plans at the high school level, will be utilized to determine individual student performance goals. Through the analyses of these data, a plan of tailored instruction will be designed to assist students with reaching performance goals. Student performance goals will be aligned to the school's performance goals. Therefore, each student will have performance goals that parallel with the expectations of the school's accountability expectations. For example, according to the student's grade level, performance goals will connect to such topics as EOC/LEAP 2025 assessments, ACT, WorkKeys, and Strength of Diploma - Dual Enrollment. During the Personalized Learning Conference, individual student performance goals will also be established for social emotional success and attendance, and an Individual Graduation Plan will be completed. Individual portfolios of students' work will be kept throughout the school year to support the personalized review process that will take place at mid year and end-of-year, as well as the RtI process.

Our personalized approach to learning will drive progress monitoring. The process will also require that a student portfolio is kept in order to visibly see student work samples and have these serve as supporting data for decisions made for daily instruction and interventions.

Student Growth to Mastery Data will be reviewed weekly as teachers collaborate and brainstorm to meet the needs of individual students. LEAP 360 benchmark assessment, interim assessments every 20 days, and weekly assessments supported by the Eagle assessment database will be used to measure progress toward performance goals and ensure all students are on track to meeting their personalized targets, school goals, and the vision of the NGA.

The NGA will implement the Orleans Parish School Board Pupil Progression Plan which is aligned to the requirements from the State of Louisiana for promotion and graduation requirements. A copy of the OPSB Pupil Progression Plan is contained within the attachments.

2. For all core content and mission-related subject area:

a. Identify the curricula that your school will use and your reasons for these choices;

The major components of the NGA are as follow:

Daily 5

The NGA will implement the Daily 5 as the instructional approach to teaching reading in grades K-2. The Daily 5 is not a curriculum or a textbook. It is a research-based teaching structure that builds independent readers. The components of the Daily 5 support the democratic learning environment and the personalized and differentiated instruction that are embedded into the philosophical design of the NGA.

Daily 5 is a literacy framework that instills behaviors of independence, creates a classroom of highly engaged readers, writers, and learners, and provides teachers with the time and structure to meet diverse student needs. Because it holds no curricular content, it can be used to meet any school, district, state, or national standards. www.thedailycafe.com/daily-5

According to Konen, the Daily 5 creates a sense of regency within students around their ability to master all of the literacy skills as students monitor their literacy goals. www.teacher.org/daily/5-reasons-why-daily-5-best-reading-structure-out-there/

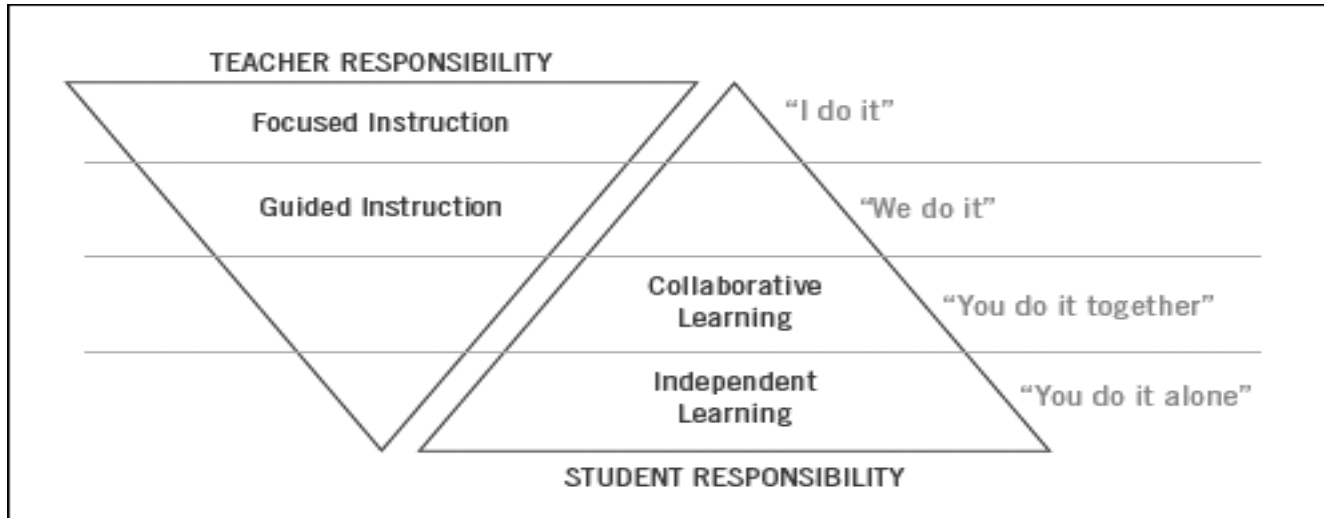
Gradual Release of Responsibility

A Gradual Release of Responsibility Model is one that moves from a teacher-centered or led instruction to one that is student centered. The Gradual Release of Responsibility Model of instruction requires that the teacher shifts from assuming "all the responsibility for performing a task to a situation in which the students assume all of the responsibility" (Duke & Pearson, 2002, p. 211). This process it implemented in a gradual manner within a lesson to provide students with the practice, confidence, and growth that are required to attain mastery. The Gradual Release Model allows teachers to engage students in purposeful instruction that meets their individual needs. This model emphasizes student ownership and independent learning. This model has been documented as an



effective approach for improving literacy achievement (Fisher & Frey, 2007), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003).

As created by Fisher and Frey, the Gradual Release of Responsibility Model encompasses the following:



Personalized Learning

The NGA will provide instruction to meet the individual needs of students through Personalized Learning.

"In 2015, Pane and his RAND colleagues undertook the field's most comprehensive study to date. They found that 11,000 students at 62 schools trying out personalized-learning approaches made greater gains in math and reading than similar students at more traditional schools. The longer students experienced "personalized-learning practices," the greater their achievement growth." (Benjamin Herold Oct 18, 2016)

In designing this individual learning blueprint, it will include a review and analysis of academic benchmark data, learning styles inventory data, social-emotional surveys, interest surveys, and student and parent interview results. For all students entering the 9th Grade, their Personalized Learning Conference will also include the development of the Louisiana Department of Education's required Individual Graduation Plan. These multiple data points will be utilized to design individual student performance outcomes that align to the school's student achievement goals. In addition to academic achievement, social emotional learning and attendance. A review of the personalized plans to assess growth to mastery as aligned to the learner outcomes and assess on track status for graduation will take place three times per school year, beginning of year, middle of year, and end of year. Each teacher will maintain a portfolio of individual student work, assessments, and student conference details that will serve as data to support the review process, teacher weekly monitoring and planning, and the RtI process. The Personalized Learning Conference will include the voice of students, parents, teachers, academic administrators, and support staff.

Civic Pathways & Academies

All grade levels at the NGA will learn through and be exposed to the four civic pathways - Health & Wellness, Housing & Finance, Justice & Law, and Political Science. At the elementary grades, this will look like learning through hands-on project-based activities and monthly thematic units. At the high school level, the NGA will deliver instruction within small-learning communities or schools within a school structure because it will allow us to deliver interdisciplinary instruction that connects to the civic pathway of the academy, expose students to civic and career opportunities that align with their civic academies, build on the like interests of students, create a manageable size of students in order to fulfill tailored and differentiated instruction, and foster a culture where teachers will get to know their students and utilize this knowledge to meet students' needs and build positive relationships. As stated in *Breaking Ranks*, a publication of the National Association of Secondary School Principals, it called for the creation of "small units in which anonymity is banished" in 1996 (p. 45).

Civic Academies will offer two pathways to graduation, TOPS University Diploma and Jump Start TOPS Tech Diploma. Our TOPS University Diploma pathway will comprise of rigorous and advanced curriculum and instruction that will ensure students are highly prepared to embark upon the rigor of college without the need for remediation courses during their Freshman post-secondary year. TOPS University

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Diploma students will be enrolled in Dual Enrollment courses where they will earn college credit upon the successful completion of the courses. To ensure our ability to create a robust Dual Enrollment opportunity for students, we will recruit and hire teachers who possess a Master's Degree or higher in the content area. Our partnership with universities will be crafted to allow some university instructors to teach at the Next Generation Academy campus as well as allow students to take courses at the university campus.

Project-Based/Service Learning

The foundation of the NGA is built on service learning. It will be a major, non-negotiable component of successful completion of our programmatic outcomes. As defined by the National Service Learning Clearinghouse, "Service Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities." (Center for Teaching Vanderbilt University)

As directly stated by generationOn, an international service learning organization, the benefits of service learning to students and communities are as follows: www.generationon.org/page/why-service-learning

Students Gain:

- *21st century skills: critical-thinking, problem-solving, leadership, decision-making, collaboration, and communication*
- *Greater sense of the purpose for learning*
- *Deeper understanding of themselves and empathy and respect for others*
- *Opportunities to explore skills and interests and to network for career readiness*
- *Guided practice in taking action as socially responsible global citizens*
- *Increased self-efficacy as they address community needs*

Communities Gain:

- *Energy and creativity of youth in addressing community needs*
- *Opportunities to build positive relationships between community members and schools*
- *New perspectives on youth as assets, not liabilities*
- *New generation of caring and experienced citizens, activists and volunteers - tomorrow civic leaders*
- *Increased public awareness of key issues*

GenerationOn goes on to cite additional noteworthy benefits, such as decreased drop out rates and improvement of school climate and culture. www.generationon.org/page/why-service-learning

Service learning will directly correlate with students' civic and community Project-Based Learning. Students in grades Kindergarten through 6th will have field trips and school/community events that will allow service learning opportunities. All students in grades 7 through 12 will have a built in class into their schedules called Civic Seminar where students will receive support for the development of their projects through design-thinking strategies. The minimum required service learning hours must be completed, in addition to all academic requirements, to earn a diploma from the Next Generation Academy and the state of Louisiana Community Service Diploma Endorsement.

Core Curriculum

To support these major components, the NGA will implement a full suite of Tier I curriculum as identified by the Louisiana Department of Education. All instruction will be built upon the Louisiana Student Standards which are aligned to Common Core State Standards. Michael Cohen (2012), President of Achieve, provided the following quote in a May 2012 article regarding the implementation of Common Core State Standards, "Because the Common Core State Standards demand such a fundamental shift in classroom instruction, if implemented well, they will increase student achievement and close achievement gaps." Additionally, the Louisiana Department of Education states that students who learn the knowledge and skills defined by the academic standards, year after year, are on track to graduate from high school on time and ready to enter college or the workforce.

www.louisianabelieves.com/academics/academic-standards

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Education Week reported, January 11, 2017, a 2015 Rand Corporation Study found that in states using standards like Louisiana's, the new standards were "strikingly similar" to Common Core State Standards. The study also reported that teachers in Louisiana were more likely to do the following:

- Regularly use or consult standards-aligned instructional resources;
- Understand state standards, and
- Implement standards-aligned practices in their classes.

http://blogs.edweek.org/edweek/curriculum/2017/01/study_finds_louisiana_leads_the_way_in_understanding_teaching_state_standards.html

Furthermore, instruction at the NGA will accommodate the shifts of the Common Core State Standards in English Language Arts, Mathematics, and Science (The Next Generation Science Standards).

Common Core Shifts are documented as follows:

The ELA shifts that will be evident in our classrooms will be as follows:

- Regular Practice with Complex Text and Academic Vocabulary
- Reading, Writing, and Speaking Grounded in Evidence from Text, Literary and Informational
- Building Knowledge Through Content-Rich Non-Fiction

The Mathematics shifts that will be evident in our classrooms will be as follows:

- Greater Focus on Fewer Topics
- Coherence: Linking Topics and Focus Across Grade Levels
- Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity

The Science shifts that will be evident in our classrooms will be as follows:

- Science and Engineering Practices,
- Crosscutting Concepts, and
- Disciplinary Core Ideas.

ENGLISH LANGUAGE ARTS/LITERACY

Students in grades K-8 will utilize Great Minds Wit & Wisdom. The Wit & Wisdom curriculum has been identified as a Tier I curriculum by the Louisiana Department of Education. It will serve as the elementary and middle grades English Language Arts curriculum of the NGA. It is fully aligned to the Louisiana Student State Standards and embraces culturally relevant pedagogy and civic and community topics.

"Wit & Wisdom is a comprehensive Grades K-8 English curriculum developed by and for teachers. Each Wit & Wisdom module centers on the study of rich and engaging texts, curated to build student knowledge of important ideas in the liberal arts and the sciences. The approach is integrated and text-based: daily reading, writing, speaking, listening, grammar, and vocabulary study is based on-and draws on evidence from-exceptional texts."

Wit & Wisdom Implementation Guide www.greatminds.org/-teacher-resource-pack

Students in grades 9-12 will utilize Louisiana's English Language Arts Standards with the Guidebooks created for the Louisiana Department of Education by teachers for teachers. The ELA Guidebooks will be the English Language Arts curriculum. As stated on the Louisiana Department of Education website, www.louisianabelieves.com the Guidebooks, fully aligned to the Louisiana Student State Standards, will provide teachers with unit plans and worksheets to accompany the texts and handouts for students. All students will access at or above grade level texts and express their understanding of the texts through writing and speaking. The ELA Guidebooks include full unit plans for all grade levels with various genres (fiction, nonfiction, poetry, etc.) of text. The ELA Guidebooks provide a framework and overview of a vision for instruction which include texts, standards, and assessment. Classroom instruction is based on meaningful texts and ongoing assessment. For teachers, this is integrated into whole class instruction, small-group reading, small-group writing, and independent reading. www.louisianabelieves.com

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The primary reason for selecting the Guidebooks for the high school is alignment to the Louisiana Student Standards and state assessments. It will also make certain that students are working with grade level or above complex texts. These materials are available on the Louisiana Department of Education's website at no cost. The goal is to complete three to four units in a year for each grade level.

MATHEMATICS

To ensure vertical alignment and articulation that will promote a well-rounded math experience that addresses the math shifts of common core, the NGA will use Eureka Math from Kindergarten through high school. The justification for selecting Eureka Math across grade levels is documented in the LDOE Instructional Material Evaluation as follows:

K-5:

The materials devote anywhere between 76% and 95% of class time to the major work for this grade (the requirement being (65% to 85%).

The materials were consistently found to connect the major content to the supporting content in meaningful and natural ways at all grade levels throughout the year. When appropriate, connections are made among two or more clusters in a domain or among domains at all grade levels in an organic manner, through problems and activities. www.louisianabelieves.com

6-8:

The materials devote the majority of class time to the major work of the grade. Materials provide assessments throughout each module.

The materials were consistently found to connect the major content to the support content in meaningful ways at all grade levels. It is evident that there is scaffolding between or among the standards clusters which provides the focus and coherence throughout the year. www.louisianabelieves.com

9-11: Algebra I, Geometry, Algebra II:

The materials devote the majority of class time to completing work widely applicable as prerequisites for postsecondary education.

The materials were consistently found to connect the major content to the support content in meaningful ways at all grade levels. Throughout the modules, teachers and students can see what their specific responsibility is for the current year. Coursework refers to prior knowledge and how it applies to the current coursework.

www.louisianabelieves.com

SCIENCE

There is no Tier I curriculum for Science listed with the Louisiana Department of Education. However, there are Louisiana Science Instructional Tasks by grade levels. The NGA will utilize these instructional tasks for Science instruction as they are aligned to the Next Generation Science Standards.

The framework is designed to help realize a vision for education in the sciences and engineering in which students, over multiple years of school, actively engage in scientific and engineering practices and apply crosscutting concepts to deepen their understanding of the core ideas in these fields. (www.nap.edu/catalog.php?record_id=13165, 2011)

To ensure a robust Science curriculum, the NGA will enter a partnership with STEM NOLA and Dr. Calvin Mackie to design and augment Science curriculum that aligns to the Next Generation Science Standards.

The Next Generation Science Standards will be evident within Science instruction as follows www.nextgenscience.org :

- Interconnected Nature of Science as it is Practiced and Experienced in the Real World
- Science Performance Expectations – NOT curriculum
- Build Coherently Upon a Few Disciplinary Core Ideas
- Deeper Understanding of Content and Application of Content
- Integration of Science and Engineering
- Prepare Students for College, Career, and Citizenship
- Aligned to ELA and Math Common Core State Standards



SOCIAL STUDIES

The Louisiana Department of Education does not list any Tier I Social Studies curriculum, with the exception of 4th grade. However, through careful consideration and the use of the LDOE's curriculum assessment rubric, the NGA has decided to utilize the Discovery Education Social Studies TechBook.

"This program is a digital textbook that covers 90% of the Louisiana Social Studies GLEs using an inquiry based approach to enhance literacy and critical thinking skills. The focus of this curriculum is to use primary and secondary sources to develop content knowledge, by bringing historical events, concepts, and phenomena to life for today's students with engaging multimedia resources including interactive text, maps, and timelines, plus videos, photos, audio, and hundreds of other primary sources." www.discoveryeducation.com

b. Identify the interim assessments you will use and how these align to the curricula;

The final part of the NGA's full implementation will be the launch of a high-quality benchmark and interim assessment framework that is aligned with the rigorous curricular standards.

Assessment for Grades K-2 will be DIBELS - Dynamic Indicators of Basic Early Literacy Skills. This assessment will provide information regarding student performance on essential early reading skills. <https://acadiencelearning.org> K-2 students will also be assessed through the Independent Reading Level Assessment of the American Reading Company. This assessment tool will allow teachers to determine a baseline reading level utilizing the Common Core. It will also assist teachers in identifying interventions or enrichments for students.

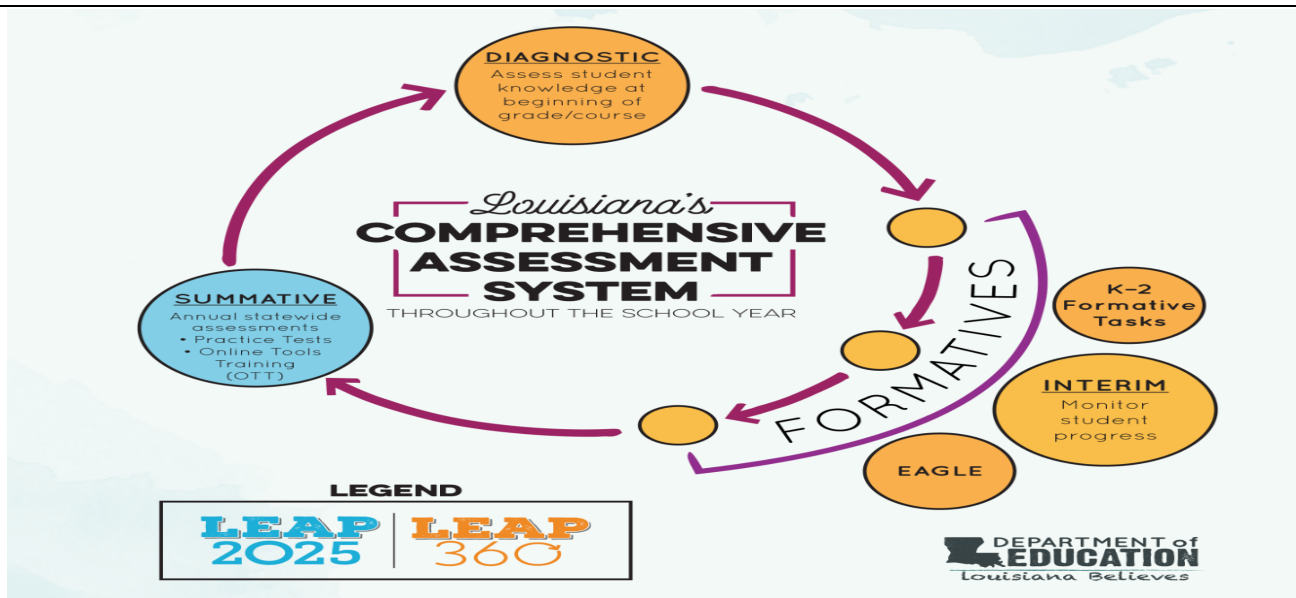
LEAP 360 will be used for grades 3-12. The following information on LEAP 360 was obtained from the Louisiana Department of Education website www.louisianabelieves.com :

LEAP 360 is an optional, free high-quality assessment system that provides educators with a complete picture of student learning at the beginning, middle, and end of the school year. LEAP 360 delivers streamlined assessments in a comprehensive system for classrooms, school, and school systems.

- **Diagnostic assessments:** determine student readiness for new course work and assist with teachers in setting meaningful and ambitious goals; given at the start of the school year or course
- **Interim assessments:** evaluate student learning and monitor progress toward year-end goals and allow teachers to target and adjust instruction; administered at checkpoints throughout the year
- **K-2 formative assessments:** provide quality tasks focused on critical student skills in ELA and math
- **EAGLE:** integrate high-quality questions into day-to-day classroom experiences and curricula through teacher-created tests, premade assessments, and individual items for small group instruction

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(Information obtained from the LDOE website <https://www.louisianabelieves.com/measuringresults/leap-360>)

CORE SUBJECT	CURRICULUM RESOURCES	GRADE LEVEL	RATIONALE	ASSESSMENT
English Language Arts/Literacy	Wit & Wisdom	K-8	Extensive read along texts, 90% of the texts is authentic and offer rich opportunities for students to meet grade level ELA standards	DIBELS
	Louisiana Guidebooks	9-12	LDOE provides ELA guidebooks which correlate with the state designated curriculum and with the state standardized testing to determine student comprehension of standards	LEAP 360 Eagle
	Tier 2 Interventions: iSteep		iSteep provides an innovative and comprehensive suite of products for assessing, analyzing, progress monitoring and next generation technology with programs designed to determine if students are on track and to accelerate their performance if they are below desired levels. www.isteep.com	LEAP 360 Eagle
	Tier 3 Interventions: iReady		The i-Ready software package delivers student instruction, performance diagnostics and progress reports based on K-12 Common Core State Standards (CCSS) in Mathematics and Reading. https://www.edsurge.com/product-reviews/i-ready	Tiers 2 and 3 curriculum come with a built in assessment framework
Mathematics	Eureka	K-11	Eureka is a Tier 1 LDOE recommended curriculum for Mathematics in Louisiana	LEAP 360 Eagle

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	<p>Khan Academy (Supplemental)</p> <p>Tier 2 Interventions: iSteep Khan Academy</p> <p>Tier 3 Interventions: iReady</p>		<p>The use of the LDOE remediation guides will also provide Tier 2 intervention support for classroom teachers</p>	<p>Tiers 2 and 3 curriculum come with a built in assessment framework</p>
Science	<p>Louisiana Department of Education Science Content Driven Tasks aligned to the Next Generation Science Standards</p> <p>Partnership with STEM NOLA</p>	K-12	<p>LDOE provides Science Task which correlate with the state designated curriculum and with the state standardized testing to determine student comprehension of standards</p>	<p>The NGA will partner with STEM NOLA and Dr. Calvin Mackie to support the STEM Coach, and design curriculum and assessment that align to the Next Generation Science Standards</p>
Social Studies	<p>Louisiana Department of Education Social Studies Content Driven Tasks</p> <p>Discovery Education Social Studies TechBook</p> <p>DBQ Project (Supplemental)</p>	K-12	<p>LDOE provides SS Task which correlate with the state designated curriculum and with the state standardized testing to determine student comprehension of standards</p> <p>Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the Grade Level Expectations www.louisianabelieves.com</p>	<p>The NGA will utilize the expertise of our Social Studies teachers, Literacy Coach, and the Center for Development and Learning (CDL) to design Social Studies assessments</p>
Credit Recovery	<p>Edgenuity</p>	8-12	<p>Edgenuity offers standards-aligned video-based curriculum for middle and high school blended learning environments. The program allows educators to customize the curriculum for their students, who monitor their own progress while completing lessons, assessments, and interactive activities. https://www.edsurge.com/product-reviews/edgenuity</p>	<p>Edgenuity has a built in assessment framework</p>
ACT Preparation	<p>ACT ASPIRE</p>	7-12	<p>The goal of Aspire is to identify learning gaps early to help students stay on track for college readiness,</p>	<p>ACT ASPIRE is an assessment framework</p>

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			while also preparing students for the content on the ACT.	that is aligned to the academic standards of the ACT
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c. Describe your professional development plan for teachers and how this plan is linked to the curricula and assessments

Professional Development for the instructional staff of the NGA will be data driven and personalized for staff to support the professional growth of teachers, as well as the academic and civic success of all students. The personalized learning of teachers will be job-embedded and reflective of student growth data and the needs of teachers individually and collectively.

Professional development will begin with a Summer Intensive, 2 week session, that will be aligned to the academic model and core curriculum as follows:

THE NGA PROFESSIONAL DEVELOPMENT TOPICS AND PRESENTERS	
TOPIC	PRESENTER
Daily 5 Grades K-2	Legacy Inventive Solutions
Gradual Release of Responsibility Grades 3-12	Legacy Inventive Solutions for Schools
Eureka Grades K-11	CAO & Math Instructional Coordinator (Train-the-Trainer Model)
Wit & Wisdom Grades K-8	Legacy Inventive Solutions
Louisiana Guidebooks Grades 9-12	Legacy Inventive Solutions
Science Grades K-12	STEM NOLA and Instructional Coach for Science
Personalized Learning and Differentiation of Instruction Grades K-12	CEO
DIBELS Grades K-2	Legacy Inventive Solutions
LEAP 360 & LEAP 2025 Grades 3-12	Legacy Inventive Solutions
COMPASS All Teachers	Legacy Inventive Solutions
Universal Screeners, Rtl, iReady, iSteep Grades K-12	CAO, Coordinator of Special Populations and Rtl
Innovative Focus Workshops Grades K-12	Mission Critical Partners

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School Culture & PASS Programs Grades K-12	Dean of School Culture and Safety & PASS Juvenile Court Staff
ACT ASPIRE Grades 7-12	ACT Representative
Edgenuity Grades 8-12	Director of Secondary Instruction (Train-the-Trainer Model)

Included within the Summer Intensive Workshops will be a civic and community component where all staff will participate in a community bus tour throughout the city of New Orleans. Utilizing prompts to generate discussion and reflection, teachers will visit locations that manifest the civic and community concerns that align with our civic pathways. Mission Critical Partners will assist with this professional development activity. Additionally, civic and community presentations that align to the civic pathways will be ongoing during the school year for staff.

Embedded within the professional development structure, instructional teams will have daily, common planning time that will be utilized to diversify the layers of professional development and provide opportunities of group and individual support, collaboration, and cross-curriculum planning. Weekly professional learning will take place in the following manner:

WEEKLY STRUCTURE OF COMMON PLANNING TIME	
ACTIVITY	DESCRIPTION
DAY 1: PLC - Lesson Internalization of Curriculum Modules	Teachers will participate in the unpacking the standards within the curriculum modules to gain deep understanding of what students are expected to learn and how to scaffold lessons to meet the needs of all students.
DAY 2: PLC - Analysis of Student Work Samples and Portfolios	Teachers will review and analyze student portfolios to determine growth to mastery and effective methods of personalization of instruction.
DAY 3: PLC - Assessments	Teachers will identify and discuss assessments that align with the lessons they are planning and how to utilize assessment data to differentiate and personalize instruction. Assessments will align with the Louisiana Student Standards and LEAP 2025.
DAY 4: Designing of Interdisciplinary Lessons and Projects	Teachers will collaboratively design interdisciplinary lessons and projects that support the civic pathways.
DAY 5: PLC - Lesson Rehearsals	Teachers will demonstrate the prepared lessons for the upcoming week and receive feedback from peers on the components of the lesson as it relates to the COMPASS instructional rubric.

Utilizing the lens of the COMPASS State of Louisiana Teacher Performance Standards, professional development will be connected to components of the academic model, core subjects, assessments, service learning, and the school's student performance goals.

Teachers will be assigned to an instructional administrator/coach who will visit classes daily. Data collected through daily observations will be used to conduct weekly individualized coaching sessions. The assigned instructional administrator/coach will also maintain a performance portfolio on each teacher as evidence of growth. The daily instructional observations and weekly coaching session will align to the COMPASS Teacher Performance Evaluation Standards. An electronic observation instrument that is tailored to the daily and/or weekly look for elements will be provided to teachers the week prior to the daily walkthrough or mini observations. The electronic observation instrument will provide immediate feedback to the teacher through email. Having this immediate, daily feedback will allow teachers time to prepare for the weekly coaching sessions. The Leadership Team will use these data to identify trends that will inform

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the topics and types of instructional supports needed. The teacher assessment aligned, professional development framework will be as follows:

THE NGA TEACHER PERFORMANCE STANDARDS ALIGNED PROFESSIONAL DEVELOPMENT FRAMEWORK			
DOMAIN	COMPONENT	LOOK FOR ELEMENTS	TIME
Planning and Preparation	Setting Instructional Outcomes	Value, Sequence, Alignment, Clarity, Balance, and Suitability for Diverse Students	August 10 - August 28
Classroom Environment	Managing Classroom Procedures	Management of Instructional Groups, Management of Transitions, Management of Materials and Supplies, Performance of Non-Instructional Duties	August 24- September 11
Instruction	Using Questions and Discussion Techniques	Quality of Questions/Prompts, Discussion Techniques, Student Participation	September 14- October 9
Instruction	Engaging Student in Learning	Activities and Assignments, Grouping of Students, Instructional Materials and Resources, Structure and Pacing	October 12-October 30
Instruction	Using Assessment in Instruction	Assessment Criteria, Monitoring of Student Learning, Feedback to Students, Student Self Assessment and Monitoring of Progress	November 1- November 20
All Domains	All Components	All Elements	Daily Throughout the Duration of the School Year

There will also be built-in professional development opportunities for teachers through School Improvement Days, daily team and planning meetings, as well as after school and Saturday sessions of professional development.

Legacy Inventive Solutions will be contracted to partner with the NGA in various components of professional development. All professional development will begin prior to the onset of the school year and will be ongoing throughout the school year. Description of the presenters' backgrounds can be found in the Attachment labeled Mission Critical Partners.

The professional learning culture in the NGA will be one where teachers are learning from each other. Professional development will be ongoing, and staff will have the option of receiving this learning through a variety of venues and structures to ensure a personalized approach. Strategies within the framework will be employed as needed to fit the needs of the individual and/or group of teachers. Accessible peer-supporting strategies will be, but not limited to, the following:

PEER-SUPPORTING LEARNING STRATEGIES	
Professional Learning Communities	Mentors
Peer Instructional Walkthroughs	Peer Instructional Modeling
Model Classrooms	Video Taping with Critical Friends and Self Review

Faculty and staff of the NGA will be evaluated using the Louisiana Compass Information System. Compass is the system designed for rigorous goal setting and a strong observation and feedback cycle. Its purpose is to increase the quality of teaching and learning in the



classroom, producing better student results. Compass is characterized by local decision-making based on identified needs. The system automatically calculates evaluation scores from the data entered on observations and student growth when evaluators perform an end-of-year evaluation. Final evaluation ratings (observation and student growth scores) will be entered into CIS (www.louisianabelieves.com).

There will be a minimum of 2 observations or site visits are required for all professional staff. At least one observation/site visit will be announced and include a pre- and post-conference. Additional observation activities (e.g., full observations, multiple focused observations) will be used to gather evidence that collectively represents a minimum of one additional observation. Feedback will be provided to include areas of strength and areas for development following all observations. Additional evidence collected outside of observations, such as data, materials, and artifacts, may be used to inform evaluations (www.louisianabelieves.com).

Faculty and staff who are being evaluated via the Compass Information System must identify at least two student learning targets (SLTs). Student learning targets (SLTs) reflect progress towards pre-determined student learning goals and inform the student growth component of evaluations. The SLTs will be available for use when determining the EOY student growth rating. Each SLT will include identified measures to assess attainment of goals (www.louisianabelieves.com).

3. Describe the system by which your instructional staff will design interventions for all students.

All students will be administered universal screeners by teachers within the first two weeks of school. Teachers will be trained to properly administer the universal screener by the Chief Academic Officer of the NGA who is an expert in serving students with special needs and IDEA compliance. The Chief Academic Officer of the NGA will work collaboratively with the Support Services Coordinator to execute all of the training thoroughly and in a timely manner. The NGA will utilize iReady as the universal screener and RtI Interventions because it gives a detailed outline of each student's academic levels and intervention lessons that correlate with the academic needs of each student. The iReady program outlines each student's knowledge gaps at the sub-skill level. The teachers will have a variety of meaningful data, along with differentiated and personalized instruction lessons that are both teacher led and online modules delivered through the iReady program. These data will be reviewed individually and as a school collectively to solidify the goals that will be set.

IDENTIFICATION

The NGA will administer a Universal Screener within the first two weeks of school so that the students' academic strengths and weaknesses are identified. The only students who will not participate in Universal Screening will be those who qualify for the state's alternative testing, in which those students will use an alternative assessment tool to collect academic data. The academic Universal Screeners will also be used to identify the gifted and talented students who are performing within the 90th percentile on the assessments. This process will align with the NGA's personalized learning for students. Parents and students will have personal learning conferences to discuss the student's academic plan. These conferences will outline where students are academically and social emotionally.

SAT TEAM

The NGA will also use a Student Assistance Team (SAT) to run the Response to Intervention process (RTI), which will determine the best supports for all students as a systematic team. This team will be comprised of the Special Populations Coordinator, Student Support Service Coordinator, General Education Teacher, Counselor, Dean of Culture & Safety, School Nurse, Testing and Data Manager, and a school leadership representative. The team will meet bi-weekly to discuss student growth on current interventions or the introduction of new cases. This team will implement, monitor and ensure that behavioral, social, emotional, academic, and attendance supports are being provided to the referred students to support holistic student achievement.

Academic progress monitoring will take place three times in the school year every 8 weeks. This data will be interpreted and reviewed by the Student Assistance Team to place students into academic Tier levels for intervention groups. The data from the academic benchmarks will also guide decisions about students whom have not responded to the documented Response to Intervention process after at least 6-8 weeks of data, may need to move onto the Special Education Screening/Evaluation Process. These students will be referred by the SAT team to a school psychologist whom will perform a Bulletin 1508 compliant comprehensive evaluation. During the personalized learning SAT meetings the following information should be included (at minimum):

- Parent Input to include any pertinent familial information, family/student medical history, etc.;
- Teacher Input to include an indirect observation, work samples, documentation of differentiated instruction, etc.;
- Documentation of the Problem to include classroom-based performance assessments, standardized;
- Testing results, and other relevant assessment data;

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- Detailed Description of the Intervention Process to include interventions used, attendance, frequency of implementation, duration of implementation, and fidelity monitoring, and
- Progress Monitoring data indicating responsiveness to intervention.

In addition to academic universal screeners, the team will utilize a normed Behavioral screener, which will be sent home to parents to determine if students are at risk in their social/emotional health. These students, once identified by parents from the screener for being at risk, will continue, with parent permission, for screenings through teacher and student responses to determine what levels of support will be needed through the Student Assistance Team/Response to Intervention Process. Students will be screened once at the beginning of the school year, unless an unexpected traumatic event occurs during the school year that poses a prompting for individual reassessment.

Response to Intervention (RTI):

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs as stated by www.rtinetwork.org. The Next Generation Academy will utilize high quality, scientific-based classroom instruction and ongoing student assessment to make data based decisions. Tiered instruction and parent involvement integral parts of the process to successfully reach all students.

Programming Supports for ALL Students		
Tier I	High quality core instruction in ELA, math, science, social studies	Multi-Modal Pedagogy of instructional practices along with center based teaching instruction Refer to the Academic Model for Tier 1 Curriculum
	Enrichment & Gifted Instruction	Based on Progress Monitoring Data and Students who have an IEP for those services
Tier II	All Tier I core instruction PLUS	
	In-Class Interventions using Research Based Interventions	<ul style="list-style-type: none"> • In class small group instruction based on Students placed based on assessment results; regrouped according to data/instruction cycle • Small groups of 8 at most • Teacher led sessions will last for a minimum of 30 minutes per subject area • Focus on ELA/Math for struggling students • Online Intervention instructional use in addition to teacher led sessions
	Interventions	<ul style="list-style-type: none"> • iSteep for ELA and Math interventions • LDOE Remediation Guides for ELA & Math • Khan Academy for Math Interventions and supplemental materials • Teacher Led Instruction based on iReady Lesson for Math & ELA
	All of the above Instruction PLUS	



Tier III	Small Group Intensive Interventions	<ul style="list-style-type: none"> Groups of students with no more than 3 Increased frequency and determined by identified progress monitoring Targeted ELA & Math Interventions focus for struggling students Teacher led sessions will last for a minimum of 45 minutes per subject area Online Intervention instructional use in addition to teacher led sessions
	Interventions	<ul style="list-style-type: none"> iReady for both ELA & Math Interventions (Teacher Led & Online Instruction)

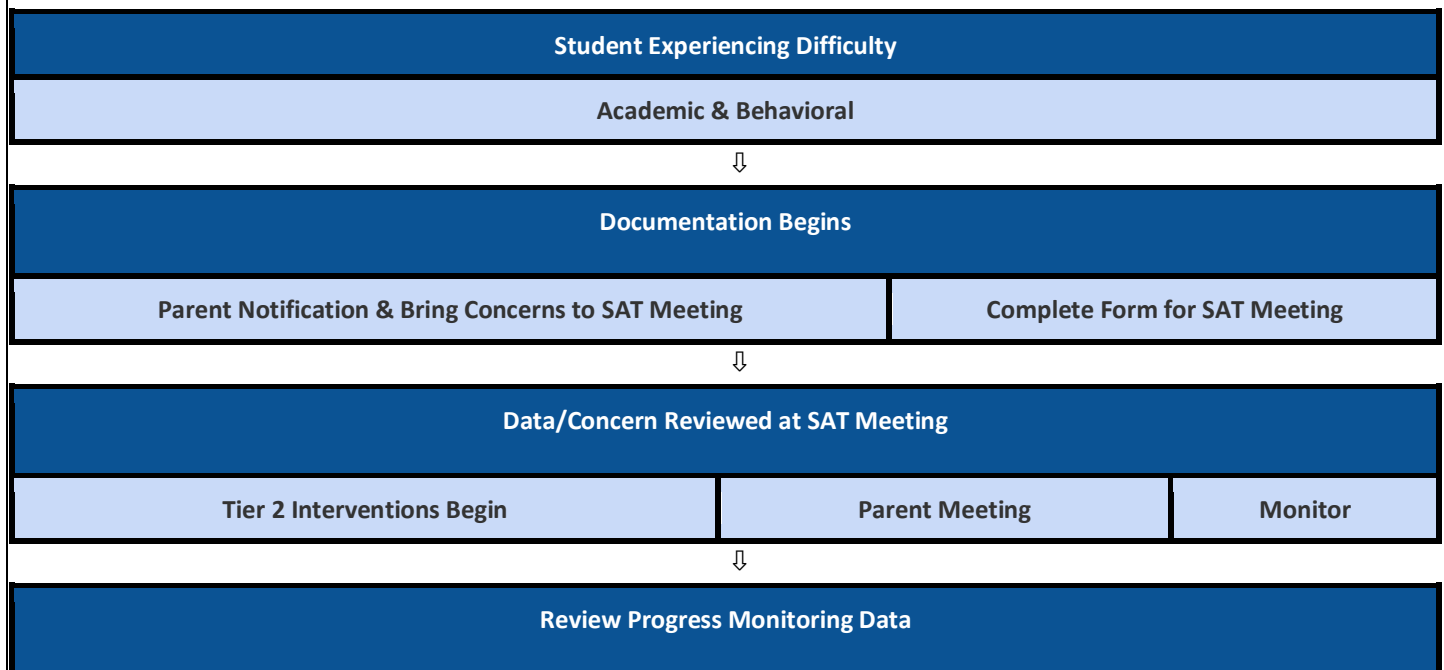
Flowchart for Student Assistance Team and Response to the Intervention Process

Tier 1 Instructions: Tier 1 is General Education and enrichment curriculum that provides high-quality instruction for all students with a research-based comprehensive academic programs. The team will obtain Diagnostic and benchmark data at least 3 times a year and monitor each grading period. The team will take input from teachers and other stakeholders when a student is observed to struggle.

Tier 2 Instructions: Tier 2 provides at least 30 minutes 3 times a week of targeted subject-based instruction based on the findings of data inside of the classroom in small groups. Collect progress monitoring data at the least weekly from the determined evidence-based intervention program.

Tier 3 Instructions: Hold parent meetings to review progress monitoring data and get permission for targeted Tier 3 interventions in small groups outside of the classroom. The Tier 3 interventions will consist of 30 - 45 minutes daily of additional reading or math instruction at the student's instructional level in a small group or 1:1. The student will continue with both Tier 2 in class interventions and Tier 3 interventions at this stage. Progress Monitoring will occur at least once a week to gather data. The progress monitoring period should last from 6 - 12 weeks, reviewing the obtained data bi-weekly by the team. No more than 12 weeks should pass without a decision on the effectiveness of the interventions.

Additional Supports: If the student is still not progressing or progress is deemed to be slowly staggered behind the student's peers (an extreme outlier) additional support may be considered by the team with parent permission such as: Change/Adjust Interventions, Section 504 Referral, or Special Education Referral.



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✓ Successful Tier 2 Interventions Stop Here After Progress Monitoring	If Not, Continue With Tier 3 Interventions Below		
↓			
Student Assistance Team Meeting with Parent by Invitation			
During the Parent Meeting, Discuss Tier 2 Progress	Team Determines Tier 3 Interventions and Monitors for 6-8 Weeks	✓ Successful Tier 3 Interventions Stop Here After Progress Monitoring	
↓			
Follow-Up with SAT Meeting to Discuss the Needed Student Supports with Evidence-Based Data			
Continue Interventions	Change/Adjust Interventions	Section 504 Referral	Special Education Referral

4. (If applicable) If you are proposing a specialized school, describe the concrete structures, policies, and practices that will differentiate your school from options already available to the community you propose to serve.

NOT APPLICABLE

5. Provide an example of a daily schedule for a student attending your school as well as your school's academic calendar.

The NGA will have staggered start times between the elementary and high school levels. The elementary grades will start school at 7:45am and dismiss at 3:10pm. High school students will start their day at 8:15am and dismiss at 3:40pm. The schedules will be designed this way to ensure separation of elementary and high school students.

The NGA elementary schedule will be developmentally appropriate, hands-on, and highly interactive with opportunities to develop civic and community engagement throughout the day. All core subjects and interventions will be represented each day.

The NGA high school schedule is a modified block. Every Monday, students will attend 45 minute classes covering every class on their schedule. Tuesdays and Thursdays are A Days, and Wednesdays and Fridays are B Days. Every high school student will have a Civic Seminar in his/her schedule. Civic Seminar is where detailed design-thinking strategies will be implemented to assist students with the development of service learning projects. It is also a time where Mission Critical Partners can present Civic Action Preparedness (CAP) talks and coach students with the development of the projects. Civic Seminars will take place on one day of the week within the Social Sciences block for all high school students. It will be an intense and high impact 45 minutes of planning through design-thinking strategies, debriefing, and reflecting on civic and community engagement. The second 45 minutes of that block will be classroom instruction that directly supports what was covered in Civic Seminar. This approach is in addition to the interdisciplinary civic pathway aligned instruction that will take place in all core classes.

*****Examples of the proposed schedules are included in the attachments of this document.*****

Special Student Populations

1. Describe your plan to identify, evaluate, and serve Students with Disabilities. Include your staffing plan for serving Students with Disabilities.

The NGA will follow all Federal and State mandates as it pertains to services for students with disabilities and English Language Learners. The NGA will comply with the Federal and State laws that govern the education of students with disabilities, the Individuals with Disabilities Education Act (IDEA, 2004), 20 U.S.C. §§1400-1485, and Louisiana's Education of Students with Exceptionalities regulations, Bulletin 1706, LA R.S. 17:1941 et seq. We understand the mandate of these laws, which stipulate that charter schools, as well as traditional schools provide these services to students. The NGA will provide students with disabilities access to a free and appropriate public education (FAPE) in the least restrictive environment (LRE). We will respond to the needs of all students, including students with disabilities, enabling them to grow in the general education curriculum to the best of their abilities. The requirements of federal and state regulations regarding IDEA compliance will be addressed and embedded appropriately throughout this section of the application.

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The school will be designed for all students to have personalized learning, differentiated instruction, intensive Literacy, Mathematical problem solving skill building, and multiple forms of diagnostics and assessments for all students.

The NGA will comply with all Federal and State mandates as it pertains to services for students with disabilities. Based on the current demographic makeup of Orleans Parish open enrollment schools, the NGA will serve a special needs population of approximately 12%. This population includes students with disabilities, gifted and talented, and academically at risk students. The NGA will provide personalized and differentiated support to all students. A Student Support Services & RTI Coordinator will manage and support the special education teachers based on the caseload demographics of the enrolled students. Students with exceptionalities will be able to participate in academic and social activities with their peers in the least restrictive learning environment. The NGA will follow all procedural safeguards in order to identify students, implement the Response to Intervention Model, and determine eligibility for services. The NGA will provide services that include, but will not be limited to, individually designed instruction and plans, classroom accommodations, modified programs, supplementary learning aids and services, and any other services deemed necessary by the IEP team.

In an effort to provide rigorous support for all students, which will be implemented throughout the scope of the school, the NGA will support students who are at risk academically and behaviorally, along with students with disabilities, and students with section 504 plans. The NGA will utilize a personalized learning track with a strong academic curriculum and student supports to produce life-long learners and community leaders. This personalized support model will be developed to meet the instructional needs both academically and behaviorally of all students. The Special Student Populations in which the NGA will provide additional Tiered supports will be as follows:

- At-risk Students, i.e., those who will be below grade level academically and/or behaviorally
- Students with Disabilities (Participating in the Special Education Program)
- English Language Learners
- Gifted and Talented Students
- Section 504 Students

(1) Describe your plan to identify, evaluate, and serve Students with Disabilities. Include your staffing plan for serving Students with Disabilities.

IDENTIFY- The first part of the Identification process is the requesting of records from students' previous school to determine if students had pre-existing plans for academic and/or behavioral support. Additionally, all students will participate in a school wide Universal Screening for both Academic and Behavioral (Social/Emotional) support determination. Teachers will also identify extreme academic and/or behavioral outliers to the SAT team for immediate support consideration, i.e. students with academic talents or deficiencies that are grade levels above/below the student's current grade.

EVALUATE- After the student has gone through the school's RTI process and determined by the SAT (Student Assistance Team) to have the possibility of needing services beyond what is implemented for regular education students, the NGA will use the expertise of a School Psychologist to conduct a formal student evaluation with parent/guardian permission to determine if the student is eligible for Special Education Services.

SERVICE- Students identified by a Bulletin 1508 compliant evaluation for Special Education Services will receive services based upon their individual needs in either a pull-out/resource, push-in, and/or self-contained (severe/profound needs) with the ultimate goal of the integration of students with disabilities into regular classrooms with non-disabled peers, as well as working toward the success of exiting students from special services. The IEP team will consist of at least the following participants: the child's parents or guardians, one of the child's regular education teachers, at least one special education teacher, a school administrator with LEA decision-making authority, an instructional expert (if none of the other members qualify), a bilingual staff member or translator, if required, and related service providers (Speech Therapist, Adapted PE, Physical Therapist, and/or Occupational Therapy), if necessary. The NGA will staff Special Education teachers, contracted related service providers as needed, and a contracted school psychologist.

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Each child's service provider will collect and document weekly data to progress monitor the student's IEP goals. Each quarter IEP progress reports will accompany the student's report card so that parents and students are fully aware of the student's progress on their IEP goals and core subject performance.

Transitional Plans- At the age of at least 14, the IEP team shall participate in developing an individualized transitional plan for each student. The transitional plan must include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. The IEP team will establishing high quality transition plans. The high school academic counselors will provide transition counseling in accordance with the student's IEP. The NGA will utilize its mission critical partners to create partnerships that will connect the students with disabilities and their families to agencies that correlate to the student's transitional goals as the NGA's entire foundation is built on servitude to and with the community. The goals and agencies will be determined after both the parent and student complete a transitional survey/assessment.

In addition to transition services, the NGA will comply with the mandate of Act 833 for graduation, promotion, alternative performance criteria, and preparing for postsecondary outcomes for students with disabilities that are eligible. Promotion and graduation decisions regarding students with disabilities will be done in accordance with Act 833 which will ensure that each student has the opportunity for eighth grade promotion and continue on to high school graduation. The IEP team will appropriate develop an education plan that includes how the student will demonstrate individual performance requirements necessary to receive course credits and/or EOC credits in pursuit of a high school diploma. Students will also have the option to have built in time in their schedule for class credit recovery services.

Gifted/Talented Students

IDENTIFY- The NGA will anticipate to service students who qualify as Gifted/Talented under Louisiana Bulletin 1508. We will utilize the same process outlined above, including universal screening and regular and ongoing review of data, to identify these students. Teachers may also make referrals to the SAT team for the screening of teacher recognized students. Students previously receiving Gifted/Talented services once determined by student enrollment, will continue with their IEP services.

EVALUATE- Students that pass the gifted/talented screener will move on to a formal evaluation by a school psychologist to determine if the student qualifies under Louisiana Bulletin 1508 to receive special education gifted/talented services.

SERVICE- Once identified, these students will be provided a multitude of continual opportunities to be challenged at their level. The NGA will utilize a number of methods to personalize and differentiate instruction in order to meet each student's academic needs through a multitude of strategies, such as differentiation and enrichment in core academic subjects, serving as peer tutors, and enrichment opportunities through service learning experiences. Students participating in these Gifted/Talented programming will participate in the school-wide systems for monitoring and evaluating students' progress described in the RTI School Implementation. In addition to these systems and data points, data from students' enrichment activities will be captured in their IEP progress monitoring and the school wide personalized learning goals.

Gifted and talented teachers (Academically Gifted, Talented in Art, Talented in Music, and Talented in Theater) will be hired on a contractual basis to provide services to the enrolled students for the appropriate amount of time as determined via the students' IEPs (Individual Educational Plan).

2. Will the curricula proposed in Academics Question (2)(a) be used to instruct and support Students with Disabilities? If not, please describe the curricula used.

Students with Disabilities will have full access to the all Louisiana Department of Education Tier I curriculum identified for the NGA, in addition to the access to the Tier 2 and 3 instructional resources. In addition to all of the Regular Education Academic Supports, Students with Disabilities will also participate in the following instructional support:

Push-in Service (Co-Teaching within the Classroom)
Pull-Out (Resource) Instruction
Self-Contained Classroom Settings (As needed)



Reading Interventions:
 Guided Reading
 Phonemic Awareness
 Leveled Literacy Interventions (Fountas & Pinnell)
 Anticipated Reading Guides

Math Interventions:
 Researched Based Math Problem Solving Strategies
 Graphic Organizers
 Khan Academy
 Mnemonic Devices

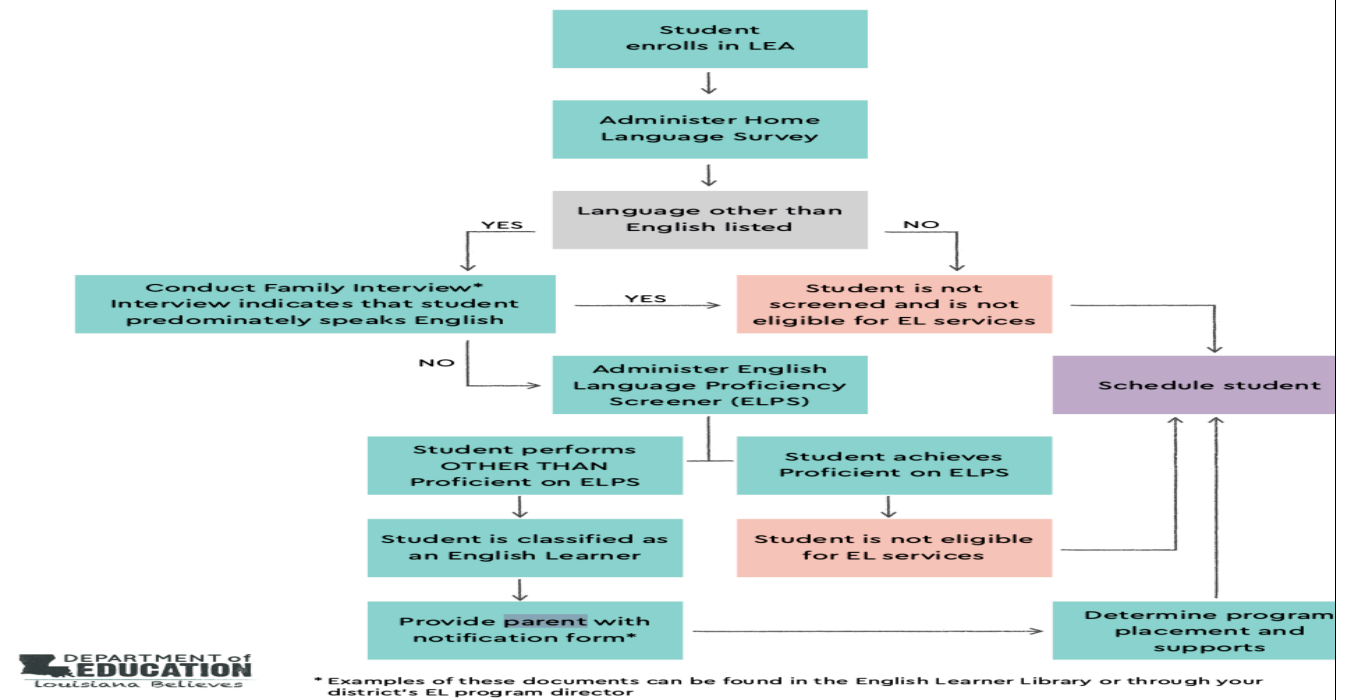
3. Describe your plan to identify, evaluate, and serve English Learners. Include your staffing plan for serving English Learners.

It is the core beliefs of the NGA will provide exceptional English Learners services to the growing number of EL students by promoting literacy through our focus on targeted reading instruction, differentiation in all core classes, and individualized supports. Under the Every Student Succeeds Act (ESSA), standardized entrance and exit criteria are required for English Learners (ELs).

IDENTIFY- When identifying students for EL services. The entire school will receive a home language survey in their enrollment packets, along with records request from prior schools to determine if the student has participated in EL services previously. The surveys will be used as a first step to determining who will take the initial state provided online EL screener. Once the screener is complete the families to whom listed that their a language other than English is spoken in the home will participate in a family interview to determine if the student predominantly speaks English. If the student is not determined to predominantly speak English, then the student will take the entrance screener. The entrance criteria is a standardized screener called the English Language Proficiency Screener (ELPS). The ELPS is designed to assess a student's English proficiency in the four language domains: listening, speaking, reading, and writing. The screener results will determine if the student is in need of EL Services.

ENGLISH LEARNER (EL) IDENTIFICATION FLOWCHART

This process must be completed within 30 school days of student enrolling.



EVALUATION- The students will take the EL screener to determine proficiency levels of the EL learners. This proficiency level will serve as a basis for the student plan for EL services (LEP Plan). A team which includes parents will develop a LEP plan after parent permission

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is returned to the school, after parent notification is provided. If the student performs proficient on the EL screener then the student is determined ineligible for EL services. The EL students are required to participate in the English Language Proficiency Test, Louisiana state standardized testing. This test serves as student progress monitoring of performance and can also determine continuation of services based on the proficiency scores.

According to state law and federal guidelines, a child who scores in the proficient range in all four domains (Listening, Speaking, Reading and Writing) on the ELPT (English Language Proficiency Test) will be reclassified from EL (English Learner) to Full English Proficiency. The student's grade level is not dependent upon exiting as long as a student scores proficient they will exit the program. Students are placed on a monitored program for two years in which time the academic progress will be followed. A student can re-enter the program if determined by the SAT team.

SERVICE- The EL program components in which will be used to instruct the EL students to promote English proficiency will be English immersion in the general education classroom, push-in services provided by an EL teacher, use of the Louisiana EL Connector Standards, Rosetta Stone Interventions, and English language development instruction by qualified staff as the need is determined by the LEP plan. Each student's program of services, including minutes of English language development instruction, will be based on English Language Proficiency Screener results. The planned frequency of language supports provided to ELL students depends on the level of English Proficiency. If a student is at a level 0-2 in language proficiency, this student should receive specialized language support 1 to 2 hours everyday. Students who are level 3 or higher can be serviced 1 to 2 hours 2-3 times a week.

The EL teachers will hold quarterly meetings with EL parents to discuss the progress of the students in core academic classes and English language development.

The founding leaders of the NGA will provide school wide professional development to teachers regarding EL best practices and strategies to implement across the content areas. In conjunction with professional development the leadership team will use the TESOL Resource Kit as a guide for services EL students. EL Teachers and paraprofessionals will be allowed to attend any state, parish wide, or national professional development opportunities offered.

To assist the families of the population of ELL students, The NGA will have translators for written and oral translations at the school and on the school website. The school will utilize bilingual staff and/or parents to communicate to non-english speaking parents. The school will offer translation and interpretation services directly at the school for families with limited English proficiency. Additionally, the NGA will have translated correspondence in all native languages that are represented at the school readily available at the school and online. Links will be provided on the school website to access information from the Louisiana Believes website for alternative language resources and school translated documents. Parents are welcomed to use the school as a community resource for computer and internet access. All of the previously noted actions will hopefully promote culture building within the school building and encourage increased participation in extracurricular activities, as the NGA will provide all accommodations for EL students and parents to participate in all school events.

4. Will the curricula proposed in Academics Question (2)(a) be used to instruct and support English Learners? If not, please describe the curricula used.

English Learners will have full access to the on grade level Louisiana Department of Education Tier I curriculum that will be utilized at the NGA and any additional RTI services needed for academic success. In addition to the NGA's academic curricula, the NGA will provide full support of an EL program which will utilize Rosetta Stone as an intervention. Rosetta Stone is a support to help students develop English Language proficiency skills. This program will be utilized in addition to all other support curricula offered by the NGA to all students.

School Staff

1. Provide an organizational chart. Include job descriptions that summarize the scope of work for all staff on the school leadership team.

*****Organizational Chart and Leadership Job Descriptions are included in the attachments of this document.*****

2. Describe your administrator and teacher recruitment strategy.



The recruitment and hiring of administrators and teachers will be based on the research of Geoff Smart and Randy Street, authors of *Who: The A Method for Hiring*.

To ensure that the NGA is recruiting and hiring highly qualified, high performing staff who embrace the vision of the NGA, we will reach out to a variety of organizations, as well as to high performing individuals who we know. Specifically, we will post vacancies in professional publications and through online professional employment banks. Recruitment efforts will also take place at colleges and universities, Teach for America, and The New Teacher Project/Teach NOLA. However, we will leverage personal and professional relationships that we have established to acquire recommendations from highly qualified, high performing individuals who we know and trust. Smart and Street refer to these individuals as “A Players”. Having “A Players” to recommend “A Players” is a strong sourcing method. *“An A Player is a superstar. They aren’t just good, they are great, and they have a 90% chance of attaining the desired outcomes that only the top 10% of candidates can achieve.”* James Good

The NGA selection process will consist of 4 interviews that will build upon each other:

1. There will be an initial Screening Interview that will be a relatively quick step by phone to discuss the applicant’s basic requirements for the position.
2. The Top grading Interview will be the second interview which permits the opportunity to speak with the applicant in depth about his/her qualifications, experiences, successes and failures that have prepared him/her for the position.
3. The next phase will be the Focused Interview which is a deeper interactions that allows the applicant to describe how they best fit with the vision and culture of the organization and how they will achieve outcomes.
4. The final step will be a Reference Interview. It is crucial to not just hire the person on paper. The NGA will hire the person behind the resume. That is why interviewing references is a key step. The NGA will select which references to interview and ask the applicant to make the arrangements.
- 5.

A scorecard that captures qualifications, vision, and outcomes will be maintained throughout the entire process and used as a data source when making the final hiring decision.

3. Describe the expectations for teachers, how you will clearly communicate these expectations, and how you will ensure that teachers stay on track toward meeting expectations.

The expectations for teachers begins with the hiring process. Highly qualified, high performing teachers who possess an educational philosophy that aligns with the core values, mission, and vision of the NGA will be hired. Upon completion of staffing, collaborative sessions will be held to establish teacher expectations. The NGA will be a democratic culture. This applies to teachers, too. It is far more impactful to have teachers and administrators jointly create the expectations. This will foster ownership and promote a culture where staff will support one another to stay on track with meeting the expectations. However, prior to drafting our expectations, all staff will read, discuss, and analyze *The Opportunity Myth* by The New Teacher Project. This compelling research will frame the basis of our expectations development. The Opportunity Myth reveals how teacher expectations and teacher expectations of students impact student achievement.

A collective rubric will be established by teachers and administrators to assess the success of staying on track with the implementation of the expectations. Team leaders of teachers will gather monthly data through peer walk through observations that will be triangulated with other forms of data to determine if teachers are successfully meeting the expectations. Differentiated and/or personalized support will be provided for teachers who are struggling to fulfill the expectations.

The NGA will use COMPASS for the teacher evaluation instrument. Teacher expectations will align with the Domains and Elements of the teacher assessment rubric. Expectations will support Planning and Preparation, Classroom Environment, and Instruction.

These expectations will be communicated in a variety of ways, including but not limited to, reiterating the expectations at faculty meetings, having a teacher write an **oped** in the school’s weekly newsletter around a particular expectation, distributing quarterly teacher surveys on the successful implementation of expectations, and designing individual weekly coaching sessions that connect the expectations and what is observed in the classroom. Teacher expectations will be designed with student performance goals at the core. The NGA will attain student success through teacher success. Additionally, all school administrators will model the mutually developed expectations.

Culture

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1. Describe the culture that you envision for your school and the practices that will foster and maintain that culture. Additionally, describe the behavior expectations of your school as well as the practices that will foster and uphold those expectations.

The NGA will be a democratic learning environment based on core values called Learning Community Pillars: **Critical Thinking**, **Humanitarianism**, **Endurance**, **Strategy**, and **Stewardship**. These will be the principles we live by and the foundation of expectations for students, staff, and partners. **CHES** will guide the NGA culture academic and social/emotionally. The pillars will be stated and demonstrated daily. CHES will also be posted throughout the building, including the cafeteria - *The Checkmate*, and in every classroom and corridor to give students, staff, and partners constant visuals of the citizen responsibilities and serve as the foundation for establishing the *NGA Way*:

Critical Thinking: We will problem solve to help each other and our community. Through research, analyzing data, brainstorming with individuals who are affected by the problem and those who work daily to resolve and alleviate the problem, designing prototypes, and testing. We will reach excellence in academic and servant leadership.

Humanitarianism: We will care about our fellow citizens and will always live as humanitarians. Acting in the best interest of human beings will be a priority. Providing a helping hand is simply what we do.

Endurance: We will never give up. We will learn from our accomplishments and most importantly from our mistakes. Each time we come back, we will come back stronger.

Strategy: We will acquire the knowledge and skills to design plans of action that will propel our academic and civic leadership growth and improve the quality of life for our community.

Stewardship: We will properly care for and value the opportunity to excel academically and civically. Understanding how to utilize resources will be a game changing skill set in earning trust in our community.

The Dean of School Culture will have the administrative responsibility of leading and coordinating the successful implementation of the Learning Community Pillars, Restorative Practices, Teen Court, and the OPSB Student Code of Conduct. The Dean of School Culture will work closely with the staff of the Center for Restorative Justice and the School Resource Officer. This will be a schoolwide initiative in our democratic learning environment. Therefore, all stakeholders will be expected to do their parts to ensure a respectful, bully and violence free school. All students and staff will be trained in the Learning Community Pillars, restorative practices and peace circles as this approach will be utilized to resolve conflict between and among students and adults. Not only will staff support the Paving Alternatives Strategies for Success (PASS)/Center for Restorative Justice with the implementation of Restorative Practices, student leaders, staff, and families will also have implementation responsibilities.

Staff responsibilities will include ensuring that there are consistent implementation and alignment of procedures across all classrooms. Teachers must serve as role models and know how and when to implement restorative approaches. Staff must also be able to communicate with parents and explain the restorative programs of the NGA when needed.

Students and Student Leaders' responsibilities will include capturing the voice of the student body by gathering input on their perceptions and views of the culture and safety of the learning environment, what works and what does not work, and how do we continuously improve. Student voice will be garnered through student-created surveys, morning CHES Circles, Student Advisory Team meetings with the CEO/Head of School, and ongoing online and hard copy suggestion opportunities. The NGA will also have Student Peer Mediators who will be trained in mediation and restorative approaches.

Family responsibilities will include creating and maintaining an active PTO and effectively utilizing the voice of parents on the Board of Directors and the School Leadership Council. As many opportunities as possible must be provided for parents to understand and have buy in into the NGA's commitment to a successful culture and how they can support these efforts at home.

All behaviors, with the exception of violent criminal activity and weapons (Level 3), will be addressed through this approach. The NGA's in-school discipline practices will use a reflective room and peace circles, allowing students to return to class for the following behaviors: willful disobedience, disrespect, and other non-injurious infractions.

Safety first will be the priority. When utilizing restorative practices, all parties must be willing to participate with an open mind. If either party is violent or exhibiting threatening behavior, the situation will be handled as a Level 3. All efforts will be made to ensure learning continues if a student must be removed from school. This will be done through work packets, online and virtual, or homebound tutoring.

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The discipline of Students with Disabilities that participate in Special Education services or 504 modifications will follow the discipline policy as provided by the Southern Poverty Law Center Consent Decree and IDEA which mandates include annual review and approval of discipline policies, inclusion of procedural safeguards in all school handbooks, distribution of procedural safeguards and Parent FAQ's for students with disabilities, and adherence to annual signing of school-based attestations and attendance at annual mandatory discipline trainings. Unless the student's disability is determined to manifest in behavioral deficits, then the team will develop, plan, and abide by a Functional Behavioral Plan and Behavior Intervention Plan. The school will use the process of Manifestation Determination meeting to ensure that consequences for behavioral infractions are not a part of the student's disability when following discipline procedures. The use of school wide restorative practices, a School Wide Positive Behavior Intervention Support Program, and student Social Work/Counseling goals will assist in teaching appropriate behaviors to students. All discipline decisions shall be made as a team for students with disabilities and must include the consultation of the Student Support Coordinator.

The PASS/Center for Restorative Justice staff will facilitate and coach NGA staff on how to facilitate peace circles. They will also train students for the Teen Court process. If parties cannot reach a consensus, the Dean of School Culture will have the authority to determine if traditional consequences aligned to the OPSB disciplinary measures should be applied or to refer the matter to the NGA Teen Court. Students who are taken through the traditional track and experience removal from school will be provided homework assignments and when necessary, homebound tutoring. Teen Court will receive disciplinary cases that cannot be resolved through peace circles.

A Mission Critical Partner Judge or Attorney will serve as the judge for Teen Court and a cohort of NGA students from the Justice and Law Academy will be trained to serve in the various required capacities - prosecution, defense, and jury.

The NGA will also utilize contracts and Check In/Check Out Process to identify and provide social emotional support.

Implementation timeline will begin with training for all stakeholders. Staff will receive training prior to the start of school. Students and parents will be trained during Orientation Activities. There will also be a tutorial video posted on our website. There will be after school or Lunch and Learn training for students who will serve as peer mediators and Teen Court participants. Implementation will begin once training sessions have been completed, which will be scheduled within the first two weeks of school.

Mission Critical Partners (if applicable)

1. Describe the mission-critical partnerships that your school has established and the terms of these partnerships.

We need to work as a community to nurture our schools for our particular community needs. When families, community groups, business and schools band together to support learning, young people achieve more in school, stay in school longer, and enjoy the experience more. (Brendan O'Keefe, 2011)

The NGA will work with Mission Critical Partners who live and/or work within our community and are experts in their fields as aligned to our Civic Pathways. We will work and collaborate with our partners in a manner that will make them valuable and integral parts of our academic and civic programming for our students.

A Memorandum of Understanding has been signed by Mission Critical Partners that outlines the following details:

- **Support**
Mission Critical Partners will support our efforts to expose students to the various real-life issues that exist within our community. They will share data, lead discussions, and participate in panel discussion and CAP Talks. Mission Critical Partners will also brainstorm with the NGA staff and students around appropriate and engaging activities and field trips in which students can participate.
- **Civic Action Preparedness Talks (CAP Talks)**
CAP Talks will be monthly opportunities where Mission Critical Partners will address students in 18 minutes or less on a real issue that connects to a Civic Pathway. Current data, issues, setbacks, advances, motivation, and understanding why can all be a focus within a CAP Talk. These brief CAP Talks will be used monthly to generate calibration, inspiration, and reflection as students prepare for outreach activities within the community. Monthly CAP Talk topics will be created in a collaborative process between Mission Critical Partners, the NGA Civic Academy Team of teachers, and the voice of students.



- **The Role of Mission Critical Partners for Civic Pathway Presentations**

Civic Pathway Presentations will consist of a one-time presentation from Mission Critical Partners from each civic pathway. Our partners will share with students the purpose and work of their organizations and data that supports the real life issues connected to Health & Wellness, Fair Housing, Judicial System, and Election Process. Students will utilize information from these presentations to begin developing interests and initial ideas regarding the basis of their project-based learning and prepare for the Day in the Life Workshops.

- **The Role of Mission Critical Partners for the Day In the Life Workshop**

The Day in the Life Workshop is a one-time event where students will spend the day immersed in the community where they can experience, firsthand, the work of Mission Critical Partners and the real life effect of their civic pathway on people lives. This will provide our students with the opportunities to observe, speak with community members who are impacted, ask questions, and develop a sense of understanding and empathy for those affected by a difficult situation. In essence they will spend the day taking a walk in someone else's shoes. This will be a strictly structured process that will ensure the respect and dignity of all individuals within our community are preserved.

- **The Role of Mission Critical Partners for Improvement Explorations**

Improvement Explorations will take place on a monthly basis. It will be an opportunity for our students to interact with Mission Critical Partners and fine tune the design of their projects. With the support and guidance of the NGA staff, students will discuss topics, designs, and expected outcomes of their projects with External Project-Based Coaches and the NGA staff. Mission Critical Partners will serve as External Project-Based Coaches. This process will also serve as an opportunity for Mission Critical Partners to make recommendations and advisement on appropriate service-learning opportunities. Within the Improvement Exploration process, students will explore possible solutions to real life issues and receive feedback on progress they are making with their projects. Improvement Explorations will be completed by the end of the third month of school.

- **The Role of Mission Critical Partners in the Dolphin Tank**

This is an annual formal presentation of the Project-Based Learning. This event is a gentler version of a "Shark Tank". During this process, students will present to a panel of "Dolphins" that is comprised of Mission Critical Partner representatives, community and civic leaders, and business owners within the community. Students' presentation will be judged according to a Project-Based Rubric. The rubric will cover all aspects of the presentation delivery, components of the research, and proposed solutions. The "Dolphins" will provide feedback and determine if a project has successfully met all of the standards and is prepared for implementation.

- **The Role of Mission Critical Partners in the Implementation & Report Back**

This is the last annual Mission Critical Partner activity of the school year. During Report Back, the "Dolphins" will convene once again, along with other community members, to hear the outcomes of the implementation and discuss sustainability issues.



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All Mission Critical Partners will participate in a collaborative session with the Chief Executive Officer, Chief Academic Officer, and Chief of Service Learning/Family & Community Engagement to prepare them for their partnership roles and to set collaborative goals. Prior to the opening of the school year, the Mission Critical Partners will be invited to participate in the goal-setting session that will help to ensure an effective and productive partnership. Goals will be reviewed mid year and at the end-of-the-year. A 360 Evaluation, multi-stakeholder approach, will be implemented to determine the success of the partnership.

The NGA will have several Mission Critical Partners per Civic Pathway for the purpose of respecting partners' busy schedules and avoiding any feelings of undue pressure on our Mission Critical Partners.

In the event we are unable to maintain Mission Critical Partners, a proactive contingency plan will be implemented as follows:

At the onset of the school year, a teacher from each academy will be selected to serve as the Civic Academy Leader. In addition to the Chief of Service Learning, the Civic Academy Leader will be expected to build a positive relationship and reinforce the connection with our Mission Critical Partners. The Civic Academy Leader will receive additional professional development that will equip him/her to step in and fill the void in the event that the relationship with the Mission Critical Partner is not maintained. The Civic Academy Leader will actively participate in the development of the goals for the Mission Critical Partnership and will be well versed on the research and community issues connected to their Civic Pathway.

Through Professional Learning Communities, the Civic Academy Leader will be expected to share information and train teammates on what he/she learned at the professional developments. Therefore, in the event that the NGA finds itself without a viable number of Mission Critical Partners, we will be prepared to successfully implement all of the components of the Life Cycle of Learning Through Service Learning with minimum to no interruption to student learning.

This contingency plan will not adversely affect the budget or staffing of the NGA as it is cost neutral.

Mission Critical Partners will be as follows:

CIVIC PATHWAYS	MISSION CRITICAL PARTNERS
Health & Wellness	<ul style="list-style-type: none"> Dr. Michele Cooper Larche, Internal Medicine, Touro Infirmary Dr. Marcus Wallace, Internal Medicine & Healthcare Reform, St. Tammany Parish Hospital Dr. Leah Cullins, FNP, LA Healthcare Services Michelle Crossley, CEO, Integrated Behavior Health Services Okovue Produce Company (Part I) Attorney Shawn "Pepper" Bowen, Culinaria Center for Food Law, Policy, and Culture
Housing & Finance	<ul style="list-style-type: none"> Andreanecia Morris, HosingNOLA Okovue Produce Company (Part 2)
Justice & Law	<ul style="list-style-type: none"> Chief Judge Candice Bates Anderson, Orleans Juvenile Court Judge Angelique Reed, Section B - First City Court Judge Tracey Flemings Davillier, Section B - Criminal District Court Judge Paula Brown, Fourth Circuit Court of Appeal Judge Terri F. Love, Court of Appeals, Fourth Circuit State of Louisiana Attorney Faith Joseph Jackson Attorney Ike Spears, Criminal Defense, Government & Litigation Attorney Albert Thibodaux, Trial Attorney & Civil Litigation Attorney Endya Delpit, Business & Litigation Attorney Windi Brown-Smith, Business & Litigation Attorney Michelle Burks-Augustine Commissioner Tenisha Stevens, City of New Orleans
Political Science	<ul style="list-style-type: none"> New Orleans League of Women Voters

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	<ul style="list-style-type: none"> • Dr. Silas Lee • Nicole Route • Kelechukwu Anyanwu
Overall Programmatic	<ul style="list-style-type: none"> • Tulane University Center for Public Service • PASS Program with Juvenile Court • Goodwill Industries • Volunteers of America
Contracted Services Partners	4th Sector Solutions Legacy Inventive Solutions New Orleans Career Center STEM NOLA Youth Empowerment Project

Board Readiness

1. Describe the roles necessary on the board, the responsibilities that align with each role, and identify who will play that role on the board. (PROVIDE 1 PAGE RESUMES FOR EACH BOARD MEMBER)

All board members will be responsible for the academic, financial, operational, and legal business of the NGA. There will be some necessary roles on the board. Those positions will be chair, vice chair, treasurer, and secretary. Each of these positions have distinct oversight duties.

- The chair/president will preside over all board meetings, sign all documents relevant to the board, assist with legal matters, outreach to the community, review and monitor academic goals for the school, and chair the academic committee. The Chair of the Board is Michael J. Hall, Esq.
- The vice chair will support all of the roles of the chair, as well as assume those duties in the absence of the chair. The Vice Chair is Pastor Tyrone Jefferson.
- The treasurer will set long and short-term financial goals for the school; review the monthly financial report from 4th Sector Solutions; provide oversight of facilities, and chair the finance committee. This role is vacant at this time. It will be filled prior to charter approval.
- The secretary duties will include recording the minutes of the board meetings, preparing notices for all meetings, working with the president to prepare the agenda, serve or cause to be served all notices of the corporation, be custodian of records (other than financial) and administering the oath of office to new board members. The Secretary of the Board is Ms. Stephanie Chambliss.
- All other board members will attend meetings to actively and thoughtfully oversee the management of the NGA. Ms. Carol Lang is a member, and Mr. Josh LeSage is a member.
- Board members will receive training and information from partners, such as Louisiana Association of Public Charter Schools, in order to remain informed about key policy compliance and to equip them to ensure the school is on-track.
- A parent of the NGA will serve as a board member. A parent will be recruited from the parent database that was collected through the Intent to Enroll process.
- Board member Josh LeSage will provide ongoing training for the Board.

The Board of Directors will consist of nine members who fulfill the expertise requirements of OPSB charter process. The areas of expertise will include law, finance, community development, education, organizational development, facilities/real estate, and parent. All members of the Board will reside in Orleans Parish, with the exception of Josh LeSage who resides in Baton Rouge, Louisiana. The Board as a whole will meet monthly for its regular meeting. Utilizing these expertise areas, Board committees will be established to support and monitor crucial areas of the organization. The development of committees help to make the monitoring of the entire organization more manageable by dividing it into smaller categories. The committee structure allows board members to thoroughly discuss matters. This, in turn, promotes more efficient board meetings, and enables board member to make better informed decisions without having major discussion at a meeting of the full board. Board committees will meet monthly, and there will be 2 board members assigned to each committee. The committees and assigned board members will be as follows:

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NGA BOARD COMMITTEE ASSIGNMENTS			
COMMITTEE	BOARD MEMBER	EXPERTISE	BOARD TITLE
CURRICULUM	*MICHAEL HALL, ESQ CAROL LANG	LAW EDUCATION	CHAIR MEMBER
FINANCE	*VACANCY STEPHANIE CHAMBLISS	FINANCE FINANCE	TREASURER SECRETARY
HUMAN RESOURCES	*JOSH LESAGE MICHAEL HALL	ORGANIZATIONAL DEV LAW	MEMBER CHAIR
GROWTH AND DEVELOPMENT	*TYRONE JEFFERSON VACANCY	COMMUNITY DEV PARENT	VICE CHAIR MEMBER
FACILITIES	*VACANCY VACANCY	FACILITIES/REAL ESTATE FINANCE	MEMBER MEMBER
POLICY	*CAROL LANG JOSH LESAGE	EDUCATION ORGANIZATIONAL DEV	MEMBER MEMBER

*INDICATES BOARD MEMBER WHO IS THE CHAIR OF THE SUBCOMMITTEE.

NGA BOARD DECISION-MAKING PROCESS



2. Describe how the board will monitor the school's overall performance.

The CEO will present the Board of Directors with a monthly State-of-the-School Report that will include pertinent data about student performance, finance, and teacher performance. During the State-of-the-School Presentation, board members will have the opportunity to participate in deep discussions regarding the triangulation and analysis of the data and to determine next steps and needed supports.

3. Describe the steps the board will take to evaluate the school leader. Specifically, describe:

- The information the board will collect;
- The systems by which the board will collect information;

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- The standards - including and in addition to student performance goals- the board will use to evaluate information it collects; and
- The process by which the board will evaluate information and make decisions.

The Board of Directors will supervise the CEO and utilize their expertise to provide the necessary support for sustainability and growth. Prior to the evaluation process, all board members will participate in training on the COMPASS rubric, dashboard, and analysis of data. Training will be led by Board Member Josh LeSage.

The COMPASS rubric will be used as the evaluation instrument for the school leader. Identified metrics will be used to support the scoring of the school's progress and CEO's job performance.

The following Dashboard captures the metrics that will be used. The listed goals will be agreed upon by the CEO and Board of Directors collectively:

STUDENT PERFORMANCE - DOMAIN III INSTRUCTION

Academic Goals:

- a minimum of 70% of Kindergarten students will be At or Above Benchmark level for reading fluency as evidenced by DIBELS assessment.
- a minimum of 70% of 1st Grade students will read At or Above Benchmark level as evidenced by DIBELS assessment.
- a minimum of 50% of 6th Grade students will score Mastery or Above on reading/ELA as evidenced by LEAP 2025.
- a minimum of 50% of 6th Grade students will score Mastery or Above in math as evidenced by LEAP 2025.
- a minimum of 50% of 9th Grade students will score Mastery or Above in ELA as evidenced by LEAP 2025/EOC.
- a minimum of 50% of 9th Grade students will score Mastery or Above in Algebra I as evidenced by LEAP 2025/EOC.

STUDENT PERFORMANCE - ACADEMIC - READING/ELA				
Grade Level	Baseline	Mid Year	End-of-Year	Target
Kindergarten				70% At or Above Benchmark
Grade 1				70% At or Above Benchmark
Grade 6				50% at Mastery or higher
Grade 9				50% at Mastery or higher

STUDENT PERFORMANCE - ACADEMIC - MATH				
Grade Level	Baseline	Mid Year	End-of-Year	Target
Grade 6				50% at Mastery or higher
Grade 9				50% at Mastery or higher

STUDENT PERFORMANCE - DOMAIN II SCHOOL CULTURE

Suspension Goal:

The number of students assigned to out-of-school suspension for the 2020-21 school year will not exceed 15% of the total student population for a maximum of 60/400.

Expulsion Goal:

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The number of students assigned to expulsion for the 2020-21 school year will not exceed 3% of the total student population for a maximum of 12/400 students.

Student Attendance Goal:

The average rate of student attendance for the 2020-21 school year will be 92% or higher.

STUDENT PERFORMANCE - DOMAIN II CULTURE

Areas	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Target
Out-of- School Suspension					Maximum amount of 15% or Less for percentage of students suspended
Expulsion					Maximum amount of 3% or Less for percentage of students suspended
Student Attendance					Not less than 92%

STAFF PERFORMANCE - DOMAIN II SCHOOL CULTURE

Teacher Performance Goals:

A minimum of 85% of the Next Generation Academy teachers will score Effective: Proficient or Higher for the implementation of the Gradual Release of Responsibility Model as evidenced by the Compass Performance Evaluation Rubric by the end of the 2020-21 school year.

A minimum of 85% of the Next Generation Academy teachers will score Effect: Proficient or Higher for the implementation of Personalized Learning as evidenced by the Compass Performance Evaluation Rubric by the end of the 2020-21 school year.

Staff Attendance Goals:

The average rate of staff attendance for the 2020-21 school year will be a minimum of 92%.

STAFF PERFORMANCE

Areas	Baseline	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Target
Gradual Release of Responsibility						Minimum 85% Proficient and/or Higher
Personalized Learning						Minimum 85% Proficient and/or Higher
Staff Attendance						Minimum 92% Attendance Rate

FINANCIAL PERFORMANCE - DOMAIN I SCHOOL VISION

Finance Goal:

The NGA will maintain a fund balance of a minimum of 2% of the total budget by the end of the 2020-21.

FINANCIAL PERFORMANCE - FUND BALANCE

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Beginning of Year	Mid Year	End-of-Year

PARENT/COMMUNITY OUTREACH - DOMAIN I SCHOOL VISION & DOMAIN II SCHOOL CULTURE

Parent Engagement Goal:

The NGA will host a minimum of 3 parent activities per quarter as outreach for a minimum total of 12 outreach events during the 2020-21 school year.

Based on parent satisfaction surveys, the NGA will receive an overall rating of a minimum of 85% satisfaction rating from parents by the end of the 2020-21 school year.

PARENT OUTREACH ACTIVITIES/EVENTS

1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	Target
				Minimum 12 per year

PARENT/COMMUNITY SATISFACTION

	Baseline	Mid Year	End-of-year	Target
Parent Satisfaction				Minimum 85%

Student Performance (Academic and Culture) The board will collect the following information:

- State assessment data, student attendance data, suspension/expulsion rate, failure rate, report card data, student retention
- The assessment data is released by the LDOE. The student data is reported monthly and annually by the leader.

Staff Performance: The board will collect the following information:

- Student performance data, staff retention, staff satisfaction, professional development plans
- Student performance data will be released by LDOE. Staff satisfaction data will be collected from surveys. Professional development activities will be in the School Plan, and staff retention will be reported monthly and will be verified by 4th Sector Solution.

Financial Performance: The board will collect the following information:

- Annual audit, budget for the year, fund balance
- Monthly financial reports including balance sheet, statement of activities, budget to actuals and cash flow projection.
- Funds spent in a manner that aligns with the school's vision and core values.

Parent/Community Outreach: The Board will collect the following types of information:

- Newsletter to Parents, Back to School Night, Opening of School Activities, PTO, Parent Resource Room, Parent Conference, School Website, Community Forum, Coffee with the CEO, Parent Walkthroughs, Parent Surveys
- Most information will be sent to board members as the events happen. Board members will visit the school. Results of surveys will be sent to members.
-

Members will individually score the CEO, discuss rationale behind member's score, and reach consensus.



The Board will also assess their own strengths and weaknesses through a self-reflective and 360 process. The 360 evaluation will include feedback from staff, administrators, parents, community members, and high school students. Prior to implementation of the 360 approach, the Board will receive training on the process, including but not limited to, how to analyze the data, and what to do with the results. The information from the Board evaluation will be used to tailor capacity-building efforts for each Board member.

4. Describe the process by which your board identifies potential conflicts of interest before making decisions.

The Board of Directors adopted a Conflict of Interest Policy on Monday, October 8, 2018, that delineates the expectations to avoid conflicts of interest. The policy covers the purpose of having a conflict of interest policy; pertinent definitions, such as Interested Person and Financial Interest; Procedures, such as Duty to Disclose, determining whether a conflict exists, addressing the conflict of interest, and violations of the conflict of interest policy.

All board members will be required to disclose any possible conflict of interest to the remaining board members and/or committee members. If conflict of interest is determined, the board member shall not participate in the discussion, deliberation, or voting in that matter. If a board member does not disclose conflict of interest when one exists, the member will be subject to disciplinary action/sanctions.

The adopted Conflict of Interest policy is kept on file.

5. Develop the process by which you will develop and train your board.

The training of the Board of Directors will be led in a democratic process just as other aspects of the NGA. A structure will be designed to allow two-way communication for board members to express their training needs. These methods will include, but not be limited to, surveys, small groups, and one-on-one conversations. The CEO will work with the Board Chair to provide the necessary training to accomplish growth among the board members.

Board members will receive differentiated, whole group, and individualized training sessions. Topics prioritized as training sessions will support the goals of the board. Topics will include, but not be limited to, policy, finance, evaluation of the CEO, board committees, Robert's Rules of Order, Operations, and Audits.

Training sessions will also be embedded into monthly board committee meetings. Board members will attend conferences and attend Bi-annual Board Retreats. The NGA has a board member, Josh LeSage, who has expertise in training charter school boards. Additionally, we will leverage our relationship with the Louisiana Association of Public Charter Schools to secure additional supports for Board development.

Financial Readiness

The NGA plans to use 4th Sector Solutions as the financial back office. 4th Sector will report directly to the School Board of Directors and also inform (working collaboratively with the CEO) of the finances of the school.

The attached budget for The **Next Generation Academy (NGA)** is based on conservative assumptions of enrollment, funding, staffing and operating expenses, based on the extensive school leadership and operating experience of the founding team.

The key assumptions are outlined below. The base budget assumes **400 students** (kindergarten, first, sixth and ninth grade). Projecting to add a grade level per school category each year and expand to 1300 kids to operate a K-12 school at full capacity.

NGA has anticipated a **\$160,000 in start-up grants** for the first year of operation. The school will operate on the per pupil and federal grant funding amounts for all OPSB schools. The board does not anticipate incurring any indebtedness.

The largest cost category is staffing. The Staffing Plan attachment adequately serves the needs of the students attending the school based on the academic program and recruiting plan set forth in this application. The non-personnel expenses are

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consistent with the growth projections of the school in the coming years.

Based on these conservative assumptions, the school will fund its ongoing operations from cash flow and sustain its long-term in compliance with the financial metrics specified by Orleans Parish in its performance framework.

Start-Up

- NGA anticipates start-up funding of **\$165,000** through grants from Charter School Program (CSP). NGA anticipates the CEO/Principal starting March 2020 and the Assistant Principal/CAO starting April 2020.
- The start-up budget also includes funding for stipends for professional development, curriculum for K, 1st, 6th & 9th grade, printer/copier expenditures, as well as office start up supplies.

Operating Revenue

- Paid enrollment is projected to be 400 (**K, first, sixth and ninth grade**) in year 1 and expand one grade level per school category per year.
- **MFP is \$10,356 per student** based on the OPSB formula and assuming an average mix of students across each special education tier:

MFP Funding Calculation	\$/Stdnts	FY2019 # Percentage of Students
Base - State	2,056.00	100%
Base - Local	5,365.00	100%
High School	371.00	25%
SPED - Tier 1	1,484	6%
SPED - Tier 2	8,720	2%
SPED - Tier 3	13,915	2%
SPED - Tier 4	16,141	1%
SPED - Tier 5	22,264	0%
Debt Service	818	100%
ELL	2,226	5%
Overage	1,670	2%
Continuation Pay Raise	727	100%

- **Local MFP** also includes **\$818 in debt service** funding for operating in a non-district building.
- MFP revenue (and operating expenses) are projected to inflate at 1.5% per year.
- **Title I** is projected at **\$911 per student**. (**NGA** Schools will operate as its own LEA.) Beginning in year 2 Title1 is based on the prior year count.
- **Title II** is projected at **\$130 per student**, **Title III** at **\$21** and **IDEA** at **\$351**.
- Federal Food Service assumes 95% lunch eaters, 75% breakfast eaters, 95% free & reduced lunch.
- E-Rate: Assumes \$9,000 for 25% of technology consultants and 90% of telecommunications costs.

Personnel

- The staffing plan for year 1 includes
 - **16 regular education teacher(s), 4 special(s) (curriculum enrichment teachers), 4 special education teacher(s), 1 SPED Coordinator(s), 1 social worker(s), 1 teacher aide(s), 1 counselor(s), 1 nurse(s), 1 psychologist(s) and (1) ELL teacher.**
 - The leadership team includes a CEO, an Executive Assistant, a Chief Academic Officer, a Data Manager and 1 office support position.
- In year 1, **teacher salaries** assumed to average **\$46,000 annually**.

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- The total number of **regular education teachers grows at 4 per grade level per year**. Special education teacher increases to **9** in year 2, and **11** in **year 5** through full growth.
- **Medical benefits** are estimated at **\$5,000/FTE** in year 1 with a 2% increase per year. While medical rates are generically increasing faster, we expect this to be offset by savings that come with getting to scale and by potential savings in unemployment and 403(b) costs.
- Assumes retirement contributions of 3% of salaries, with 80% participation.
- Social security & Medicare budgeted at the statutory rate of 6.2% and 1.45%, respectively. Unemployment estimated at 0.55% of salaries. Workers compensation assumed at 0.5%.
- All personnel costs are expected to increase at 2% per year for cost of living adjustments, consistent with the increases projected in revenue.

Non-Personnel

- Instructional materials & supplies for year 1 total **\$20,000**, which is approximately **\$175 per student** to include assessments, software and classroom supplies.
- Curriculum of **\$40,000** in year 1 at **\$150 per student**.
- Instructional equipment and furniture are assumed to be purchased in year one and will include staff laptops, classroom computers, computer labs, core classroom technology, infrastructure and classroom & office furniture.
- Special education purchase professional and technical services are estimated at \$1,000 per SPED student and include consultants for OT/PT, psychologists and IEP evaluation related functions. IDEA funds will be used to support these services in addition to the special education staff.
- Custodial and Maintenance budgeted at **\$123K** assuming a contract for 15 hours of custodial services. The estimated cost per student is approximately **\$307 per student**.
- Transportation estimated at **\$340 per day** per bus in year 1, with **70% ridership**, **plus \$14K for extracurricular activities and trips**.

Operating Surplus

- The school's projected operating surplus in year 1 is **\$76K or 2% of revenue**. Over the five-year charter term, the cumulative surplus is projected to be **\$4.27MM**.

Facility Plan

- The prospective school will be exploring the possibility of using an existing Orleans Parish school that is not currently occupied or identifying and leasing commercial space suitable for K-12 education in New Orleans. School leadership is working with former and current OPSB facility management to identify schools that would be suitable. At the same time school and board leadership is working with a commercial real estate agent to identify space at local universities, the Diocese and elsewhere.
- The leadership of the school would eventually like to purchase an existing building to renovate or land to build a facility tailored to the unique programming of the school but recognize the costs and financing of a project able to accommodate 1,300 students.

Facility Requirements

- The school will run a 4-section model, the first year, with 100 students per grade level K, 1, 2, 6 and 9. Our ideal facility would fit 4 sections of each grade K-12. We understand that many facilities in the city are not big enough to accommodate our 4-section model, and if necessary, we can could split the facility between two buildings K-8 and 9-12 adjust our model to fit a type OPSB building. Our intervention model is largely



based around small group, so we will need small group pull-out space for reading and special education. We expect to also have special programs for high-needs students, and therefore, we would require 2-3 self-contained SPED rooms. We will also need classrooms for our embedded enrichment classes. Ideally, we would have an outdoor space and gym as well. Finally, the facility will need to be compliant with the American with Disabilities Act.

Returning Applicant Groups (if applicable)

1. Describe the activities that your founding team has conducted since your last application to improve your readiness to start a charter school.

- **School Visit to Democracy Prep High School - Friday, September 30, 2018**
The NGA team visited Democracy Prep High School in Harlem, New York. This school was chosen for its similarities to the NGA. It has a strong civic component within their curriculum, a democratic culture, a diverse student body and staff, and high academic achievement. During the course of our visit, we were able to observe classroom instruction, grade level town hall meetings, and the enthusiasm of the students. Civic topics were woven into the core subjects. Student ownership of the culture was prevalent throughout the school. The principal and her team made themselves readily available to us for discussions and debriefings.
- **School Visit to Lake Forest Charter School - Wednesday, February 6, 2019**
Lake Forest Charter School is one of the premiere elementary schools in the entire state of Louisiana. Its student population mirrors the majority student population of Orleans Parish Schools, which is African American. The student population also reflects the New Orleans East community in which the school is located. During the school visit, the NGA team was escorted by the principal, Ms. Mardele Early, to every classroom within the building. We were able to make classroom observations and discuss our thoughts with Ms. Early. All teachers were actively interacting with students, and students were engaged deeply into standards-aligned instruction. Classrooms were large, print-rich learning environments that appeared to feel like home away from home for the students.
The visit also included an extremely detailed curriculum and instruction meeting with Ms. Early and the Lake Forest Director of Instruction. During this meeting, in depth discussions took place around chosen curriculum, pacing guides, benchmark and interim assessments, and professional development. Additional topics covered with Ms. Early were the development of the school calendar, facility needs, school culture, community engagement, and fundraising.
- **Board Retreat - Saturday, February 23, 2019**
A board retreat was held at the Abundant Life Tabernacle in New Orleans. The retreat was led by Board Member Steven Josh LeSage. Mr. LeSage is the proprietor of KCEP Consulting, LLC, a Baton Rouge, Louisiana based company that focuses on charter board training and navigation through the charter approval process. In addition to Mr. LeSage, our Mission Critical Partner, 4th Sector Solutions also presented to the board during the retreat. Topics covered included:
 - Governance
 - Finance
 - Growth and Sustainability
 - Community Advocacy
- **Grantsmanship Grant Writing Course - Monday, January 28 through Friday, February 1, 2019**
The Grantsmanship Center specializes in teaching the required knowledge and ethics that are necessary to write and get awarded grants. Its mission is stated on their website, <https://www.tgci.com/about/our-mission>, as follows: *Our mission is to help private and public nonprofits make better communities. We do that by offering training and publications to help organizations plan solid programs, write logical, compelling grant proposals and create earned income opportunities. We succeed when you succeed at helping those you care about most.*
This was an entire week-long course held in Baton Rouge, Louisiana at the Louisiana State Police Training Academy. It was a hands-on experience of learning their grant model, components of grants, what funders are looking for within a grant proposal, resources of funders, working on an actual grant proposal, and networking.
- **Louisiana Association of Public Charter Schools - Bottom Line Conference, Thursday, February 7 and Friday, February 8, 2019**
This 2 day conference was held at the Country Club Louisiana in Baton Rouge, Louisiana. This conference was comprised of an intimate group of charter educators and staff. The LAPCS organizers and presenters were incredibly knowledgeable and related all content covered to real and relevant circumstances. The LAPCS team was personable



and all presentations were interactive. They were clearly opening the door to establishing a supportive relationship for all organizations in attendance. Pertinent information addressed the following areas, which can be found on the LAPCS website, https://lcharterschools.org/training_event/lapcs-bottom-line-training-winter-2019-baton-rouge/ :

- Managing Managers
- Effective Hiring
- Staff and Board Evaluations
- Succession Planning
- Finance
- Audits
- Fundraising
- Creating a Student-Centered Learning Environment
- Building Relationships with Students
- Establishing External Relationships

- **Congressional Black Caucus Institute - Friday, February 8 and Saturday, February 9, 2019**

This 2-day, by invitation only, conference was organized through Congressman Cedric Richmond's office. It was an interesting opportunity to share the story of the NGA and to meet individuals from all walks of life. It was an incredible networking event that provided access to local, state, and national elected officials, entrepreneurs, and community and educational advocates. Deep dives were taken into the following topics that were easily applied to the charter application process:

- Campaign Strategy
- Communications and Research
- Direct Voter Contact/Community Contact
- The Finance Plan
- Policy and Education Advocacy

- **Book Studies**

Smart, G. & Street, R. (2008). Who: The a method for hiring. New York:Ballantine Books.

Hiring the right teachers and staff to work with students is the single most pressing issue that can make or break an organization. The authors of this book provide a road map to getting the "A Players" on your team. The "A Players" are high performing staff members who are dedicated to the mission and vision of the organization. There is a shortage of highly qualified teachers in New Orleans. Through case studies and relatable scenarios, this book teaches how to conduct a comprehensive and effective recruitment and hiring process.

Bray, B. & McClaskey, K. (2017). How to personalize learning. Thousand Oaks, California: Corwin.

How to Personalize Learning provided an opportunity for practical discussions of how to personalize learning for all students and how to create a culture that is conducive to personalization of learning. The information covered strongly supports the academic model of the NGA. This book study has helped our team to take a deep dive into the development of a democratic learning environment that promotes personalized learning through the following elements: Voice, Choice, Engagement, Motivation, Ownership, Purpose, and Self-Efficacy (Bray & McClaskey).

Kaye, C. B. (2010). The complete guide to service learning: Proven, practical ways to engage students in civic responsibility, academic curriculum & social action. Minneapolis, MN:Free Spirit Publishing Inc.

This is also a practical book to support the academic model of the NGA. Service Learning is a major part of how our students will learn. It presented an instructional road map to maximize the benefits of service learning in grades K through 12. The book covered service-learning standards, stages of service learning, the planning process, reflection, and more. As a result of this book study, we have strengthened our capacity to enrich learning through servant leadership.

- **NGA Small-Scale Pilot**

The NGA Pilot provided after-school instruction to improve constructed responses and introduce students to the real-life issue of homelessness in our community. There were eighteen 1 hour and 15 minutes after-school sessions from 3:15 to 4:30pm. This comes to 1,350 instructional minutes. Through the Gradual Release of Responsibility Model, students will receive Common Core aligned instruction that addresses the writing process through Research Simulation Tasks and reflection. Furthermore, students' learning styles were assessed, and those data were used to differentiate instruction.



Pre and post-writing assessments were created and scored by an external certified Reading/Language Arts teacher to ensure validity of results. The writing assessments were scored according to the Louisiana Department of Education LEAP 2025 Writing Rubric.

Thirteen 8th grade students participated in the pre-assessment writing prompt. The scale scores for the writing rubric go from 0 to 4. Ten out of 13 students scored 0 points, and 3 out of 13 students scored 1 point.

Overall results of students' writings were as follows:

- Did not demonstrate comprehension
- Had no comparison or contrast
- Had little to no text-based evidence
- Did not demonstrate command of the conventions of standard English

It was the goal of this pilot to have students grow/advance a minimum of one point on the writing rubric. Therefore, our work focused on moving the 10 students who scored 0 to a score of at least 1 on the writing rubric and moving the students who scored 1 to a minimum score of a 2 on the writing rubric by the end of the pilot.

We met our goal. Post-test results showed that 9 of the 10 students who scored 0 on the pretest advanced to a score of 2 on the posttest, and the remaining 1 student advanced to a score of 1 on the posttest. Of the 3 students who scored a 1 on the pre test, 2 of them advanced to a 2 on posttest, and 1 advanced to a score of 3 on the posttest. Additionally, student progress was demonstrated in every category of writing: comprehension, comparison and contrast, use of text-based evidence, and conventions of standard English.

The pilot also introduced students to a real-life issue in our city- homelessness. It helped to develop a sense of awareness and empathy.

School Leadership Team Capacity

The experiences that Dr. Cager has accumulated throughout her career has unquestionably prepared her to serve as the Chief Executive Officer/Head of School for the Next Generation Academy. She has always worked to improve teaching and learning and has held certifications in the states of Louisiana, Illinois, and Wisconsin. Her experiences include, but are not limited to, supporting the academic process for students through skilled strategic planning with principals, teachers, parents, and community members, creating and implementing district-wide initiatives, and providing professional development for classroom teachers, principals, and central-office administrators.

She has over thirty (30) years of experience, ranging from Pre-Kindergarten to the University level. Twenty-six (26) of those years are in positions of leadership and management. Her service to diverse school communities has instilled the understanding and sense of urgency that are required to successfully hold the position of Chief Executive Officer/Head of School. She has served as a strong instructional leader in the capacities of classroom teacher, coordinator of instruction, assistant principal, principal, and central office senior-level administrator (Executive Director/Associate Superintendent and Assistant Superintendent), and Superintendent of Schools.

The leadership that she provided as principal of Parkview Academy was characterized by energetic, intelligent, deliberate, and creative decision making. So compelling were her years as principal, Parkview Academy earned the designations of *Most Improved School in the State of Louisiana* for the 1999-2000 school year by the Louisiana State Department of Education and *Learning Styles Demonstration School* by St. John's University Center for the Study of Learning and Teaching Styles and the Oklahoma Institute of Learning Styles. Her accomplishments were documented in several publications.

So serious was the state of affairs in the New Orleans Public Schools in 1999, when the Superintendent position became available, the business community petitioned the State Department of Education for, and was granted, the appointment of a non-traditional superintendent. As a result, the leadership cabinet titles were changed from associate superintendent to executive director. She served honorably and with distinction for two years as an Executive Director/Associate Superintendent of Elementary Schools. She supervised twenty-six (26) elementary school principals and was directly responsible for building their leadership capacity. There were one thousand four hundred thirty (1,430) staff members and fourteen thousand (14,000) students under her overall supervisory authority. During this time, the elementary schools showed significant improvements in LEAP and IOWA scores that were among the best of all sixty-six (66) school districts in Louisiana.

As stated earlier, the various posts that she has held have provided the opportunity to participate in the entire spectrum of education, from the primary level to higher education. As the Assistant Vice President for Student Affairs at Dillard University, she acquired first-hand experience regarding what is needed to assist new students to make a smooth transition from high school to college, as well as guiding students in preparation for the transition from baccalaureate to post baccalaureate or workforce. In our efforts to teach students

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to become lifelong learners, we must work collaboratively with universities to implement programs that will prepare our students for such transitions as early as possible.

As the principal of Thomas Jefferson Middle School, she applied the knowledge and zest that were required to serve as a change agent and improve student achievement, the learning environment, professional development, instructional planning and delivery, and parental involvement. She worked with her staff to implement Saturday School and other interventions that targeted the specific academic needs of our students. Additionally, she conducted daily classroom *walk throughs* and provided immediate feedback to teachers, in writing, to ensure that she was visible and aware of the educational climate throughout the building and the effectiveness of the instructional staff. This daily documentation, along with other school data, allowed data-driven decision making to prevail. Team building and collaboration set a collegial tone of the school building. As a result of these factors, Thomas Jefferson Middle School became the leading middle school in District #60, attaining more of the subtests categories on the ISAT, with significant gains in the academic achievement of our minority population. The successful ranking of Thomas Jefferson Middle School was documented in the March 6, 2007 issue of the News-Sun.

Serving as an Assistant Superintendent in Racine Unified School District, she directly supervised and supported eleven (11) principals between thirteen (13) sites. Under her administration, there were over eight hundred (800) teachers and ten thousand three hundred (10,300) students. This included middle schools, high schools, alternative schools, and virtual programming. The support provided to schools included, but was not limited to, planning school improvement and transformation efforts in all middle and high schools and alternative schools, working with data teams, creating professional learning communities, managing budgets, aligning staff and other resources to students' needs, and addressing daily operation issues. This cabinet-level position also afforded the opportunity to organize and implement district-wide initiatives and garner community support for the purpose of closing the achievement gap and improving teaching and learning for all students. Utilizing an all-inclusive approach, she worked with all stakeholders to ensure that students were on the right track to graduate from Racine Unified School District college and career ready.

In addition to the above instructional responsibilities during the workday, she spent much of her "spare" time working with community and church leaders. These initiatives fostered a strong partnership to improve educational opportunities and support for all students. Through organizing activities such as think tanks for parents and the Empowerment Summit for local pastors and community leaders, she was able to work at the district, school, and community levels to create and implement plans that addressed existing institutional inequities.

During her tenure as Superintendent of Schools for West Harvey-Dixmoor School District 147, which consisted of 1,300 students between four schools in grades Pre-K through eight, she worked collaboratively with the Board of Education, administrators, staff, students, parents, and a variety of educational stakeholders to implement transformative initiatives that included, but were not limited to, 1:1 technology devices for students, blended learning for instructional technology, STEAM, intervention blocks, curriculum guides aligned to Common Core State Standards, Saturday School, Parents' University, parent resource rooms, professional development for learning styles and differentiation of instruction, Parent Key Communicators Committee, and two KaBOOM! Playgrounds.

As the Associate Superintendent for School Leadership and Development for Area II in Waukegan Public Schools, it was with great delight and energy that she worked with administrators, staff, students, and all stakeholders to bring secondary education to a new level. Under her leadership, they delved into transformation at the high school, middle school, and alternative school levels. Career academies, college tours for all 8th and 9th Grade students, Middle School Task Force, Student Leadership Council, Secondary Parents' Advisory Council, and New Administrators' Orientation are just some of the initiatives that she brought to Waukegan Public Schools. Working to improve student achievement and ensuring that all students were on track for college and career prevailed as the driving forces for all of her instructional decisions. Throughout her career, she has been able to demonstrate her knowledge of school improvement, support of staff, parents and community, and her love for students.

After being away from her hometown, New Orleans, Louisiana, for thirteen years, she returned one year and a half ago. Serving as principal of Lake Area New Tech Early College High School was an eye-opening experience. That one year has given her the opportunity to re-acclimatize to the educational landscape of the city. In this brief period of time, she has been able to identify strengths, challenges, and non-negotiables that impact the teaching and learning of our children, as well as our community. It is with deep determination that she intends to be part of the solution to increase student achievement and improve the culture and learning environment for all students in New Orleans.

In every position that she has held, she has demonstrated this particular conviction, *"If it is not good enough for my child, then, it is not good enough for anyone else's child."* She applies this standard to everything within a school district including, but not limited to, the quality of instruction, the atmosphere of learning environments, the preparedness of the instructional staff, the cleanliness of the buildings and restrooms, the quality of customer service, and even the quality of the lunches served. This is the expectation that she communicates and demonstrates through all of her actions.

Supporting data are as follows:

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PARKVIEW ACADEMY

- 99% African American Student Population
- 87% Poverty
- Out scored the District and State on the LEAP 21 Test 1999-2000
- Out scored the District, State, and Nation on the IOWA Test 1999-2000
- School Performance Score of 103 for the 1999-2000 school year which ranked Parkview Academy as a School of Academic Achievement
- Parkview Academy was Most Improved School in the State of Louisiana 1999-2000

ACHIEVEMENT DATA

PARKVIEW ACADEMY LEAP 1997-1998

GRADE 3 LANGUAGE ARTS - PERCENT PASSING

School	District	State
83	73	90

PARKVIEW ACADEMY LEAP 1997-1998

GRADE 3 MATHEMATICS - PERCENT PASSING

School	District	State
82	71	88

PARKVIEW ACADEMY LEAP 1997-1998

GRADE 5 LANGUAGE ARTS - PERCENT PASSING

School	District	State
95	66	85

PARKVIEW ACADEMY LEAP 1997-1998

GRADE 5 MATHEMATICS - PERCENT PASSING

School	District	State
75	70	88

PARKVIEW ACADEMY LEAP 1998-1999

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GRADE 4	ENGLISH LANGUAGE ARTS		
	PARKVIEW	DISTRICT	STATE
Advanced	1.0%	0.5%	1.4%
Proficient	21.6%	6.6%	14.7%
Basic	41.2%	24.8%	39.0%
Approaching Basic	25.8%	25.1%	24.1%
Unsatisfactory	10.3%	43.0%	20.8%

PARKVIEW ACADEMY LEAP 1998-1999			
GRADE 4	MATHEMATICS		
	PARKVIEW	DISTRICT	STATE
Advanced	0.0%	0.8%	1.7%
Proficient	5.2%	2.8%	7.8%
Basic	35.1%	14.8%	31.7%
Approaching Basic	28.9%	19.3%	24.0%
Unsatisfactory	30.9%	62.4%	34.8%

PARKVIEW ACADEMY LEAP 21 1999-2000			
GRADE 4	ENGLISH LANGUAGE ARTS		
	PARKVIEW	DISTRICT	STATE
Advanced	2.5%	0.9%	1.8%
Proficient	22.8%	7.0%	14.4%
Basic	57.0%	24.8%	39.4%
Approaching Basic	12.7%	24.4%	24.8%
Unsatisfactory	5.1%	42.8%	19.7%

Orleans Parish School Board

Spring 2019 Charter School Application



PARKVIEW ACADEMY LEAP 21 1999-2000			
GRADE 4	MATHEMATICS		
	PARKVIEW	DISTRICT	STATE
Advanced	3.8%	0.8%	1.6%
Proficient	27.8%	4.1%	10.0%
Basic	55.7%	21.9%	37.2%
Approaching Basic	6.3%	19.8%	23.0%
Unsatisfactory	6.3%	53.4%	28.3%

PARKVIEW ACADEMY LEAP 21 1999-2000			
GRADE 4	SCIENCE		
	PARKVIEW	DISTRICT	STATE
Advanced	0.0%	0.3%	1.1%
Proficient	16.5%	3.0%	10.9%
Basic	68.4%	19.0%	39.6%
Approaching Basic	11.4%	31.0%	30.1%
Unsatisfactory	3.8%	46.8%	18.2%

PARKVIEW ACADEMY LEAP 21 1999-2000			
GRADE 4	SOCIAL STUDIES		
	PARKVIEW	DISTRICT	STATE
Advanced	2.5%	0.3%	0.9%
Proficient	54.4%	3.6%	10.1%
Basic	27.8%	20.6%	42.2%
Approaching Basic	8.9%	21.7%	23.0%



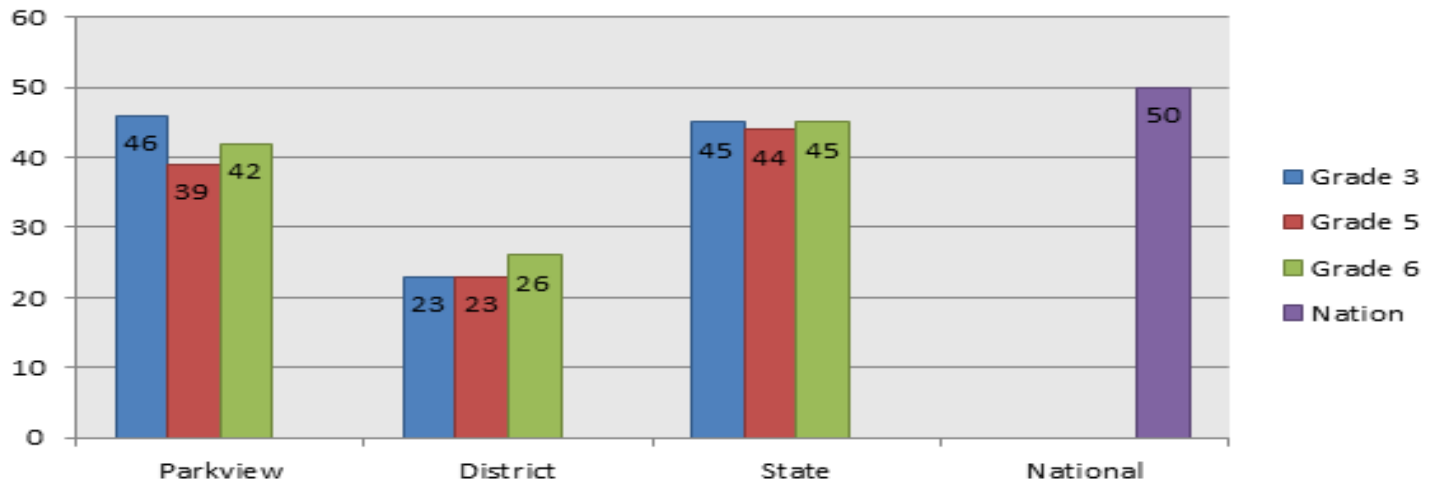
Unsatisfactory

6.3%

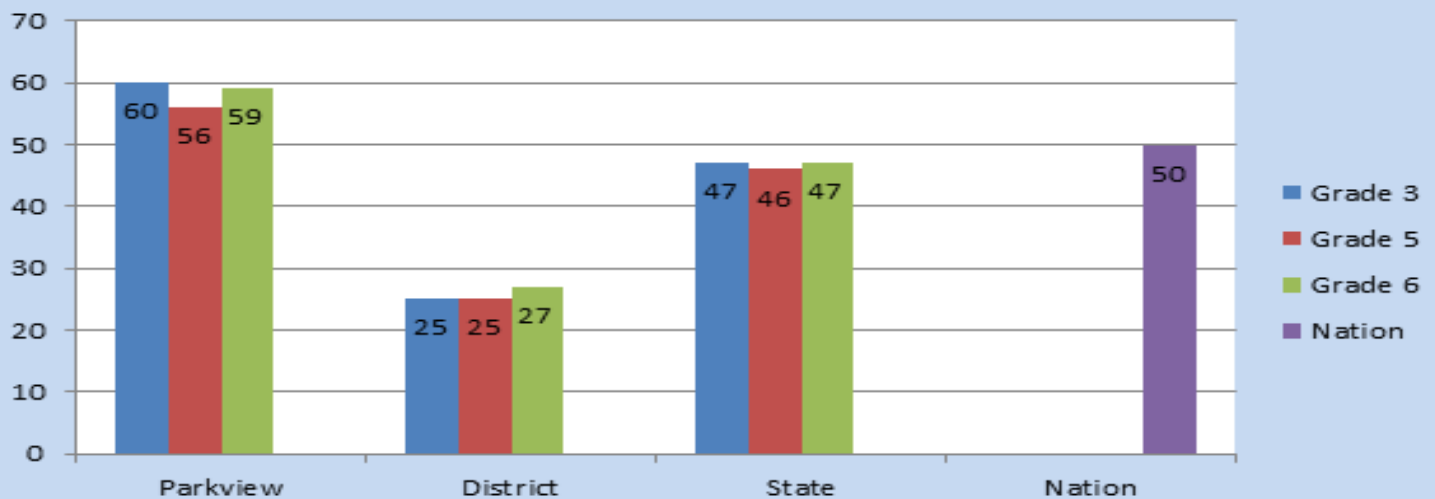
53.7%

23.8%

PARKVIEW ACADEMY THE IOWA TESTS 1998-1999



PARKVIEW ACADEMY THE IOWA TESTS 1999-2000

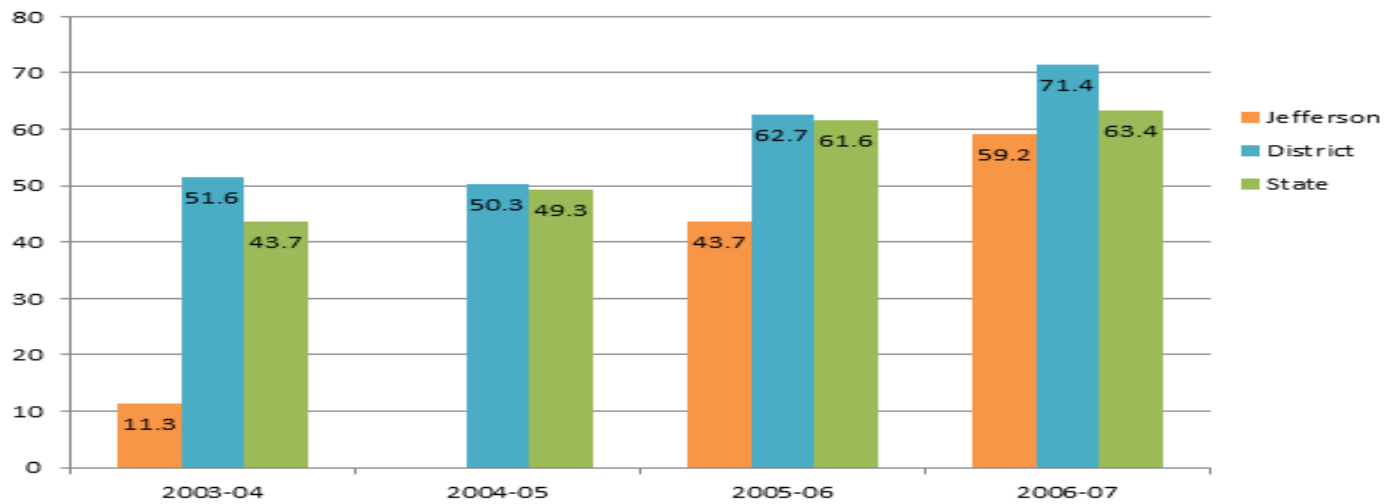


THOMAS JEFFERSON MIDDLE SCHOOL

- Went from a low performing school to the leading middle school in Waukegan District 60
- Significant growth on Illinois Standards Achievement Test (ISAT) and Illinois Measure of Annual Growth in English (IMAGE) for ELL students
- The 2003-2004 Data are presented as baseline data. My first school year as Principal of Thomas Jefferson Middle School was the 2004-2005 school year.

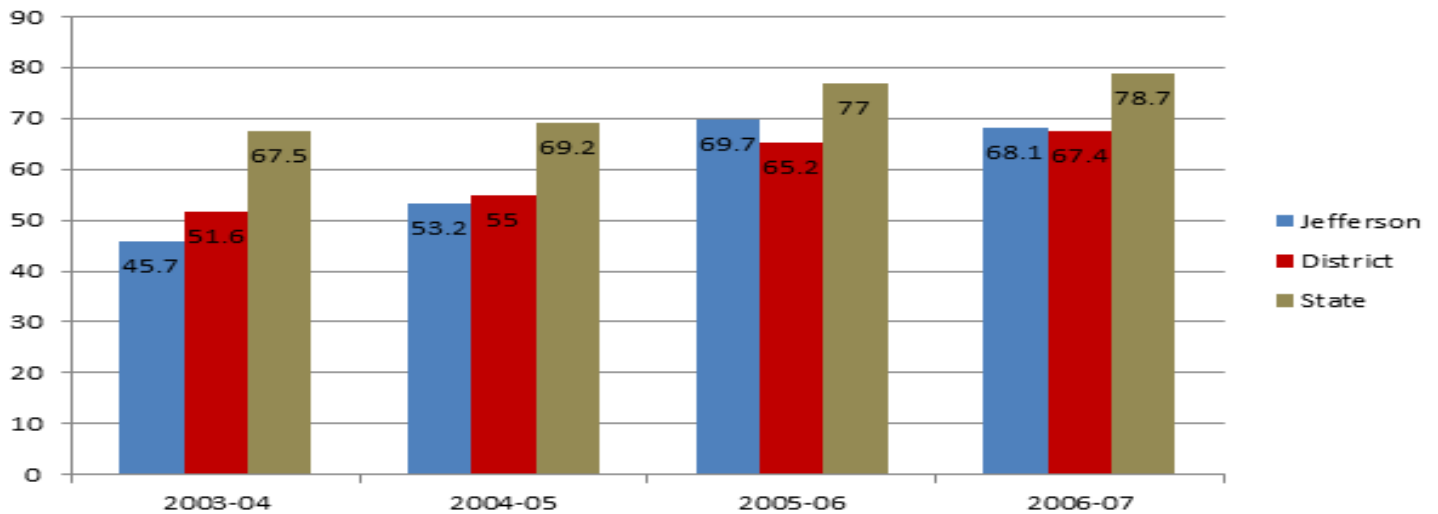


ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH - ELL



School-site data unavailable for the 2004-05 school year

OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



RACINE UNIFIED SCHOOL DISTRICT

- Demonstration of Growth

GRADE 8 WRITING THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION (WKCE)

Percentage of Students At or Above District Writing Proficiency Score

2008-09	2009-10	2010-11	2011-12	2012-13
10.2%	17.9%	47.4%	27.9%	42.6%

32.4% Growth



GRADE 9 ALGEBRA

Percentage of Students Completing Algebra with a Letter Grade of B or Higher

2008-09	2009-10	2010-11	2011-12	2012-13
28.3%	24.3%	33.6%	35.2%	41.9%

13.6% Growth

GRADE 10 WRITING

THE WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION (WKCE)

Percentage of Students At or Above District Writing Proficiency Score

2008-09	2009-10	2010-11	2011-12	2012-13
12.1%	20.9%	28.0%	40.5%	38.0%

25.9% Growth

HIGH SCHOOL GRADUATION RATE

2009-10	2010-11	2011-12	2012-13
66.6%	68.0%	69.8%	72.5%

5.9% Growth

LAKE AREA HIGH SCHOOL

- **High Teacher Turnover Throughout the School Year**- Teacher retention, at all times throughout the school year, was an area of high concern across all grade levels and across all subjects, particularly grade 11.
- Although Spring 2017 data are included in the following tables, I served as Principal of Lake Area New Tech Early College High School for only 1 school year, 2017-2018.

9TH GRADE EOC/LEAP 2025 AVERAGE SCALE SCORES

ENGLISH I		ALGEBRA I	
Spring 2017	Spring 2018	Spring 2017	Spring 2018
N/A	720	684	714

10TH GRADE EOC/LEAP 2025 AVERAGE SCALE SCORES

ENGLISH II		GEOMETRY		BIOLOGY	
Spring 2017	Spring 2018	Spring 2017	Spring 2018	Spring 2017	Spring 2018
683	709	678	710	671	674



12TH GRADE GRADUATION RATE	
Spring 2017	Spring 2018
77%	84.9%

11TH GRADE EOC/LEAP 2025 AVERAGE SCALE SCORES			
ENGLISH III		US HISTORY	
Spring 2017	Spring 2018	Spring 2017	Spring 2018
686	679	681	656

Leila Eames

Over the span of 33 years as a teacher, Title I teacher, Coordinator of Instruction, Professional Development Specialist and my last position was the Executive Director of Federal Programs and Professional Development, in the in the New Orleans Public Schools, I have acquired wealth of experiences at all levels in the education of students. The last position was equivalent to an Associate Superintendent position in New Orleans Public Schools where I was in charge of managing the \$50 million Title I Federal Grant and all professional development activities for the district. In my leadership roles, I supervised more than 150 staff members and provided service to 95 schools receiving federal services were based on data gathered the free and reduced lunch data.

During my time working at the New Orleans Public School Board Office, I participated in the distribution of funds to all schools based on the data provided through the free and reduced lunch report. As the Executive Director of Federal Programs and Professional Development, it was my duty to supervise the Title I schools (those in which children from low income families make up a large percentage of the enrollment). My team worked to recognize the efforts of students, their families, teachers, and school administrators, to break the link between poverty and low academic achievement. Through our efforts, we helped schools to make significant achievement and/or significant progress in closing the achievement gap. As the executive director we listened to data and research that supported early intervention as a tool for closing the achievement gap. Following the research we opened preschool classrooms at every Title I Elementary School. Each class had a full time certified early childhood teacher and paraprofessional. The classrooms had the state of the arts furnishings and age appropriate toys, games, and an early childhood instructional curriculum. Field trips and resources were directed to these classes to support the four-year-old student.

During my tenure in Title I there were several schools to earn the Distinguished Title I School Award, recognition for Academic Achievement at the local, state, and national levels. Many schools went from under achieving to meeting goals and making significant improvement. Annually we were audited by the state and federal auditors. Each year we were found to be in complete compliance. Our team presented at conferences locally, in-state, and nationally on the success of our programs. Under my leadership all Title I Schools became School Wide Schools affording all students the entitlement of the federal funds.

Monique Handy

The co-founder, Monique Handy, has served as a Special Education/Student Support Administrator, which gives her the expertise needed to head and/or manage all of the students and programs that fall under Special Student Populations. Monique has worked collaboratively with the staff of Louisiana Department of Education to assist schools in crisis with Special Education Compliance. While currently working on her doctoral dissertation, the research in which her dissertation is based on is surrounding the student population with exceptional needs. The co-founder's resume is attached for review and relevant job descriptions for the management of the Special Populations programs and/or manager the Coordinator of Student Support Services.

Among other things Monique has taught in the classroom for 9+ years and several of those years teaching 4th grade math at Alice Harte, a high performing open enrollment charter school. During her tenure there her math proficiency scores on the LEAP test ranged between 85% - 90%.

Monique has a passion for empowering youth, especially those in New Orleans, where it is her hope to continue to make a positive impact in students' academic achievements and attainment to a life-long love for learning that will prepare students to become productive citizens in a global society. She feels as though it is part of her duty to meet the educational needs of all students and to ensure that each student's educational experience is personalized, enjoyable and provides viable options beyond high school.