

Site

InspireNOLA is applying for the Dwight D. Eisenhower Elementary School site.

Pre-Opening Plan

InspireNOLA has a comprehensive pre-opening plan that includes the following focus areas: community, parent, and student engagement; staffing; technology and operations; procurement; and professional development. A detailed start-up plan that includes tasks, timelines for completion, and owners for tasks is included as “Attachment 16: Start-Up Plan” of InspireNOLA’s Fall 2017 Charter Application. Additional narratives on the two main priority areas of community, parent, and student engagement and staffing are included below.

Community, Parent, and Student Engagement

If selected as the new transformation operator for Eisenhower, one of InspireNOLA’s immediate priorities will be engagement with the parents, students, and other stakeholders of the Eisenhower community. InspireNOLA will begin with introductory information sessions for both students and parents, held at Eisenhower both during the school day (preferably at lunch) for students and afterhours at multiple times for parents, so that we are about to engage with as many current students and parents as possible. InspireNOLA will also reach out to current students and families through mailings and phone calls, thus providing them information about us as the new operator, introducing them to potential new leadership and staff of the school, inviting them to upcoming events and activities, and informing them of things to prepare for the 2018-19 school year.

InspireNOLA will continue engagement with the current Eisenhower families, as well as prospective students and parents, over the course of the winter, spring, and summer with a variety of in-person events and activities. InspireNOLA plans to host monthly events where breakfast, lunch, or dinner will be provided. These monthly events will give parents an opportunity to meet the leaders and other staff members, learn about the programming and expectations of the transformed schools, and share their feedback and suggestions with network and school leaders. In addition to these monthly events, InspireNOLA will also host a spring or summer festival with food and drinks, music, bounce houses, and other games and activities that will be open and free to the community, thus providing an opportunity the Eisenhower family and surrounding neighbors to learn more about InspireNOLA and engage in community fun.

Recruiting and registering new students will be an ongoing activity that will follow the OneApp timeline and match dates for the Main Round, Round 2, and Late Enrollment. Members of the network and school team will ensure that all newly matched families receive written and oral communication from Eisenhower with regards to registering and other important beginning of year information.

Staffing

An additional InspireNOLA priority is staffing, and InspireNOLA will immediately begin recruiting, interviewing, and selecting school leaders, teachers, and support staff for the school once notified that we are the new operator. Within one week of the selection announcement being made, InspireNOLA plans to host an afterschool meeting that all current Eisenhower employees will be invited to. During this meeting, current Eisenhower staff will learn about InspireNOLA and meet its leadership, as well as receive information regarding the application and hiring process that InspireNOLA will utilize that is specific to current Eisenhower staff. Within the following weeks, InspireNOLA will accept resumes and applications from current Eisenhower staff who wish to return for the following year, conduct interviews and observations, and make determinations on what employment offers will be made.

Concurrently, InspireNOLA will be recruiting and interviewing external candidates and applicants so that Eisenhower is fully staffed with a team of dedicated, talented, and mission-aligned leaders, teachers, and support staff. InspireNOLA will utilize its existing recruitment plan and strategies, job descriptions and posting, interview process, and salary information, all of which are in place and lead to successful hiring at current InspireNOLA schools. From past experience with transformations and operating schools, InspireNOLA recognizes that the school leader and mid-level leaders are critical to the future cultural and academic success of the school, and we are therefore committed to prioritizing these positions in order to find and hire exceptional leaders as soon as possible.

As noted on the Start-Up Plan, InspireNOLA will be also be addressing matters and completing tasks within operations, technology, procurement, and professional development. Please refer to this attachment for further details on the tasks within those areas.

InspireNOLA will focus largely on culture during the first month of operation of the school to ensure that a positive, support, structured culture has been established in order to create an environment that is conducive to learning and growth. At the same time, InspireNOLA will be evaluating the academic capabilities of students through diagnostic assessments, analyzing these results in order to design interventions and stratified classes for students so that we are meeting their individual needs. During the first months of school, InspireNOLA will be discipline referrals, students earning positive behavior incentives, suspension rates, academic progress monitoring, teacher efficacy, and parental involvement, as all of these are key aspects for a comprehensive and effective school program that will lead to transformation.

InspireNOLA has set rigorous yet attainable goals for Eisenhower during the initial charter term. Projected annual goals are shown in *“Academic Performance Goals for Years 1-5”* below, though InspireNOLA will adjust these goals based on the actual performance data of the transformation school from the baseline (2017-18) year. The yearly goals for the duration of the initial charter contract are set based on past progress achieved by Alice Harte and Andrew Wilson, the elementary schools that InspireNOLA currently operates which have similar student populations to the transformation school.

Academic Performance Goals for Years 1 -5

| | <i>Baseline</i> | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|------------------------------|-----------------|----------------|----------------|----------------|----------------|----------------|
| Letter Grade | <i>D</i> | D | C | C | C | B |
| SPS | 55 | 68 | 72 | 76 | 81 | 85 |
| % at Mastery or Above | 15% | 24% | 27% | 32% | 35% | 38% |

InspireNOLA will produce “dashboards” each quarter that show a school-level summary of progress and achievement. When reflecting on progress toward and achievement of goals, InspireNOLA will analyze both holistic school-wide data and subgroup data, ensuring that all students are growing and on track to meeting or exceeding goals. The dashboards usually display high-level, school-wide data so that progress overall can be measured, but a greater focus is placed on subgroup data when reflecting and creating action plans in order to react to and actually use trends derived from data. InspireNOLA will create action plans, as needed, if the transformation is off-track and interventions are needed from the Central Office.

InspireNOLA is confident that Eisenhower will be on track and meeting benchmarks in its first year of operation. However, if InspireNOLA has concerns or is not confident in progress mid-way through the year, a team of individuals from the Central Office will become infused in the daily operations of the school, as needed within the areas of concern. In addition, staff members who are not performing or progressing may be replaced, if deemed necessary, and intensive interventions may be put in place for specific staff members or students, as needed.

Transformation Plan

InspireNOLA’s educational model is focused on four foundational pillars: positive culture, rigorous academics, continuous growth, and accountability. Positive culture focuses on motivating students in a variety of ways that invest them in learning and success, including advisory periods, award ceremonies, academic letter jackets, and positive behavior incentives and celebrations. Rigorous academics encompasses both teaching and learning and includes intentional pacing, consistent lesson delivery, and targeted assessments; it is crucial to our students’ current and future academic success. Continuous growth means that all students and staff members are consistently supported and pushed to do their best, providing structures and developing those at all levels. Lastly, accountability ensures that all members of our schools are striving for and achieving at the highest level by setting ambitious goals and holding all stakeholders accountable to them.

The data that is specific to Eisenhower does not change our actions or implementation of our proven and successful model for academics, education, or transformation. Eisenhower has a student body that is similar in makeup and in size to InspireNOLA’s high-performing foundation school, Alice Harte, and it’s 2016-17 results are comparable to those of Andrew Wilson and McDonogh #42 in their last year prior to transformation. InspireNOLA has proven results in transforming of PreK through 8th grade elementary school and of maintaining a high level of excellence at both the elementary and high school levels, and will be implementing the

strategies and structures that have proven successful all of these situations and environments in order to ensure that Eisenhower experiences the same growth for students.

Experienced Transformation Operator

InspireNOLA has prior experience with in transformation schools, as we assumed operation of Andrew H. Wilson Charter School in 2015 and of McDonogh #42 Charter School in 2017, both of which are transformations. In just two years, Andrew Wilson’s letter grade increase from an “F” to a “C” and its SPS grew by over 30 points. InspireNOLA is implementing similar strategies and approaches at McDonogh #42 during the current school year for its transformation.

The transformation of Eisenhower will be extremely similar to the transformations of our previous two elementary schools. The starting academic level is similar to both Wilson and McDonogh #42; last year, only 14% of Eisenhower students scored “Mastery” or above, compared to 10% at Wilson and 6% at McDonogh #42 in the years prior to InspireNOLA assuming operation. The suspension rate of Eisenhower is actually lower than that of Wilson and 42 in their last year under their previous operators. The student body is also very similar to those served at other InspireNOLA schools, with a similar percentage of students with disabilities (10% at Eisenhower, 8% at Harte, 9% at Wilson, and 8% at 42) and English Language Learners (11% at Eisenhower and 19% at Wilson).

The greatest difference with the transformation at Eisenhower will be that this transformation school is located on the Westbank, where InspireNOLA already has two high-performing and in-demand schools and a high level of community support and involvement. Eisenhower is in close proximity to both Alice Harte and Edna Karr, which enables greater collaboration and support between the campuses.

Community Support

InspireNOLA currently operates five schools in New Orleans, two of which are high-demand and high-performing schools on the Westbank. Alice M. Harte Charter School, InspireNOLA’s foundation elementary school, has received an “A” letter grades for the past four consecutive years, and is a highly sought-after school for enrollment. In the first month of the Main Round of the OneApp for the 2018-19 school year, Alice Harte already has 866 applications. Of those 866 applications, 59% rank Alice Harte as the first choice. This parent demand greatly exceeds the number of open seats that Alice Harte will have for the 2018-19 school year, which is projected to be less than 60 across all grade levels.

The parents of students living on the Westbank, as well as in other areas of the city, continuously voice their frustration of not being able to get into Alice Harte, where there simply not enough seats to meet high parent demand. In assuming operation of another elementary school in close proximity and in replicating the successful and proven model that has led to Alice Harte performing at its high level, InspireNOLA will provide another quality elementary school option to parents who cannot get into Alice Harte.

In addition, InspireNOLA has support from multiple community organizations and elected

officials, including 100 Black Men, New Schools for New Orleans, the Urban League of Greater New Orleans, Nuestra Voz, the Parent Advocators, Rep. Gary Carter, Sen. Troy Carter, and Councilmember Nadine Ramsey.

Community Involvement

As described above, InspireNOLA plans to heavily engage parents and students in decision-making processes for the school. InspireNOLA plans to host monthly events during which current and prospective families will have opportunities to share their concerns, ideas, and suggestions for various aspects of the school, its programming, structures, and other facets, particularly related to culture and academic needs. InspireNOLA believes that a school will only be successful if and when it has the support and involvement of the community, as parents and families are integral parts of a students' holistic educational experience.

In addition to the monthly events that will occur prior to the school year launching, InspireNOLA will also ensure that a Parent-Teacher Organization (PTO) is in place at Eisenhower and that it is an active part of the school community. InspireNOLA will support the PTO with getting starting (or continuing) through promotion to new and additional parents, attending and participating in its monthly meetings, and engaging with its officers when considering opinions for various school decisions. InspireNOLA has also formed a network-level advocacy group that parents and community members have been invited to join, and will seek to add members of the Eisenhower parents and community to it as well.

Special Programs

There are no special programs that Eisenhower currently offers that InspireNOLA intends to discontinue.

| Grade Level | Number of Students | | | | | |
|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|----------------------|
| | Year 1: 2018-19 | Year 2: 2019-20 | Year 3: 2020-21 | Year 4: 2021-22 | Year 5: 2022-23 | Year at Capacity: |
| Pre-K | 40 | 40 | 40 | 40 | 40 | 40 |
| K | 78 | 78 | 78 | 78 | 78 | 78 |
| 1 | 78 | 78 | 78 | 78 | 78 | 78 |
| 2 | 78 | 78 | 78 | 78 | 78 | 78 |
| 3 | 78 | 78 | 78 | 78 | 78 | 78 |
| 4 | 78 | 78 | 78 | 78 | 78 | 78 |
| 5 | 78 | 78 | 78 | 78 | 78 | 78 |
| 6 | 78 | 78 | 78 | 78 | 78 | 78 |
| 7 | 78 | 78 | 78 | 78 | 78 | 78 |
| 8 | 78 | 78 | 78 | 78 | 78 | 78 |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| PLANNED ENROLLMENT | 742 | 742 | 742 | 742 | 742 | 742 |
| MAXIMUM ENROLLMENT | 796 | 796 | 796 | 796 | 796 | 796 |

Certification

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

 _____ Date 11/28/17

Lead Official's Signature (CEO or Designee)

Jamar McKee Chief Executive Officer
 Print Name & Title of CEO or Designee

 _____ Date 12-13-17

Authorized Governing Board Representative (Board Chair or Designee) Signature

Wayne T. Crockett Board President
 Print Name & Title Governing Board Representative (Board Chair or Designee)

Data Appendix