



Spring 2018 Charter School Application
Threshold for Evaluation Template



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Eligibility Determination & Threshold for Evaluation (Part 1)

Executive Summary

Provide a two to four page overview of your school or network, including:

- (1) Explain the mission and vision of your school. What will your school set out to achieve in the long term, what will success look like, and how will your school get there?
- (2) Include information on what success will look like for students while attending your school, and after they leave your school (The outcomes you will achieve);
- (3) How does your school align with the district’s charter authorizing priorities?
- (4) What are the elements of your educational model that will meet the needs of your target student population?
- (5) Explain why your school would be important to the community in which you are proposing to locate.
- (6) Who will your school collaborate with? What community support has the school generated? Who will your school work with to be well positioned within the city and community?

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

While demographers project that by 2050, the United States population will see a demographic shift, there will be immediate change in the population of youth as early as 2018 when children of color will become the majority of youth age 18years and younger.¹ This changing population pattern means that we must find ways to develop the talents of young men of color in order to increase US ability to compete effectively in a global market.² Sadly, Boys and Young Men of Color (BMOC) are an underutilized talent pool.

President Obama created the My Brother’s Keeper Federal Task Force. Their study laid out the grim facts about the state of BMOC in society. It is argued that most grow up in impoverished households and in communities with disproportionately high rates of poverty. They attend high poverty low performing schools with inexperienced teachers and fewer opportunities to enroll in advanced courses. It is also clear that BMOC have weak employment skills and thus have few options when they hit the job market.³

The Delores Taylor Arthur School is committed to three important outcomes. **First, the student will achieve proficiency in reading and math as demonstrated by a robust regimen of assessment and data driven instruction. Second, the student will have a greater chance of graduating high school by having attended our school. Finally, in the long-term, we expect that our graduates will be prepared to attend college and or be competitive in the job market with the skills required to not merely be competent but to excel.**

Achieving Reading and Math Literacy

¹ Frey, W.H. (2014) *Diversity Explosion: How new racial demographics are remaking America*. Washington, D.C.: Brookings Institution Press.
² Wagner, P.A. & Benavente-McEnery, L. (2006) Education: Misunderstood purpose and failed solutions. *Current Issues in Education*, 9 (2)
³ Barbarin, O.A, Murry, V.M., Tolan, P., Graham, S. & the Boys of Color Research Collaborative (2016) Development of Boys and Young Men of Color: Implications of Development Science for My Brother’s Keeper Initiative. *Social Policy Report* 29(3)



Though BMOG have the ability to become proficient by third grade, most do not. Only 10% of low income African-American boys attain reading proficiency by the fourth grade. Non-poor African-American do not fare much better, with only 26% attaining proficiency for an overall rate of 14% proficiency. This places him behind his Asian, Latino, and White counterparts.⁴

To increase literacy, the school is making a significant investment in reading and mathematics. In addition, research has demonstrated that literacy is enhanced by strategies such as singing, oral storytelling, rhyming, alliteration, blending sounds into words, and segmenting words into syllables and sounds. There is growing evidence that these approaches to engaging boys can effectively contribute to their literacy development.⁵ That level of engagement is not only a component of our approach to literacy but also the reason that all students will take an instrumental music course in grades 9 and 10.

The investments made in English and Math will be supported by small-group skills tutorials and high-dosage tutoring for those students who are in need of remediation.

Increasing Graduation Rates

Compared to their White, Asian, and Latino counterparts and even Black girls, Black boys tend to have the poorest academic outcomes in nearly every area. Black boys are least likely to earn a high school diploma in four years.⁶ There are two important reasons for this. First, the narrative framing Black boys negatively impacts the school experience. This is perpetuated by parents, teachers, and even the boys of color themselves. This has resulted in the perception that Black boys are criminal, lazy, rebellious, anti-intellectual and beyond hope.⁷ Second, the high school experience lacks robust academic and extracurricular activities that maintain the interest of Black boys and provide a meaningful high school experience. Two aspects of our model will address this problem. Initially we will offer professional development programs and parental education that is geared to helping teachers and parents to understand the challenges faced by the BMOG. You will see that we have found a resource in Dr. Tommy Curry of Texas A&M University who will work with us to deliver that education. Our partners at Emory University and The Global Debate Symposium will enable us to deliver a program in debating to our students. You will read in the narrative that at-risk students who participate in debate are overwhelmingly more likely to complete school than their counterparts who did not. The investment that we will make in a music program has significant neurological benefits that will not only improve cognition but increase graduation rates.

Louisiana in general, and New Orleans in particular has seen significant progress in education. There remains a need to specifically and aggressively address the needs of BMOG in this community and The Delores Taylor Arthur School for Young Men is committed to doing so. The problem that we are seeking to address is not born of a discriminatory purpose or any animus towards any group of children but rather our desire to serve the New Orleans area and the students who find themselves at greatest risk. The de facto response to that is educating BMOG.

⁴ Barbarin, O. A. et al, *ibid*.

⁵ Gardner-Neblett, N., & Iruka, I.U. (2015). Oral narrative skills: Explaining language-emergent literacy link by race/ethnicity and SES. *Developmental Psychology*, 51, 889-904. doi:10.1037/a0039274

⁶ Schott Foundation for Public Education. (2010) *Yes we can: The 2010 State report on public education for black males*. Cambridge, MA : The Schott Foundation for Public Education. Retrieved from <http://www.schottfoundation.org>.

⁷ Rowley, S.J., Ross, L., Lozada, F.T., Williams, A., Gale, A. & Kurtz-Costes, B. (2014) Framing Black Boys: Parent, Teacher, and Student Narratives of the Academic Lives of Black Boys, *The Role of Gender in Educational Contexts and Outcomes*: J.B. Benson, Series [http:// dx.doi.org/10.1016/bs.acdb.2014.05.003](http://dx.doi.org/10.1016/bs.acdb.2014.05.003)



The Vision is that The Delores Taylor Arthur School for Young Men will be a leader in the education of boys in grades K-12. In order to reach that end; the school must be a place where;

1. Academic and personal excellence is demanded of the students who matriculate;
2. The curriculum is not merely aligned with Louisiana and Common Core standards but inspires and supports a passion for learning;
3. Innovation is embedded in the culture but begins with the collection and interpretation of meaningful data;
4. Professional development not only means providing teaching strategies but is also designed to create teacher-leaders who will hopefully assume leadership positions in schools of their own;
5. The emotional life of boys is protected as a result of extensive and honest reading and discussion about the unique nature of boys;
6. Students grow through a robust menu of extracurricular activities including music and debating;
7. The staff has the ability and flexibility to meet each student at his needs and coach him to mastery and beyond.

The profile of the young man at the time of graduation from The Delores Taylor Arthur School will be one that is intended to allow him to have an impact upon his community. He will be:

- Proficient in Reading and Math;
- In a position to access one of the pathways to graduation;
- Able to engage individuals in meaningful dialogue;
- Positioned to gain acceptance into a post-secondary program or institution of higher learning;
- Tolerant of the views of others and have the ability to embrace the ways in which people are different;
- More aware of the world beyond his own community;
- Equipped with the skills and desire to be a facilitator of progress and change in his community;
- Prepared to confront challenges and conflict in a way that respects the other members of the body politic;
- Deeply appreciative of the aesthetic world; and
- Physically active and eager to embrace a healthy lifestyle.

Our vision is that 10 years after graduation, our graduates will be moving purposefully down the path towards being relevant and useful men. Like any human enterprise, some will disappoint us while others will meet significant challenges that will slow them down. For the rest, we expect that

1. Most will have completed at least a bachelor's degree with others having completed professional school or earned an advanced academic degree;
2. All will be equipped with the skills to compete in the job market and while most will arrive there after college, some will look for jobs after they graduate from our school. We are confident that they will have the skills to be hired and keep a job.



3. Given the emphasis upon debate, dialogue, and deliberation we expect that our men will be leaders in whatever forum they are in. We expect that in our school they will understand the importance of leadership and that some will aspire to military service.

In order to make the vision a reality, The Delores Taylor Arthur School for Young Men will be unapologetically committed to providing an education in a culture where expectations are high, discipline is demanded, confidence is instilled, and character is non-negotiable. It is stated that good teaching is subversive, meaning that it runs counter to the culture. There has never been a more important time for a band of subversives to commit to educating BMOC.

The recent survey conducted by Orleans Parish School Board indicated that 57% of African-American parents see communication skills as a priority for their children. Our curriculum includes Speech in grades 9-10. In addition, we will offer a robust interscholastic competitive debate and speech program designed to compete at the local, state, regional, and national levels. Currently, the only public school in Orleans Parish that competes at local, state, and one national tournament is Benjamin Franklin. The only schools in the parish that compete consistently and with success at the national level are Isidore Newman, Holy Cross School, and Jesuit.

In addition, we will ultimately be the only all-male charter school in Orleans Parish serving grades K-12. Because boys in general and boys of color in particular have specific challenges and needs, it is important to have schools that protect the intellectual and emotional lives of boys. The Delores Taylor Arthur School for Young Men will be that school.

It is our argument that The Delores Taylor Arthur School for Young Men provides families with another high-quality school choice at a time when we have a number of schools that are struggling or failing. First, the commitment to a rigorous academic program with a holistic approach to educating the student. We have already argued that there is no K-12 school with the mission of educating males in Orleans Parish that is also free of charge. That alone is a unique option for families who desire single-sex education but cannot afford private school. Next, there is a need for high schools with robust academic offerings including Advanced Placement and Dual Enrollment courses. Unfortunately, the schools that have managed to achieve the greatest success in offering these courses also have selective academic admission requirements. Given the problems that we have outlined earlier about the lack of proficiency reached by BMOC in the early years of education, many simply do not qualify for these schools.

It is clear to us that the Orleans Parish School Board is looking to authorize high quality schools that are innovative and demonstrate an ability to produce proficient students who are more than prepared for college and/or a career. A review of this application will reveal that The Delores Taylor Arthur School for Young Men would be an asset to the Orleans Parish School Board's effort to provide strong and dynamic educational opportunities for the families of New Orleans. We feel that we meet focus areas in two of the priorities that OPSB is proposing for 2018-2020.

<p>Priority 2 – Intentionally diverse schools that are representative of the population of New Orleans</p>	<p>We seek to reserve up to 80% of the seats for those students who identify as economically disadvantaged which is consistent with the 81% represented in Orleans Parish Schools in the 2017-18 school year.</p>
<p>Priority 3: Schools, programs, and services addressing youth ages 15 -21 (MS and HS)</p>	



Focus Area 1: accelerated middle and high school settings for overage/under-credited students	The school will offer opportunities for under credited students to accelerate to a graduation pathway through the use of Edgenuity which has a full suite of courses that meet Louisiana standards and fulfill graduation requirements.
Focus Area 2: school programs exploring non-traditional pathways to college and career	The school will offer career pathways in Hospitality, Retail, Culinary and Tourism as well as Maritime to begin. We will expand to others as capacity increases.
Focus Area 3: additional high school capacity, to meet anticipated enrollment growth	We plan to accept 150 students each year in Grade 9 with a willingness to house up to 700 students at capacity.

The Board and Leadership understand that community partnerships are critical to opening and maintaining the school. At this point, the school has begun to develop a Community Advisory Board to assist the President/CEO in the on-going efforts to engage the community. To date, members of the business, legal, academic, and civic communities have been recruited. Paying proper respect to the First Amendment as well as the regulations of 501(c)3 Leadership recognizes that church groups, affinity groups, and other related non-profit organizations can also be helpful. Upon being granted a charter, elected officials in Orleans Parish will receive information about the school and if they are willing the President/CEO will schedule meetings with each to provide further information and garner support. All of this, will be part of a comprehensive development program.

The School has developed a relationship with **New Schools for New Orleans** and has had a number of meetings receiving guidance in the areas of demographics, school budgets, and start-up activities. The Board seeks to continue to explore ways to expand this relationship to include additional support during the start-up and first two years of operation.

Returning Applicant Groups

Applicant groups that have submitted unsuccessful charter applications to OPSB previously are required to complete this section

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

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



Area of Concern	Response	Status
Lack of Detailed Start-Up Plan	Founding team has expanded the Start-Up Plan to specifically include school employees responsible as opposed to only those 4 th Sector.	Plan is included as an attachment to this narrative.
Lack of Start -Up Funding	Founding Team has pursued additional funding opportunities with several entities all of whom will make final funding determinations prior to May.	New School Venture Fund – Lyceum Schools was invited to compete in the second round of the application process. Camelback Ventures – Lyceum is one of 130 organizations remaining out of an original field of 530. New Schools for New Orleans – Lyceum remains in contention for start-up fellowship.
Lack of evidence-based strategies	Founders have developed a relationship with The National Center for the Development of Boys to confirm strategies that are most effective with urban males.	Please see the appropriate response in the Academic Model section of this Narrative.
Legally compliant Special Education program	Professor Rob Garda of the Loyola University College of Law has worked with the Founder to ensure that the school’s approach to Special Education is compliant with applicable federal and state laws.	Please see evidence in the Special Education section of the Common Charter application.
Concern about scale	The Board has made the decision to begin with no more than 150 students as opposed to 450 students.	
Lack of K-6 experience	The Board has made the decision to maximize the benefits of the experience of the founding Leadership Team by opening the school with 9 th Grade and building to 12 th Grade during the first charter application.	
Daily Schedule for the High School	This has been resolved by the description of the student day reflecting the high school schedule.	Several versions of the daily schedule reflective of the student populations we intend to serve are included in the attachments.
Leadership Training	The School Leader (President/CEO) has applied to the Columbia Teacher’s College Summer Principal’s Academy to complete a Mater’s in Educational Leadership.	Byron Arthur was accepted to the Program on February 22, 2018 and would be scheduled to begin in June 2018.



Academic Model

- (1) Describe the academic needs of the student population you propose to serve. Explain how you will set, and measure progress towards, performance goals that put your students on a path towards achieving your vision. Include your plan to gather baseline data necessary to establish goals.
- (2) Describe the concrete structures, policies, and practices that will differentiate your school from options already available to the community you propose to serve.

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

The Founders have made the decision to educate boys. What our experience tells us is that boys have a different approach to learning than girls. The research confirms the distinction.

Troy Kemp, Executive Director of the National Center for the Development of Boys provides a compelling introduction to the argument. “While I describe boys as “objects moving through space,” another educator friend of mine more bluntly described how boys learn and grow: “by crashing into things, whether they are physical objects, ideas, or authority figures.” That is motion, indeed! When you are constantly in motion, you will likely crash into rules, boundaries and sometimes each other. But you also crash into ideas.⁸

This motion and energy that the boy offers to the school environment can make for an incredibly dynamic and alive school environment. Unfortunately, that is not always the perspective of those who teach in coeducational environments. Kemp continues his analysis.

“Without understanding the assets of the male brain, many schools, social programs, early childhood centers, and family-supportive agencies create zero tolerance policies for physical touch that start boys onto the school-to-prison pipeline very early. They avoid dealing with the fact that, by nature, boys move, touch, bump, aggress, and often do not use words the way some people think they should. As the psychologist Michael Thompson, author of Raising Cain, has noted: millions of males are sent to the assistant principal’s office then moved to suspension and expulsion because we do not understand them. Some boys, of course, are misbehaving and need discipline, but after 30 years of research in schools worldwide, Thompson concluded: “Girl behavior is the gold standard in schools. Boys are treated like defective girls.”⁹

Sadly, boys have suffered in the traditional educational environment. The numbers below tell the story as gathered by the National Center for the Development of Boys: Boys account for

- 85% of all discipline problems;
- 75% of students with learning difficulties;
- 67% of D’s and F’s in school;
- 55% of high school dropouts; and
- 40% of college undergraduates.¹⁰

⁸ Troy Kemp & Michael Gurian “Understanding Boys in the 21st Century” National Center for the Development of Boys 2018 pg. 7

⁹ Ibid page 10

¹⁰ www.understandingboys.org



The differences between males and females in education is further illustrated by the National Center for the Development of Boys.

	Male Brain	Female Brain
Processing	Boys use Gray Matter meaning that they use up to 7X more “localized” brain activity than females. This means that they do not multi-task or transition as well as girls.	Girls use White Matter meaning that use up to 10x more connecting matter. They excel at multi-tasking and connecting words to feelings.
Chemistry	The flow of serotonin and oxytocin leads to boys being more naturally impulsive than girls	The hippocampus or memory storage area is larger in females especially in areas connected to words.
Intelligence	The male brain tends to need more pictures and kinesthetic learning than most schools provide.	The female brain processes words on both sides of the brain, giving girls earlier language and emotive maturation.
Rest	The male brain is naturally set to enter a “rest state” or “boredom state” if his brain is not well engaged in learning or activity.	The female brain is not likely to go to a full shut-down “rest state” even when she is bored.

What should be our approach?

In order to best educate these young men, maximizing the body of research, we feel that there are a number of elements of our model that impact and inform the academic program.

- 1. Our teachers will make space and movement a part of the learning process.** This will be accomplished through classroom arrangements that are not in the traditional rows of desks with limited use of the aisles. In addition, class time will be apportioned in such a way that collaboration and multiple activities will prevent the brain from entering the “boredom state.”
- 2. Classes will engage boys through collaboration and competition.** This end will not only be accomplished through our school-wide emphasis on debate, deliberation, and dialogue but through project-based learning where students will have opportunities to collaborate to solve problems.
- 3. Literacy will include the things that our students love into the reading and writing process.** Our approach to the humanities will not only expose students to great works of literature and history but those contemporary issues and aspects of popular culture that are germane to the course of study.
- 4. A school culture where boys feel confident enough to be vulnerable and engage in intellectual discourse is critical.** With the social pressures of the traditional school environment mitigated, our boys will feel comfortable expressing ideas. In short, it will be ok to be smart.

With the realization that we are dealing with the male brain and its unique demands, the Design Team looked to some of the best practices of the nation’s most innovative and successful schools and adopted those which we have seen most often.



- ✓ The Delores Taylor Arthur School for Young Men will begin with learning goals that are broad, deep, and interdisciplinary across academic, cognitive, social, and emotional areas;
- ✓ The School will give students the freedom and power to own their learning, choosing the pace and type of learning that works best for them;
- ✓ The Delores Taylor Arthur School for Young Men will personalize the learning experience to meet every student based upon where he is, what he needs, and his goals;
- ✓ The School will equip parents to be an active partner with the school and their son(s); and
- ✓ The Delores Taylor Arthur School for Young Men will be a community of togetherness with a diverse group of student learners.

We are confident that there are several aspects of our model that will address the challenges faced by our students.

1. A robust assessment system that yields meaningful data that informs curriculum planning, individual learning plans, and design elements related to the use of time and pace;
2. A comprehensive transition program that will mitigate the challenges faced by students arriving from 8th grade;
3. Innovative scheduling and curriculum planning that will prioritize student autonomy, agency, and mastery; and
4. Integrating two co-curricular programs that have been demonstrated to increase student achievement and graduation rates.

Data and Assessment

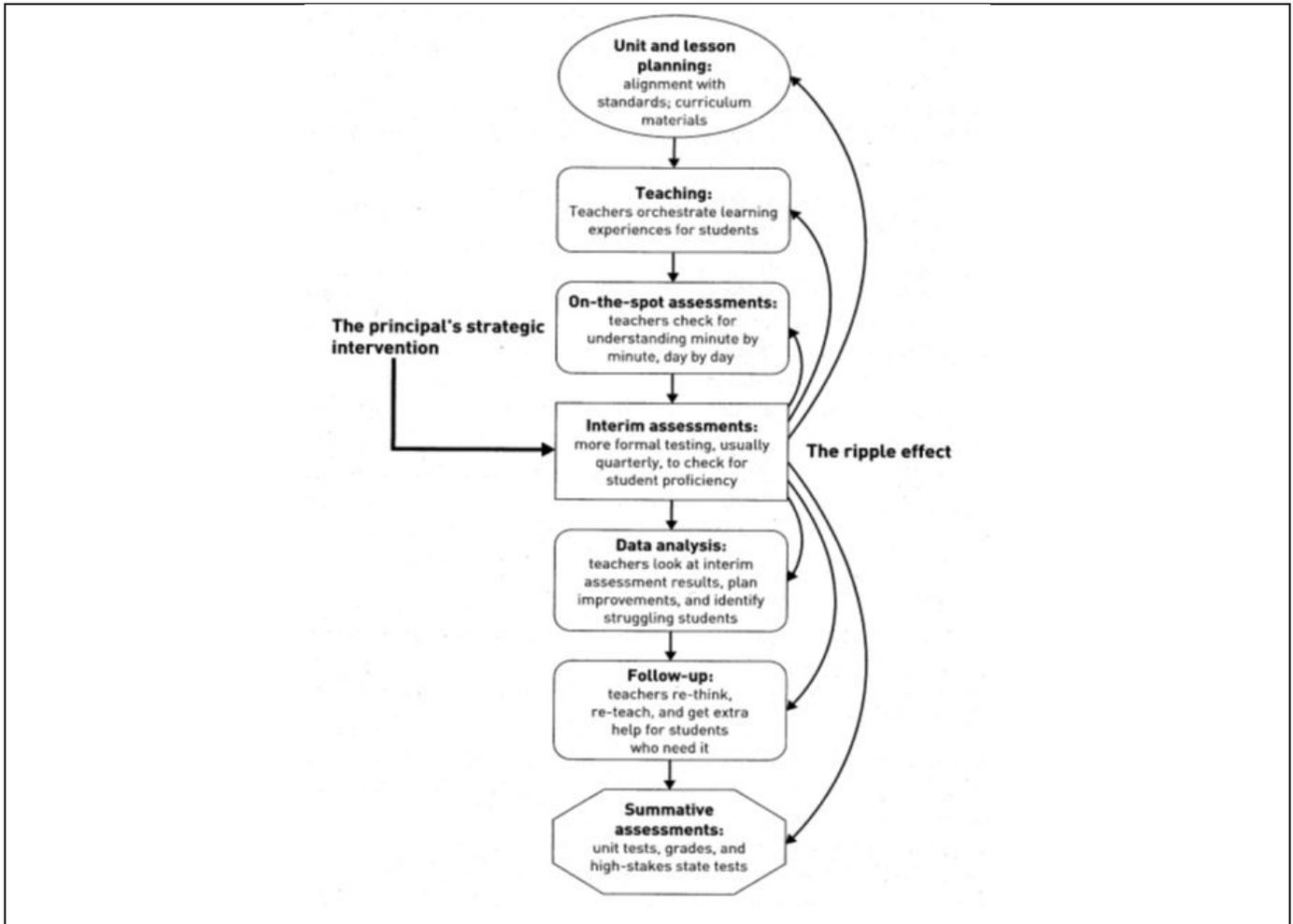
The Delores Taylor Arthur School for Young Men is committed to be a data-driven school. Our thought on this issue is informed by the research of Paul Bambrick-Santoyo of Uncommon Schools resulting in his work *Driven by Data, A Practical Guide to Improve Instruction*. He outlines four principles which will guide us toward being a data-driven school:

1. School leaders and classroom teachers create rigorous interim assessments that provide meaningful data;
2. The school will examine the results of assessments to identify the causes of both strengths and shortcomings;
3. Classroom teachers will teach effectively what students most need to learn; and
4. School leaders will create an environment in which data-driven instruction can thrive.¹¹

Bambrick-Santoyo provides us with a graphic illustration of the assessment process that has been used by a number of very successful schools across the United States. The Delores Taylor Arthur School for Young Men will adopt this process.¹²

¹¹ Paul Bambrick-Santoyo, *Driven by Data, A Practical Guide to Improve Instruction*, Jossey-Bass, San Francisco, 2010

¹² *Ibid* pg. 10



Creating Assessments

The Academic Director will work with teachers to create interim assessments that are aligned to state standards in each course/subject area. Bambrick-Santoyo found that the most effective interim assessment programs are those where the classroom teachers are involved in creating the assessments. At least six weeks prior to the test, the Academic Director and teachers will create assessments. Most important is that the assessments will be created before the teaching begins and all teachers of a particular course/subject area will have an opportunity to review the test at least one month before the test is given.

The administration of the interim assessments will occur every six weeks over a two-ay period.

Examining Results

The key to a successful assessment program is a forty-eight hour analysis process. This was no more evident than in the program created at Greater Newark Academy in Newark, New Jersey. We plan to implement the approach used by



Greater Newark as we will have several interim assessment weeks during the course of the school year. An overview of the schedule of that week is illustrated in the chart below:

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	English Interim Assessments	Math and Science Interim Assessments	Regular Classes	Regular Classes	Regular Classes
Afternoon	Grade Assessments	Grade Assessments	Grade Assessments	Faculty Meeting: Create Action Plan based on results	Individual meetings with Academic Director

When the data is analyzed and action plans are completed, individual meetings with parents/guardians will be held in order to keep families apprised of student progress.

Leadership at Greater Newark found a number of significant changes to the educational process after this approach was implemented. “Teachers were more and more precise in their analyses, doing more line-item analysis and developing a targeted monthly cycle of meetings to address re-teaching of difficult standards. The shift of focus to what was learned from what was taught seeped into every area of the school: principal observations, weekly assessment designs by the teachers, and even grading systems. Re-teaching evolved from occurring during a one-week reteach to being embedded in all six weeks subsequent to an interim assessment. The commitment to the system bore great fruit: Greater Newark Academy had one of the strongest three-year achievement gains in the state, and the school eliminated the achievement gap between its students and the state.”¹³

Software will be used to manage student information and performance, and data will be accessible to teachers, parents, and students in multiple languages. For teachers and administrators, this software will save time by tracking and measuring student behavior, response to intervention, IEP progress, and homework completion in real-time; recording family contact; and informing decisions that affect academic achievement. The School Leadership and teachers will use state test data collaboratively to analyze areas of strength and weakness and to set priorities for each school year. The Board uses the data to oversee progress towards accountability goals and evaluation of the President/CEO. Families use the data to continue to examine the efficacy of the school and support the academic and character growth of their children.

Assessments system provides comparison data for other schools with the same exams, so we can assess our students’ progress relative to their peers. We will also compare The Delores Taylor Arthur School for Young Men scores to students in Orleans Parish, demographically similar schools, charter schools, the city, and the state.

Reporting:

Through the Academic Director, the President/CEO will oversee the assessment system and report on progress toward academic goals to the Board’s Academic Excellence Committee each month as well as to the larger community through family newsletters and the Annual School Report Card. We will also use a range of measures to ensure that key

¹³ Ibid pg. 52



stakeholders, including the Board and the broader community, are informed of the progress of the school and its students. These measures will include:

1. Management report: At each Board meeting, the President/CEO will provide a report on performance indicators at the school, grade, and student level. Indicators include behavior data, interim assessments, state testing (when available), and progress against promotion standards.
2. Accountability plan: Quarterly reports on progress towards Achievement Goals.
3. Annual report: The Delores Taylor Arthur School for Young Men will produce all federal- and state-required reports.

Performance, Promotion and Graduations Standards:

The Delores Taylor Arthur School for Young Men is committed to preparing all students for college success and has set high promotional standards for all grade levels. Promotional standards include demonstrated proficiency on state assessments and successful completion of all courses and exams. ELLs will have multiple learning supports and students with IEPs will have all accommodations and modifications of curriculum as indicated in their plans. This will ensure all students’ ability to meet our high expectations.

The Transition Program

The Delores Taylor Arthur School for Young Men plans to implement a robust program that will be designed to efficiently and effectively prepare the entering student for his upcoming experience. Our program consists of two components: Induction and Intervention.

Induction - Consistent with our mascot, The Airmen, our induction program will be named The Flight School. As the calendar will indicate, the program will occur during the last three weeks of August and the first week of September. Utilizing the conceptual framework of the successful Summer Bridge Program of Prince George’s County Public Schools. The Flight school will address three critical areas of ninth-grade success: 1.) readiness in English language arts and mathematics, 2) orientation to high school life and expectations, and 3) confidence-building social, emotional and academic support for at-risk students.

The academic program of The Flight School will include research techniques, technological literacy, study habits, and the foundational skills necessary for high school success. The induction program will introduce students to the elements of the academic day by having students follow the normal school schedule and assessments that are designed to inform placement and the need for intervention.

Start Up Plan for The Flight School

TASK	Person Responsible	Start Date	Completion Date	Notes
Establish guidelines for communication with students and parents	AD	March 2019	April 2019	



Train all personnel entering data to ensure proper coding	DFO	July 2019	August 2019	
Establish and communicate clear performance goals for students in all content areas	AD	January 2019	April 2019	
Design rubrics and performance reports that communicate student progress	AD	April 2019	May 2019	
Establish Flight School Design Team and build appropriate programs	AD	January 2019	May 2019	This team should also include the, Guidance Counselor, SPED Coordinator and department chairs of English and Math
Procure appropriate materials for those programs that are specific to Flight School	CFO	As available	June 2019	

A model schedule for the four weeks of Flight School will be as follows:

Week One

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 8:15	Students Arrive	Tutoring	Tutoring	Tutoring	Tutoring
8:20 - 8:40	Welcome	House Meeting	House Meeting	House Meeting	Morning Assembly
8:44 - 9:19	DTASYM 101: Creed, Chant, Assembly, House, Uniform	Composition	Study Skills	Literature	Study Skills
9:23 - 10:18	Literature	Study Skills	Composition	Math	Math
10:22 - 1:17	Study Skills	Literature	Math	Composition	Literature
11:21 - 12:16	Math	Public Speaking	DTASYM: School Songs and Traditions	Public Speaking	House
12:16 - 1:11	Lunch	Lunch	Lunch	Lunch	Lunch
1:15 - 2:10	Composition	Math	Physical Education	Study Skills	End of Week Activities
2:14 - 3:09	Physical Education	DTASYM 101: Discipline	Literature	DTASYM 101: All things Athletic	End of Week Activities
3:13 - 4:08	House	Advisory	Professional Development	Advisory	Early Dismissal



Week Two

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 8:15	Tutoring	Tutoring	Tutoring	Tutoring	Tutoring
8:20 - 8:40	Morning Assembly	House Meeting	House Meeting	House Meeting	Morning Assembly
8:44 - 9:19	World History	Composition	Computer Science	Literature	Study Skills
9:23 - 10:18	Literature	Study Skills	Composition	Math	Math
10:22 - 11:17	Computer Science	Literature	Math	Composition	Literature
11:21 - 12:16	Math	Public Speaking	World History	Public Speaking	Computer Science
12:16 - 1:11	Lunch	Lunch	Lunch	Lunch	Lunch
1:15 - 2:10	Composition	Math	Physical Education	Study Skills	Showcase
2:14 - 3:09	Physical Education	Computer Science	Literature	Computer Science	Showcase
3:13 - 4:08	House	Advisory	Professional Development	Advisory	House

Week Three

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 8:15	Tutoring	Tutoring	Tutoring	Tutoring	Tutoring
8:20 - 8:40	Morning Assembly	House Meeting	House Meeting	House Meeting	Morning Assembly
8:44 - 9:19	World History	Composition	Physical Science	Literature	Computer Science
9:23 - 10:18	Literature	Computer Science	Skills Tutorial	Math	Math
10:22 - 11:17	Physical Science	Literature	Math	Skills Tutorial	Literature
11:21 - 12:16	Math	Design Lab/Free Time	World History	Design Lab/Free Time	Design Lab/Free Time
12:16 - 1:11	Lunch	Lunch	Lunch	Lunch	Lunch
1:15 - 2:10	Composition	Math	Physical Education	Computer Science	Showcase
2:14 - 3:09	Music	Music	Literature	World Languages	Showcase
3:13 - 4:08	House	Advisory	Professional Development	Advisory	House



Week Four

	Monday	Tuesday	Wednesday		Thursday	Friday
7:30 - 8:15	Tutoring	Tutoring	Tutoring	7:30 - 8:15	Tutoring	Tutoring
8:20 - 8:40	Assembly	House	House	8:20 - 8:40	House	Assembly
8:44 - 9:19	English I	PE	Science	8:44 - 10:14	Humanities (English/History)	Math
9:23 - 10:18	World History	English I	Music	10:24 - 11:54	Science Lab/Skills/Free	PE/Skills/Free
10:22 - 11:17	World Languages	History	English I	11:54 - 12:53	Lunch	Lunch
11:21 - 12:16	Speech	World Languages	World History	12:58 - 2:28	World Languages/PE	Design Lab
12:16 - 1:11	Lunch	Lunch	Lunch	2:38 - 4:08	Music/Speech	Showcase/Professional Development
1:15 - 2:10	Math	Design Lab	World Languages			
2:14 - 3:09	Science	Math	Speech			
3:13 - 4:08	Music	Science	Math			

During weeks 1 - 3 between the hours of 4:30 and 7:00, each student and his parent(s)/guardian(s) will meet with a member of the staff who will serve as that student’s advisor. Together they will complete an interest inventory and establish a plan for the student which will be updated during the year as appropriate.

Week 4 will begin the after-school program which will include tutoring as well as extra-curricular activities. On Sunday following Week 4, the Fall Convocation will be held which will mark the “graduation” from Flight School where each new student will officially receive his blazer marking his formal and ceremonial entrance into The Delores Taylor Arthur School for Young Men community.

Parent Academy will also be a very important part of the induction component. These classes will be offered on Tuesday and Thursday of each week during Flight School from 5:00 - 7:00. For those who are unable attend during the week we will offer the sessions for the week on the following Saturday from 9:00 - 11:00 and 12:00 - 2:00. For those who work at each of those times, we will make video available on our website. Looking to the Connecting Parents to Educational Opportunities (CPEO) Program implemented in Minneapolis Public Schools we will give parents/guardians information in the following areas:

- How the school functions and operates
- Standardized tests and assessments
- How to calculate GPAs
- Understanding report cards



- How to effectively communicate with principals, teachers and other school staff
- How to prepare for college
- Parent-teacher conferences
- The Parent - Teacher Organization
- Volunteer opportunities
- Using the Parent Portal
- Final Destination - The University
- Classes that are academically rigorous
- High school planning chart
- Reviewing other important requirements and programs
- ACT and SAT
- Review of academic plan with counselor
- Discussing higher education options
- Financial Aid
- Other areas as determined by need and final formulation of the program

The Parent Academy will continue throughout the school year with information being shared via a combination of face to face meetings, printed information sent home, and via electronic means (email and website). At the heart of our program is the book *Smart Parents, Parenting for Powerful Learning*¹⁴ which gives parents strategies for partnering with schools in an effort to support the learning process.

The Intervention Program

This is our approach to support those new students who are in need of additional instruction in order to reach proficiency in English and Math. Our approach will be rooted in the following practices:

- Academic support is focused on learning acceleration-standards, instruction, and high expectations.
- Critical thinking, teamwork, technological literacy, and multicultural understanding are embedded throughout the curriculum.
- Time is allocated in all courses for lessons in academic skills such as research practices, study habits, organizational strategies, writing effectively, speaking persuasively, and using technology.
- Teachers model and cultivate executive-function skills-persistence, focus, self-control, planning and confidence that are essential to success in learning and adult life.

At the center of intervention is personalized instruction. Our approach begins with the teachers and tutors who deliver instruction. A caring attitude - encouragement, attention, and positive reinforcement-combine with high expectations to create an environment where failure is not accepted, and standards are not watered down.

The AD will be responsible for collecting detailed data on the learning progress of individual students and student groups. This data includes assessment scores, formative feedback, to conversations with team teachers, support staff, and parents. This data will be used to modify and optimize classroom practice.

¹⁴ Latham, Bonnie, Carri Schneider, Tom Vander Ark, 2016



Personal learning plans and portfolios are used to establish academic goals, incorporate planning and track learning progress.

The Guidance counselor will coordinate teams of teachers, staff, and classmates to form an extended support group for learning while the monitoring of individual and student well-being and progress is shared by multiple teachers and adults in the school.

Our approach to intervention also focuses upon the structures, practices, and professional development that are designed to make certain that students feel well-known, supported and feel a sense of belonging in the Delores Taylor Arthur School for Young Men community. In practice, we will use an Advisory system that will allow students to work in small groups with a staff member which will serve as a group of extended support. The House System provides a larger grouping but as described in the culture section of the application, we will provide a group where comradery and teamwork will be emphasized.

The Skills Tutorial will be an avenue for Tier 2 intervention placing students in fairly homogenous work groups for skill development in ELA and Math as needed. Finally, the schedule has a number of opportunities for one on one intervention including “Zero Period” from 7:45 - 8:30, the lunch period (55 minutes in length on Monday, Tuesday and Wednesday and 59 minutes on Thursday and Friday which allows a portion of the time for lunch and the balance for tutoring if necessary), times designated as Study Hall or Flex Time, After School, and Saturday Academy.

Debate, Deliberation, and Dialogue is a critical part of our educational model. This is executed in several ways. First, speech instruction is part of the required course of study in grades 9 and 10. This instruction will include basic expression, public speaking, oral interpretation of literature, debating, logic, and rhetoric. Second, competitive debating will be one of the house-level competitions and an interscholastic extracurricular with the opportunity to engage bright minds from other schools. The case for offering debating to at-risk students is a compelling one. Susannah Anderson and Brianna Mezuk studied the impact of debate in Chicago public schools from 1997-2007. The researchers placed students into five groups based upon their risk of not completing school. This revealed that **debaters overall are 3.1 times more likely to graduate** irrespective of the risk group. For students in the highest risk group, 72% of debaters graduated versus only 43% of non-debaters. Anderson and Mezuk offered the following analysis of the impact upon college-readiness:

“Students who participated in debate had significantly higher scores on all sections of the ACT after adjusting to demographic and risk variables. It is noteworthy that debaters in every risk index group were more likely to reach the college readiness benchmark on English, Reading, and Science sections of the ACT.”¹⁵

College Board President and new designer of the SAT, David Coleman was a former high school championship debater at Stuyvesant High School in New York. The major changes on the new SAT are modeled after debate methodology such as using evidence to support your answer.

More than 30 years ago, The Barkley Forum at Emory University was at the forefront of creating and funding the Atlanta Urban Debate League (AUDL). Since that time, the average GPA of a debater in the AUDL is **3.23** which is higher than

¹⁵ Anderson, S., & Mezuk, B. (2012). Participating in a policy debate program and academic achievement among at-risk adolescents in an urban public-school district: 1997–2007. *Journal of Adolescence*, 35, 1225-1235.



the College Readiness benchmark. We are proud that Emory University and the Barkley Forum are our intellectual and financial partners.

One of the unique opportunities presented by debating is studying at summer institutes on college campuses. While there are a number to choose from across the country, The Global Debate Symposium directed by Aaron Timmons has agreed to partner with us to give our students these opportunities. This will ultimately enable our boys to spend time on the campus of Colorado College in Colorado Springs, Colorado.

Evidence Based Argumentation (EBA) - is a professional development program that was designed by the National Speech and Debate Association. According to the Association website EBA “supports teachers of all disciplines to create a classroom environment where students regularly practice the 21st century skills of critical thinking, analysis, questioning, and problem solving.” EBA has been implemented in select Boston Public Schools and reviewers studied students at two of those schools. An analysis of Pre- and Post Common-Core aligned EBA assessments found significant increase in student skills as outlined in the College and Career Readiness Anchor Standards. They would include a 27% increase in students who could evaluate an argument, claims, and reasoning on a text; a 35% increase in students who could write arguments to support claims using valid reasoning; and a 32% increase in students who could cite specific textual evidence to support conclusions (National Speech and Debate Association, www.speechanddebate.org). We are pleased that The National Speech and Debate Association is our partner in this venture.

Music - The Delores Taylor Arthur School for Young Men is committed to an education steeped in the arts with none being more important than **Music**. Simply put, every boy who is capable of doing so will learn to play an instrument. Instrumental music is part of the curriculum in grades 9 and 10. Research indicates that instrumental music programs are critical for at-risk students. Growing up in poverty has been linked to a number of biopsychosocial challenges, especially language, learning, and literacy. Children whose mothers have lower levels of education are estimated to have heard 30 million fewer words by age three than their peers, and at home to hear approximately two-fifths the number of different words per hour than their peers, reflecting a reduction in both the quantity and quality of the linguistic experience.¹⁶ A lack of linguistic input can stymie the development of literacy skills, eventually scaling to a large series of cognitive domains.¹⁷ Improvements in these biological domains are associated with instrumental music training in an at-risk population. The importance of music for students is well-documented. Perhaps one of the most compelling stories is that of the Harmony Project which partnered with Northwestern University to bring music programs to students in underserved communities. A study funded by the National Association of Music Merchants (NAMM Foundation) and the GRAMMY Foundation revealed that **despite a dropout rate of 50 percent or more in their neighborhoods, 93 percent of Harmony Project seniors have gone on to college since 2008**, www.eurekaalert.org.

Graduation Rates

This is the one area where information was available for African-American males in Orleans Parish but only for two years. Our first class will not graduate until 2023.

¹⁶ Hart, B., & T.R. Risley. 2003. “The Early Catastrophe: The 30 Million Word Gap by Age 3.” *American Educator* 27 (1): 4–9.

www.aft.org/pdfs/americaneducator/spring2003/TheEarlyCatastrophe.pdf

¹⁷ Ritchie, S and Bates, T, Enduring Links from Childhood Mathematics and Reading Achievement to Adult Socioeconomic Status *Psychological Science Online* First, published on May 2, 2013 as doi:10.1177/095679761246626



Our targets are listed below:

2014	2015	2023	2024
OPSB - 64.9	OPSB - 67.5	DTASYM - 72.0	75.0

ACT Scores and College Readiness

This is a data set where we were able to find African-Americans in Orleans Parish as a whole for 2017. The Orleans Parish average for this sub-group was 17.8. The national average was 17. Urban Prep, an all-male charter in Chicago has an ACT of 20. This is an increase over a five-year period from a starting point of 16. In addition, the average for economically disadvantaged students in Orleans Parish was an identical 17.8. We feel comfortable using that as our baseline.

2017	2022	2023	2024
Orleans Parish African Americans and Economically Disadvantage 17.8	18.0	19.5	21

Our confidence that we will have significant growth is not only rooted in our academic approach but in our willingness to invest in the Test Prep Program of Mr. Alex Gershanik of The Power Courses as part of our College and Career Readiness Program.

End of Course Exams

The most comprehensive data for these exams is parish wide for the 2013,2014, and 2015 Tests. We will look to the data for economically disadvantaged students in Orleans Parish for each of the years. The percentage of students scoring Good or Excellent is shown below.

	2013	2014	2015
Algebra I	44	51	49
Biology	35	52	44
English II	47	53	52
English III	26	41	43
Geometry	33	46	53
United States History	38	49	52

When you look at African American Students in Orleans Parish during the same period of time, the results are not dramatically different.



	2013	2014	2015
Algebra I	44	49	48
Biology	35	50	44
English II	47	49	53
English III	27	41	44
Geometry	34	45	53
United States History	39	48	52

The students who enroll in the Delores Taylor Arthur School for Young Men will take the new 5-level LEAP 2025 assessments. These are our goals and metrics for the first five years of our charter contract.

	2020	2021	2022	2023	2024
English I	48	53	58	63	68
English II		58	63	68	73
Algebra I	40	45	50	55	60
Geometry		45	50	55	60
United States History			52	57	62

Our goals for SPS, based upon LEAP 2025 results, ACT scores, LAA 1 achievement levels, and strength of diploma are as follows:

	2019-20	2020-21	2021-22	2022-23	2023-24
Score	66.4	70.1	77.9	81.3	87.3
Grade	C	C	B	B	B

Enrollment Plans

The student population that you describe should be consistent with the enrollment projections that you provide in your proposal overview

- (1) Demonstrate through the use of data that the student population that you wish to serve exists.
- (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. You may provide evidence in **Attachment 1**. **Attachment 1** will not count against the page limit.
- (3) Describe any mission specific admissions priorities, preferences or requirements, your school would seek to offer as well as any criteria used to participate in these programs. [Mission Specific Criteria must be approved through a separate application process following charter approval]

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



The Delores Taylor Arthur School for Young Men is committed to providing a free and equitable education to the young people of New Orleans. Our mission is unapologetically the holistic education of urban males. With that being said, we recognize and adhere to civil rights jurisprudence and do not discriminate in the admissions or educational process.

Our target population is a significant population in Orleans Parish Schools. Based on 2017 - 18 enrollment figures 48,545 students were enrolled in schools.¹⁸

	Male	Female
Total	23,413	25,132
Economic Disadvantaged	18,730	20,106
Black	18,729	20,104
White	2090	2,244
Hispanic	1,785	1917

As we look to our charter contract, it is evident that the need for our school will only increase.

Here is a look at the recruiting pool over the next five years:

DTASYM Class/YEAR of Entrance	2019	2020	2021	2022	2023
Current # of Males	1670	1797	1857	1975	1973
Economically Disadvantaged	1353	1455	1504	1599	1598
Black	1335	1437	1480	1579	1578

Because we are applying to be a Type 1 Charter located in Orleans Parish, the school will be part of the One App enrollment process. We will have as our priorities for admission 1) Economically disadvantaged or “at risk” for up to 80% of the seats available; 2) Siblings; 3) Geography; and 4) All other applicants.

All students deserve a quality education regardless of emotional or physical challenges. As such, we would see anywhere from 10 - 15% of our school falling into the category of disabilities with 10% of the population being classified as Gifted and Talented. (These numbers are based upon the latest demographic information available through the Louisiana Department of Education.)

The advantage that The Delores Taylor Arthur School will have is that we will enjoy a unique position in the market as an all-male charter school. It is our belief that we will be appealing to our target populations by making the following arguments/promises:

¹⁸ Orleans Parish School Board Accountability Committee, Citywide Demographic Update, January 22, 2018



1. **We are committed to having a school community that protects the emotional life of boys.** There is a significant volume of research on the unique challenges that boys face during the elementary school years in co-educational environment. Our leadership understands those needs very well. Byron Arthur, the President/CEO has taught boys for the majority of his career in education. Board Chair Anthony Williams has a young son. Stephen Brossette, Mikeal Swift, Lisa Tropez-Arceneaux, John Gerrets, Lauren Clement and Kenneth Lafrance all have sons between the ages of 12 and 21. In addition, we understand the additional challenges faced by the Boys and Young Men of Color (BMOC) and will be utilizing the scholarship of Dr. Tommy Curry of Texas A&M University to train our administration, faculty, staff, and parents.
2. **Our school culture will be one that demands a commitment to success in all areas, adherence to a code of conduct, but also encourages expression and personal growth.** The literature is clear that parents of BMOC are very concerned about the discipline and safety of their boys. We will sell the House Program which we detail in the culture section of this application as well as the Steps to Manhood Program. Both will enable us to not only give their sons a strong academic foundation but build character and give him much needed support in the process.
3. **We will position your son to graduate from high school and be ready for success in college and beyond.** As articulated in the Mission and Vision section of our application, most BMOC who fail to graduate on time or at all do so because the school fails to maintain their interest through advanced course offerings or robust extra-curricular activities. Our curriculum will offer qualified students an opportunity to take AP courses across a wide variety of disciplines as well as our commitment to music and debate both of which have been quantitatively shown to increase graduation rates among our target population.

The Delores Taylor Arthur School for Young Men will employ a multifaceted approach to recruiting students. The strategy will be to articulate the school’s mission and vision with consistency and frequency. This approach will be done in the following phases listed below. This timeline assumes approval in June 2018.

Activity	Person Responsible	Additional Team Members	Begin Date	Target Completion
Face to Face meetings with community opinion leaders and those with school-age boys	B. Arthur	Board Members	June 2018	On-going
Finalize corporate Identity and complete promotional materials	B. Arthur	L. Clement	June 2018	September 2018
Finalize Recruiting Budget	B. Arthur	J. Gerrets and C. Bridges	January 2018	Complete
Reserve domain name	B. Arthur		Jan 2017	Complete
Develop a list of community organizations and affinity groups	L. Clement		May 2017	On-Going



Schedule presentations to groups and community organizations	L. Clement	Board Members	September 2018	On-Going
Collect letters of interest from families who fit the target population	M. Swift	Board Members	May 2017	On-Going
Engage a media consultant to “pitch” the story of this unique educational opportunity	B. Arthur		September 2018	On-Going
Development of school website	B. Arthur		June 2017	On-Going
Paid Media Campaign	B. Arthur	Media Consultant	October 2018	On-Going
Schedule information sessions in strategic locations.	L. Clement	Board Members	November 2018	May 2019
Utilize our neighborhood partners/captains to schedule meet and greet sessions at individual homes	B. Arthur	Advisory Board Members	November 2018	May 2019
Facility Tours	B. Arthur		December 2018	On-Going
Develop a list of families with boys and provide them with useful information about raising boys via email or post card	B. Arthur	L. Clement and M. Swift	August 2018	On-Going

As the awareness campaign continues, the student enrollment process is explained below. It assumes that the One App process has a similar timeline as in 2017-18.

Date	Activity	Notes
Early November 2018	Application Launches	



November 2018 - January 2019	Open Houses	The strategy is to have members of The Leadership Team who have been identified as well as Board Members host an Open House at strategic locations around the city to pass out information and discuss the unique elements of our educational program one night each week for three weeks. If our lease negotiations are complete, we will streamline these and have them on campus if possible.
December 15, 2018	Early Application window closes	
February 23, 2019	Standard Application window closes	
April 9, 2019	Notification letters are mailed out	
April 14, 2019, April 21, 2019, April 28, 2019, and May 5, 2019	Registration Days	Parents and Students will be asked to attend a Pre-Orientation session where they will return their seat acceptance letter as well as other documents required by Orleans Parish and the State of Louisiana.
May 12, 2019	Deadline for Acceptance of seats from Round One Placements	
May - July 2019	Late Round Placements	
July 2019 - August 2019	Registration Days	Based upon need and logistics we will establish additional days for acceptance of seats and submission of paperwork.

Student Experience

- (1) Describe the culture that you envision for your school and the practices that will foster and maintain that culture.
 - a. Describe the steps that you will take to invest staff in the vision and to sustain their investment.
 - b. Define the norms that will shape the interactions between administrators and teachers and among teachers, the reason each norm is important, and the steps that you will take to establish and reinforce these norms.



- (2) Similarly, describe the behavior expectations of your school as well as the practices that will foster and uphold those expectations.
 - a. List and describe the values that will define your student culture. Provide your plan for instilling and maintaining student behavior expectations that correspond with these values.
 - b. Describe the system of policies and practices your school will implement for setting and maintaining student behavior expectations and norms.
 - c. Describe the procedures for due process when a student is subject to removal from the classroom or school, including a description of the appeal process that the school will employ and the plan for providing services to students who are out of the classroom (in-school or out-of-school suspensions) for more than 10 days
 - i. This description should include a list, with definitions, of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be subject to removal from the classroom (in-school suspension) or the school (out-of-school suspension), respectively.
 - d. Describe the practices the school will use to support student’s social and emotional learning, and the alignment between these practices and their impact on student achievement
- (3) Describe the mechanisms and structures available to elevate student voice and leadership at your school.

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

The student culture at The Delores Taylor Arthur School for Young Men will be one that values those concepts that Plato and Aristotle would argue to be essential in any society. The first would be **Justice** “giving each his due.” The practical application of this in school culture will be reinforced by the Code of Conduct (discipline) and in the distribution of honors to those who have earned them. It is our belief that this underlies all human relationships and that our students must understand the concept fully. **Friendship** is the “spontaneous sharing of external goods with others.” This means that we are willing to give out time, talents, and monetary resources to those who are in need. Aristotle is clear that perfect friendships are those of pleasure and utility. In the school community, this is seen in our student service requirement, a willingness to mentor others, or simply sharing in the enjoyment of the company of one’s friends. We believe that the human spirit found in young males must be allowed to breathe and soar and must never be stymied. The Aristotelian concept of the Gentleman is a lead component of the school culture. Aristotle opinion that a gentleman is one who possesses “greatness or magnificence of soul and is worthy of honor.” He was concerned that in any society, a true gentleman was rare. At The Delores Taylor Arthur School for Young Men, he must be the norm. The gentleman is one who is a respectful, disciplined leader who exudes a confidence that is almost regal. This practice is reinforced by the Honor Code, the Dress Code, and the Rules of Etiquette that are “writ large” in the school community.

Excellence is another value that will be part of the daily experience at The Delores Taylor Arthur School for Young Men. The most successful schools educating at risk students are those where expectation of excellence permeates the culture. This will be done in the classroom, on the athletic fields, and in academic competition. In addition, the Monday and Friday assembles will be a venue for the recognition of excellence throughout the school community. Support, coaching, and recognition will form the basis of our pursuit of excellence, participation trophies will not be.



Excellence is a habit and must be practiced each day. The students will be asked to practice excellence through daily routine and structure. The beauty of this environment is that there will be room for expression and individuality in word and thought. The arts and opportunities to articulate one's thoughts throughout the curriculum will satisfy the young man's need to establish his identity. The dress code and expectations of excellence in behavior remind them that they are part of something that is worthwhile and larger than any one person.

To say that this will be culture of high expectations is an understatement. Students will be given the following expectations at the onset and will have them reinforced throughout.

1. It is expected that all students will graduate from college and/or seek and find a career;
2. It is expected that this will be a community of learners where all individuals respect one another; and
3. It is expected that you will lead and serve in the school community as well as the community at large.

Making these expectations “come to life” in the school day is the next step.

The first step is to communicate high expectations and reinforce them each day. Those expectations must be represented in the halls of the school and on posters and bulletin boards in classrooms. To emphasize the road to college, Room 1 will not be referred to by its number but rather by the name of a college or university. In addition, the names of each teacher will be on the classroom door and next to his or her name will be the college or university that is his or her alma mater.

Discipline

In an effort to comply with the model master discipline plan required by RS: 17:252, The Delores Taylor Arthur School for Young Men will implement a plan with a focus on positive behavior intervention. Positive Behavior Intervention and Support (PBIS) is a process for creating school environments that are more predictable and effective for achieving academic and social goals. A key strategy of the PBIS process is prevention. Through instruction, comprehension and regular practice, all members of the school community use a consistent set of behavior expectations and rules. This process is supported by the Louisiana Department of Education.

Our plan for implementation is as follows:

Time	Activities	Parties Responsible
March 2019	PBIS School level leadership team is selected. The team will consist of 7 members - three from the School Leadership Team and four from the faculty including three grade-level lead teachers.	President/CEO



April 2019	Weekend Meeting to establish the positive behaviors desired and the necessary code of conduct that should support those behaviors	PBIS Team
May 2019	Interventions and appropriate consequences are established	PBIS Team
June 2019	A PBIS School Committee will be established. It will consist of 9 members including 5 faculty members 2 parents. This group will be expanded to include 2 students when school starts.	President/CEO and Chair of PBIS Team
June 2019	PBIS School Committee will review the Code of Conduct and offer suggestions to the PBIS Team. Any changes will be approved by the President/CEO and his leadership team.	PBIS Team
August 2019 - May 2020	PBIS Team will meet with groups of stakeholders to determine the effectiveness of the Code of Conduct.	PBIS Team

The school will turn to the Orleans Parish School Board Code of Conduct for the range of consequences, and due process for each student. Discipline for students with exceptionalities is discussed in the Special Student Populations section.

Incidents occurring within the Delores Taylor Arthur School for Young Men community will be placed into one of the following levels.

Level 1 – Matters of a non-threatening nature to be handles by the classroom teacher.

Incident	Intervention
<ul style="list-style-type: none"> • Horse Playing • Eating or drinking in class • Tardiness • Violation of the dress code • Talking in Class • Failure to participate in class • Failure to have proper materials, supplies in class 	<ol style="list-style-type: none"> 1. Warning 2. Contact Parents 3. Loss of Privileges 4. Detention

Level 2 – Incidents that require the intervention of School Leadership because they disrupt the learning environment, compromise the safety of others or illegal.



Incident	Intervention
<ul style="list-style-type: none"> • Using or possessing alcohol • Using or possessing tobacco and/or a lighter • Leaving school without permission • Use of force • Theft without force • Using objects to inflict bodily injury • Bullying • Cyberbullying • False fire alarms • Improper use of a cell phone • Improper use of a computer • Forging a signature • Academic dishonesty 	<p>Suspension</p>

Level 3 – These incidents severely interfere with the health, safety, and learning of others, are illegal and warrant immediate response from Leadership, Crisis Team, and those outside of The Delores Taylor Arthur School for Young Men community.

Incident	Intervention
<ul style="list-style-type: none"> • Battery • Robbery or Burglary • Drugs • Weapons • Acts of a sexual nature • Felony conviction • On-going bullying as defined by Act 861 	<p>Recommendation for Expulsion</p>

The Delores Taylor Arthur School for Young Men will have a culture that is supportive of all its students. This will begin by emphasizing that all are part of the community and that we are there to meet the needs of every member of that community. Throughout the narrative, there are programs and policies that support that end. Students with disabilities and those who are English Language Learners will be included in all activities as appropriate with any necessary accommodations being made towards that end.

Celebration of success is incredibly important. There are several events that are designed to give our school community an opportunity to celebrate. On Monday and Friday mornings, there is a school-wide assembly where we will give announcements that are “for the good of the community” but also to recognize student and teacher accomplishments. On Friday afternoon, the showcase will bring the entire school community together for student performance and/or sharing of work.



The Shield

The Delores Taylor Arthur School for Young Men shield reflects the values of the institution. It bears the School motto which is **Juvenes Ad Meliorem Civitatem** as translated by Latin scholar Brandon Gregoire to mean **Gentlemen striving towards a better community**. The following symbols are found on the shield itself. First the Fleur de Lis which represents our beloved City of New Orleans. In the top left corner of the shield is the star which is an enduring symbol of excellence. The book in the top right stands for knowledge. In the bottom left is a torch and globe which represents the leaders of the global community we expect our men to become. Finally, the heart in the bottom right is representative of a heart for justice.



Airman’s Creed and Chant

The Delores Taylor Arthur School for Young Men has chosen as its mascot the Airman. It is our belief that a school mascot should possess qualities that reflect those that you wish to inspire in the students. The Tuskegee Airman represent an amazing story of success, resilience, and the proper way to approach adversity. Unfortunately, the BMOG is subjected to a narrative which leaves him in a position of anticipating discrimination but with no guidance as to how to deal with such discrimination in a constructive manner.

A critical part of maintaining the student culture will be a code or creed that reminds the student of who he is or what he can accomplish. Eagle Academy utilizes the Poem “Invictus” and asks the student to recite it at every assembly. Because of our mascot choice, we looked to the Airman’s Creed which was introduced by the Air Force in 2007 as part of an effort to invigorate the Warrior mentality in its men and women. We have looked to that creed and adapted it for our use.

While the final version has not been written, here is an example of the creed that will be recited by the students at the start of the morning assembly each day.

I am an Arthur School Airman.
 I am a Gentleman.
 I have answered our Founder’s call.
 I am an Arthur School Airman.
 My mission is to Make my Community a Better Place



I am faithful to a Proud Heritage,
 A Tradition of Excellence,
 And a Legacy of Resilience.
 I am an Arthur School Airman.
 Lover of Knowledge and Wisdom,
 My School's Sword and Shield,
 Its Guardian and Protector.
 I defend my values and principles with my intellect,
 passion, and ability to speak.
 I am an Arthur School Airman.
 Brother, Wingman, Leader
 I will never leave an Airman behind,
 I will never falter,
 And I will not fail.

Specific to the Tuskegee Airmen is the chant that the fighters recited prior to each mission. It is our intention to institute such a chant that the students will say at the end of the assembly immediately prior to attending class. The leader of the chant for a particular day will rotate and selected based upon accomplishment or some other recognition. This is an example of the chant that we are likely to use.

Nothing's difficult, every challenge is an opportunity
 from the last assignment,
 to the last test, to the last minute,
 to the last man,
 WE FIGHT, WE FIGHT,
 WE FIGHT, WE FIGHT,
 WE FIGHT, WE FIGHT,

The House Model will be an important component of education at The Delores Taylor Arthur School for Young Men. The house system has long been utilized at schools in the English-speaking world, having its origin in England. Each student is assigned to a sub-unit within the school where he remains for his entire career.

Oddly, the impetus for offering the House Model is the concept of the urban gang. The attraction or “pull” of the gang is significant for young males. Specifically, what happens in the school building plays a role. Three school variables are very significant risk factors: low expectations for success in school (both by parents and students), low student commitment to school, and low attachment to teachers. Along with school factors, peers have a very strong impact on gang membership. Associating with delinquent friends and unsupervised "hanging around" with these delinquent friends are a potent combination. Important individual risk factors identified in the Rochester study are low self-esteem, numerous negative life events, depressive symptoms, and easy access to drugs or favorable views toward drug use.¹⁹

¹⁹ Thornberry, T.P. 1998. Membership in youth gangs and involvement in serious and violent offending. In *Serious and Violent Offenders: Risk Factors and Successful Interventions*, edited by R. Loeber and D.P. Farrington. Thousand Oaks, CA: Sage Publications, pp. 147-166.



In the case of the Arthur School, the student will be assigned to one of ten houses each with its own symbol and color named in honor of an exemplary male figure in government, sports, civil rights, and the arts. The houses are intended to be a “family within the school” but also the groups for competition in academic and athletic pursuits. Points will be assigned for success in planned competitions, academic recognition, school attendance and community service. At the conclusion of the school year, the house with the highest point total will be awarded the Founder’s Cup. The house will also be the venue for our Steps to Manhood Program which is detailed later in this section. The house model has been used with great success at Eagle Academy in Brooklyn and Eagle Academy in New York both serving urban males.

House Meeting

Three days each week the whole school will go to their respective House area for their meeting. At House meetings, the Heads of House and House staff make every effort to make the students feel comfortable and involve them in House activities. This helps the student to know all the students in this House and engenders a healthy spirit. Appropriate honors are also issued to recognize students who have performed particularly well.

On the last day of the Spring Term, the Founder’s Cup is presented to the winning House at the Spring Convocation.

The **Steps to Manhood Program** is inspired by the need to prepare the young man for life beyond high school. Using the House as a vehicle for delivery when appropriate, the program will be the center of our social and emotional learning. East Palo Alto Charter School has designed a program that has not only produced the intended outcomes but also helped teachers to improve their instructional practices and increase student achievement. The first step will be to assess the climate of the school by utilizing an instrument designed by Six Seconds. Once problem areas are identified, teachers will develop a Social Emotional Learning Plan to be implemented at each grade level. Most standards involve a two-week cycle including an introduction of the standard; guided practice (activities and/or practices that the standard entails); the problem of the week; buddy class (an older student pairs with a younger student to work on activities that reinforce the standard); and reflection through writing, art, or oral presentation.

Activities

A robust menu of extracurricular offerings will be an essential part of student culture at The Delores Taylor Arthur School for Young Men. There is no better way to create connection to the school and build teacher relationships than engaging students outside of the classroom. Extracurricular activities serve the same goals and functions as the required and elective courses in the curriculum. However, they provide experiences that are not included in formal courses of study. They allow students to apply the knowledge they have learned in other classes and acquire concepts of democratic life.²⁰ Students who participate in extracurricular activities have reduced behavior problems. The most dangerous time for bad behavior is the time after school and before parents get home, which is usually the time between three o’clock and seven o’clock.²¹ This is the time when they are at the most risk of committing violent acts and

²⁰ Lunenburg, F. C. (2010, September). Extracurricular Activities. *Schooling*, v1, n1, p1-4. Retrieved from <http://www.nationalforum.com/JournalVolumes/FredC.ExtracurricularActivitiesSchoolingV1N12010.pdf>

²¹ Holloway, J. H. (2002, September). Extracurricular activities and student motivation. Retrieved February 13, 2011, from ASCD website: <http://www.ascd.org/leadership/Extracurricular-Activities-and-Student-Motivation.aspx>



victimization. Students who participate in extracurricular activities are less likely to drop out and more likely to have higher academic achievement. Those students that are at risk of failure appear to benefit even more from participation in extracurricular activities than those who are normal achievers. This is especially important for students who belong to ethnic minorities, students with disabilities, and at risk of dropping out because students in some of these groups have almost a 40% drop out rate.²²

Athletics

We are committed to offering an athletic program with a variety of offerings but with implementation aligned with the enrollment and financial growth plan of the school. There will be both intramural and interscholastic offerings. Below is the plan for implementation over the first five years of the school.

2019-20	2020-21	2021-22	2022-23	2023-24
JV Football	Wrestling	Football	Swimming	Soccer
Basketball	Golf	Baseball		
JV Baseball	Tennis	Bowling		
Cross Country/Track				

Non-Athletic Competitive Organizations and the Arts

Many student organizations are formed as a result of specific student interest. While we expect that the list of activities will be more robust as the school grows, here is a list of those that the school is committed to forming.

2019-20	2020-21	2021-22	2022-23	2023-24
Debate and Speech	Quiz Bowl	Marching Band	Academic Games	Yearbook
Concert Band	Robotics	Theater	Newspaper	
Drum Line	Chorus		Student Ambassadors	
Student Government	Mock Trial			

²²Casinger, J. (n.d.). College extracurricular activities: the history of activities [Article Directory]. Retrieved March 17, 2011, from Article Dashboard website: <http://www.articledashboard.com//Extracurricular-Activities--the-History-of-Activities/>



Staff Culture

School leadership understands that the most important group in a successful high performing school culture is the staff.

It is likely that the faculty population will be a mix of veteran teachers who are continuing to build their careers, young teachers early in their careers who have always wanted to teach, and then those who are fresh out of college who desire to give back but are not certain that they want to make a career in teaching. The school must maximize the talents of all of them towards the end of student achievement.

A strong leader understands that he or she must be looking for his or her successor from the very first days of the school. In the process, some of the individuals trained will advance to leadership positions on our campus while others will go on to lead other schools. We want to give them those opportunities and celebrate their success with them. To have a culture where teachers are thriving several norms are important in the relationship between leadership and staff.

The President/CEO must set the tone in establishing this culture. In addition to approaching the staff with a growth mindset as described in the paragraph above, he must display the following characteristics.

Characteristic	Practice
Have a Growth Mindset for Staff	Involve teachers in the decision-making process; Assign talks and responsibilities to staff that will be consistent with the growth plan
Be a community builder	Encourage collaboration through professional-learning communities; communicate with all staff and not a selected few; schedule individual meetings with staff members to enable them to ask questions, voice concerns, and hear what the leader is thinking
Step out of the comfort zone	Begin open and honest conversations with faculty about tough issues like school culture and staff morale

With that approach, we feel that the staff culture will be one of trust, problem-solving, and collegiality. Of course, the approach of the President/CEO is not enough. There are some additional practices and structures that must be in place to allow and create a strong culture of teacher leadership.

1. There must be consistent communication. The President/CEO and other members of the Leadership Team must establish a system to share information and decisions with the staff. While there will be daily dissemination of information from the appropriate leaders in the school, the President/CEO will send a weekly



email that updates staff on their progress and on major issues in the school. Some weeks it might simply be a congratulatory message related to something he observed or some event that took place. In the end, the staff must feel that they are not “in the dark” about important events or issues impacting the school.

2. Communication must be a “two-way” street. Faculty meetings must not be “sit and get” experiences. It is important that teachers have an opportunity to express opinions and bring concerns.
3. Teachers must be involved in decision-making and problem-solving. Often school leaders will avoid hearing the concerns of teachers and dismiss them as “whining.” We view that very differently. In a culture where a teacher feels free to complain, it is likely that he or she will have some idea of how to solve the problem. While school leadership will not abdicate the responsibility of decision-making, it will involve staff in the thinking that results in a solution to the problem.

We have taken an opportunity to look at Pritzker College Prep, a member of the Noble Network of Schools in Chicago. Pritzker is a high school that is 95% Latino, 4% Black and 1% White. Despite the high poverty (about 95% qualify for free and reduced lunch), it is not uncommon for 100% of a graduating class to be admitted to college and roughly 90% will matriculate. The Aspen Institute Education and Society Program opined about the factors underlying these results. “The school’s success is not based on a singular principal exercising most of the leadership in the building. Instead, the school has succeeded because there is a strong sense of shared ownership among both teachers and students and because exceedingly high cultural expectations lead students to tackle ambitious work, maintain focus, minimize disruptions, and aspire to post-secondary education.”²³

Investing teachers in the culture is a multi-step process.

1. **Be clear about communicating the mission, vision, and values from the very beginning.** The website, Facebook page, printed materials, and job descriptions must include the mission, vision, and values. The responsibility for this rest upon the President/CEO.
2. **Hire the right people.** While it might be tempting to hire the best academician available, it is more important to find a strong academician who fully embraces the mission of the school. Part of satisfying this step is to recruit from schools of urban education since those students have entered that degree program with the purpose of working with the population we seek to serve. In addition, the interview process must be rigorous and focus significantly on the mission and culture of the school.
3. **Clear, uniform rules with consequences.** A significant portion of the student culture will be supported by discipline and consistency. The teacher is unable to invest in a culture where he/she is unclear on the procedures that give it framework or if leadership is inconsistent in enforcing these rules. The Student Code of Conduct as well as the Faculty/Staff Handbook will provide guidance in this area. In the end, leadership will hold all staff accountable for enforcing these rules.

²³The Aspen Institute Education & Society Program” A Culture of High Expectations: Teacher Leadership at Pritzker College Prep,” www.aspendrl.org,2014



4. **Include teachers in the culture discussion.** Though the school leader establishes the culture and its expectations, it is important that teachers be involved in the on-going conversation of how to protect and advance that culture. Currently, our proposed schedule allows for professional development each Friday. This will provide us with a venue for these discussions.

5. **Establish teacher leadership in the building.** Teachers become invested when they have a leadership stake. The Delores Taylor Arthur School for Young Men will work to establish grade level leadership by establishing subject area leaders. While this concept is explained in greater detail in the Staff section, it is important to acknowledge here that opportunities to advance (both in the building or at other schools) will make the subject area leaders more likely to invest in the culture. In addition, because these grade-level leaders are also in the classroom each day, they will have a unique credibility and influence with their colleagues. To this end, they are key players in investing teachers in the culture.

Family & Community Engagement

- (1) Describe any activities you have undertaken to date to assess and build parent and community support for the school. Explain the role to date of any parents and community members in developing this application or the school, as applicable.
- (2) How will you share information with Parents/Guardians and Community Members?
- (3) How will your school create meaningful opportunities for Student, Parent/Guardian, and Community voice in school decision-making?
- (4) Describe your plans for creating a Parent-Teacher Organization.
- (5) What is the process for grievances?

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

A growing body of research suggests school practices are powerful influences on parent and family engagement and support.²⁴ This research also indicates that parents and families are among the most important influences and determinants of children’s learning, healthy development and success in school. Furthermore, this research suggests that parents and families are interested in becoming involved, and they desire to know about their child’s progress in school.²⁵ Partnerships among families and schools are essential for two basic reasons. First, children spend the vast majority of their time throughout their

²⁴ Eccles, J. S. & Harold, R. D. (1996). Family involvement in children’s and adolescents’ schooling. In A. Booth & J. F. Dunn (Eds.). *Family-school links: How do they affect educational outcomes?* (pp. 3-34). Mahwah, NJ: Lawrence Erlbaum Association.

Epstein, J.L. & Dauber, S.L. (1991). School programs and teacher practices of parent involvement in inner-city elementary and middle schools. *The Elementary School Journal*, 91, 289-305.

Epstein, J.L., Sanders, M.G., Simon, B.S., Salinas, K.C., Jansorn, N.R., & Van Voorhis, F.L. (2002). *School, family, and community partnerships: Your handbook for action*. Thousand Oaks, CA: Corwin Press.

Hoover-Dempsey, K. V. & Sandler, H.M. (1997). Why do parents become involved in their children’s education? *Review of Educational Research*, 67, 3-42.

²⁵ Delgado-Gaitan, C. (1992). School matters in the Mexican-American home: Socializing children to education. *American Educational Research Journal*, 29(3), 495-513.

Goldenberg, C., & Gallimore, R. (1995). Immigrant Latino parent’s values and beliefs about their children’s education: Continuities and discontinuities across cultures and generations. In P. Pintrich & M. Maehr (Eds). *Advances in achievement motivation*. Vol. 9 (pp.183-228). Greenwich, CT: JAI Press.

K. (2003). Having their say: Parents describe why and how they are engaged in their children’s learning. *The School Community Journal*, 13(1), 35-64.



lives outside of school, and families heavily influence this out of school time. Second, families are some of the most important determinants of children’s attitudes, learning, behavior, healthy development and overall well-being.²⁶

Joyce Epstein’s research is with six practices that have been successful in schools across a number of school districts throughout the United States.

1. **Create a welcoming school climate.**
2. **Provide families information related to child development and creating supportive learning environments.**
3. **Establish effective school-to-home and home-to-school communication**
4. **Strengthen families’ knowledge and skills to support and extend their children’s learning at home and in the community.**
5. **Engage families in school planning, leadership and meaningful volunteer opportunities.**
6. **Connect students and families to community resources that strengthen and support students’ learning and well-being**

Within each practice, we have adopted a number of Epstein’s strategies and tactics.²⁷

<p>Create a welcoming school climate.</p>	<ol style="list-style-type: none"> 1. Provide a personal greeting and welcome packet for all parents visiting the school, including a community services directory, important school contact information, and school calendar 2. Have teachers make personal contacts with families through e-mail, phone calls or home visits. 3. Offer translators to welcome and assist families during school activities. 4. Print suggestions for parents on home conditions that support learning at each grade level. 5. Partner with local agencies to provide regular parenting workshops on nutrition, family recreation or communication.
<p>Establish effective school-to-home and home-to-school communication.</p>	<ol style="list-style-type: none"> 1. Provide printed information for parents on homework policies and on monitoring and supporting student work at home. 2. Maintain a portal to enable families to frequently monitor their children’s progress. 3. Clearly communicate school policies to all families in their home language.

²⁶ Epstein, J.L., Sanders, M.G., Simon, B.S., Salinas, K.C., Jansorn, N.R., & Van Voorhis, F.L. (2002). *School, family, and community partnerships: Your handbook for action*. Thousand Oaks, CA: Corwin Press.

²⁷ Epstein, J. L., et al. (2009). *School, family, and community partnerships: Your handbook for action*, second edition. Thousand Oaks, CA: Corwin Press. Also see: www.partnershipschoools.org



	<ol style="list-style-type: none"> 4. Establish formal mechanisms for families to communicate to administrators and teachers as needed (e.g., direct phone numbers, e-mail addresses, weekly hours for families to call or meet). 5. Create a “suggestion or comment” box (electronic and onsite) for families to anonymously provide their questions, concerns and recommendations.
<p>Strengthen families’ knowledge and skills to support and extend their children’s learning at home and in the community.</p>	<ol style="list-style-type: none"> 1. Provide training and materials for parents on how to improve children’s study skills or learning in various academic subjects. 2. Make regular homework assignments that require students to discuss with their families what they are learning in class. 3. Provide a directory of community resources and activities that link to student learning skills and talents, including summer programs for students. 4. Offer workshops to inform families of the high expectations and standards children are expected to meet in each grade level. Provide ways for families to support the expectations and learning at home. 5. Engage families in opportunities to work with their children in setting their annual academic, college and career goals.
<p>Engage families in school planning, leadership and meaningful volunteer opportunities.</p>	<ol style="list-style-type: none"> 1. Create roles for parents on all decision-making and advisory committees, properly training them for the areas in which they will serve (e.g., curriculum, budget or school safety). 2. Conduct a survey of parents to identify volunteer interests, talents and availability, matching these resources to school programs and staff-support needs. 3. Create volunteer recognition activities such as events, certificates and thank-you cards. 4. Establish a parent telephone tree to provide school information and encourage interaction among parents. 5. Structure a network that links every family with a designated parent representative.
<p>Connect students and families to community resources that strengthen and support students’ learning and well-being.</p>	<ol style="list-style-type: none"> 1. Through school-community partnerships, facilitate families’ access to community-based programs (e.g., health care and human services) to ensure that families have resources to be involved in their children’s education. 2. Establish school-business partnerships to provide students mentoring, internships and onsite, experiential learning opportunities. 3. Connect students and families to service-learning projects in the community.



Research supports the significant results of the approach that we plan to take in the area of family engagement.²⁸

Improvements in:

- Academic achievement
- Completion of homework
- Participation in classroom learning activities
- Aspirations for postsecondary education
- Enrollment in challenging high school curriculum
- Successful transitions from special education classes to regular classes
- Successful transitions from one school to another
- Motivation for learning
- Social competence
- Positive student-teacher relationships
- Positive peer relationships, language, self-help, meaningful youth and adult connection/ relationships, and strong peer and adult role models
- Family cohesion and adaptability
- Supportive home environments
- Parent-child interactions and communication
- Adult learning
- Parenting styles and family management practices

Reductions in:

- In-grade retention
- Dropout rates
- Truancy
- Absenteeism
- Turnover or transience in the student population
- Discipline referrals
- Suspensions
- Placements in special education
- High-risk behavior
- Behavioral problems
- Family conflict
- Family instability

²⁸ Adams, K.S., & Christenson, S.L. (2000). Trust and the family-school relationship: Examination of parent-teacher differences in elementary and secondary grades. *Journal of School Psychology, 38*(5), 477-497. Buckman, R. B. (1976). The impact of EBCE: An evaluator's view-point. *Illinois Career Education Journal, 33*(3), 32-36. Comer, E.W., & Fraser, M.W. (1998). Evaluation of six family support programs: Are they effective? *Families in Society: The Journal of Contemporary Human Services, 79*(2), 134-148. Eccles, J. S. & Harold, R. D. (1996). Family involvement in children's and adolescents' schooling. In A. Booth & J. F. Dunn (Eds.). *Family-school links: How do they affect educational outcomes?* (pp. 3-34). Mahwah, NJ: Lawrence Erlbaum Association. Epstein, J.L. & Dauber, S.L. (1991). School programs and teacher practices of parent involvement in inner-city elementary and middle schools. *The Elementary School Journal, 91*, 289-305. Epstein, J.L., Sanders, M.G., Simon, B.S., Salinas, K.C., Jansorn, N.R., & Van Voorhis, F.L. (2002). *School, family, and community partnerships: Your handbook for action*. Thousand Oaks, CA: Corwin Press. Faires, J., Nichols, W.D., & Rickelman, R. (2000). Effects of parental involvement in developing competent readers in first grade. *Reading Psychology, 21*(3), 195-215. Fischer, R.L. (2003). School-based family support: Evidence from an exploratory field study. *Families in Society: The Journal of Contemporary Human Services, 84*(3), 339-347. Gettinger, M. & Guetschow, K. W. (1998). Parental involvement in schools: Parent and teacher perceptions of roles, efficacy, and opportunities. *Journal of Research and Development in Education, 32*(1), 38-52. Henderson, A., Jacob, B., Kernan-Schloss, A. & Raimondo, B. (2004). *The Case for Parent Leadership*. Lexington, KY: Prichard Committee for Academic Excellence. Henderson, A.T. & Mapp, K.L. (2002). *A new wave of evidence: The impact of school, family, and community connections of student achievement*. Austin, TX: National Center for Family & Community Connections with Schools. Ho, Sui-Chu, E. (2004). *Family influence on 15 year-old students: A comparative study of the pacific rim in PISA 2000*. Paper presented at the 12th International Roundtable on School, Family and Community Partnerships, San Diego, CA. Ho, Sui-Chu, E., & Willms, J.D. (1996). Effects of parental involvement on eighth-grade achievement. *Sociology of Education, 69*(2), 126-141. Keith, T.Z., & Keith, P.B. (1993). Does parental involvement affect eighth-grade student achievement? Structural analysis of national data. *School Psychology Review, 22*(3), 474-496. McNeal, R.B. (1999). Parental involvement as social capital: Differential effectiveness on science achievement, truancy and dropping out. *Social Forces, 78*, 117-144. McKay, M. M. & Stone, S. (2000). Influences on urban parent involvement: Evidence from the national education longitudinal study. *School Social Work Journal, 25*(1). Palenchar, D.R., Vondra, J.I., & Wilson, J.A. (2001). *Parental involvement in the home and at school as predictors of early school functioning in an urban, low-income sample*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA. Quigley, D. D. (2000). *Parents and teachers working together to support third grade achievement: Parents as Learning Partners findings: CSE Technical Report 530*. Los Angeles, CA: Los Angeles Compact on Evaluation/National Center for Research on Evaluation, Standards, and Student Testing. Reynolds, A.J., Temple, J.A., Robertson, D.L., & Mann, E. (2001). Long-term effects of an early childhood intervention on educational achievement and juvenile arrest: A 15-year follow-up of low-income children in public schools. *Journal of the American Medical Association, 285*(18), 2339-2346. Sanders, M.G. (1998). The effects of school, family, and community support on the academic achievement of African American adolescents. *Urban Education, 33*(3), 385-409. Shaver, A.V., & Walls, R.T. (1998). Effect of Title I parent involvement on student reading and mathematics achievement. *Journal of Research and Development in Education, 31*(2), 90-97. Trusty, J. (1999). Effects of eighth-grade parental involvement on late adolescents' educational experiences. *Journal of Research and Development in Education, 32*(4), 224-233.



It is important for us to receive the input of others in the decision-making process. The first and most obvious will be to encourage individuals to attend meetings of our Board of Trustees. This will give them an opportunity to remain informed of decisions that are being made about The Delores Taylor Arthur School for Young Men. In addition, parents and community members will be encouraged to offer any concerns or ideas to the President/CEO to be forwarded to the appropriate division of the school. A review of our process for establishing the Code of Conduct will reveal that parents will be part of the process as will students when age-appropriate. Finally, the School has formed a Community Advisory Board that has played a role in the formulation of this application. Members of this group have had an opportunity to give input on our plans for a facility and have been part of our decision to include a Maritime pathway for our students in grades 9-12. This is an opportunity to expand the corps of individuals who have an interest in our school. Finally, we have a situation where our school will have no alumni base until 2024. As such, we have begun to reach out to men and women who were students of Delores Taylor Arthur to form a special group to serve the function that school alumni would ordinarily do.

A strong Parent Organization is critical to the success of the school. The President/CEO will oversee the establishment of the organization. The process will be as follows:

Task	Person Responsible	Due Date	Notes
Meet with initial group of parents	President/CEO	May 2019	A group of at least 5 parents will be recruited at Enrollment/Registration Days
Develop a Mission Statement	President/CEO and founding group of parents	June 2019	
Develop by-laws, form a non-profit corporation, apply for an Employee Identification Number and apply for non-profit status	President/CEO and founding group of parents	June 2019	
Open a banking account	Director of Finance and Operations	July 2019	
Establish a set of financial controls	Director of Finance and Operations and Lyceum Board Treasurer	July 2019	
Develop a list of benefits and initial activities for the Parent Organization	Founding Parent group	July 2019	
Develop a Fundraising Plan	Founding Parent Group	August 2019	Development Chair of the Lyceum Board of Trustees will assist
Recruit members and advertise first meeting	Founding Parent Group	June 2019 - on-going	
Hold First Meeting	Founding Parent Group	August 2019	
Elect Officers	Founding Group	September 2019	



The grievance process is outlined in The Lyceum Schools Inc./The Delores Taylor Arthur School for Young Men Leadership, Education, & Administration Policy and Procedures (LEAPP) Manual. It is set forth as follows:

Who May Grieve? The procedures set forth below may be used by employees, students, parents or visitors.

Other Remedies

The existence of the procedure does not bar individuals from also filing claims in other forums to the extent permitted by state or federal law.

Informal Grievance: Because most difficulties can be resolved by communicating a concern to someone, individuals are encouraged to discuss concerns or harassment complaints promptly and candidly with his or her immediate supervisor, Director or President/CEO. The individual is not required to discuss his or her complaint with the alleged harasser or perpetrator in any manner or for any reason prior to initiating a formal grievance.

Formal Grievance: Within ninety (90) days of encountering the harassment, discrimination or complaint that is the subject of the grievance, an individual (the mover) shall file a written notice with the President/CEO. Individuals may use the Grievance Form, which is available on-line from the school website, or from the President/CEO's office. The written notice shall identify the nature of the complaint, the date(s) or occurrence, the desired relief and shall be signed and dated by the person filing the grievance. In the event the legal guardian or parent of a student is filing a grievance, the student and the guardian/parent shall sign and date the grievance. The President/CEO will immediately initiate an adequate, reliable and impartial investigation of the grievance. Each formal complaint will be investigated and depending on the facts involved in each situation, will be decided after receiving information from the appropriate individuals. Each investigation will include interviewing, witnesses, and obtaining documents allowing parties to present evidence. All documentation related to the investigation and discussions held in this process are considered CONFIDENTIAL and are not to be revealed to or discussed by any participant with persons not directly involved with the complaint, with the investigation or with the decision making process. This provision does not include discussions with the governmental authorities.

Within thirty (30) business days of receiving the written notice, the President/CEO shall respond in writing to the mover (the "response"). The responses summarize the course of the investigation; determines the validity of the grievance and appropriate resolution. If, as a result of the investigation, harassment or valid grievance is established, corrective and remedial action will be taken.

Appeals

If the mover is not satisfied with the response, the mover may appeal in writing to the Chairman of the Board of Lyceum Schools Inc (LSI) within thirty (30) days of the date response summarizing the outcome of the investigation. The written appeal must contain all written documentation from the initial grievance and the mover's reasons for not accepting the response. Within fifteen (15) days from receiving the written appeal, the Chairman of the Board of LSI will respond in writing to the appellant as to the action to be taken and the reasons therefore.



Prohibition Against Retaliation

The Delores Taylor Arthur School for Young Men (“DTASYM”) pledges that it will not retaliate against any person who files a complaint in accordance with this policy, or any person who participates in proceedings related to this policy. In addition, The DTASYM will not tolerate any form of retaliation against any persons who is making a good faith report or complaint about perceived acts of harassment, discrimination or who cooperates in an investigation of harassment, discrimination, or a concern. Any person who is found to be engaging in any kind of retaliation will be subject to appropriate disciplinary action.

Modification:

The DTASYM may approve modification of the foregoing procedures in a particular case if the modification (a) is for good cause, and (b) does not violate due process rights case if the or policies of the DTASYM.

Governing Board

- (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. Describe how the governing board will interact with the principal/head of school and any advisory bodies. As **Attachment 2**, provide a resume for each of your identified board members. Resumes will not count towards the page limit.
- (2) Describe how the board will monitor the school’s overall performance.
- (3) Describe the steps the board will take to evaluate the school leader and CEO/Organizational Leader. Specifically, describe: the information the board will collect; the systems by which the board will collect information; The standards - including and in addition to student performance goals- the board will use to evaluate information it collects;
- (4) Describe the process by which your board identifies potential conflicts of interest before making decisions.
- (5) Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure. Describe the board’s processes to remaining compliant with open meeting and public records laws.
- (6) (if applicable) If there’s a sole member structure responsible for the appointment of governing board members, and/or if the local board (maintained in compliance with Policy HA requirements) must report to any other entity (i.e., a statewide or national board) please provide a statement explaining the nature of the relationship, and the terms/conditions under which it could be dissolved (if any).

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

The Board of Trustees is a group of individuals who have a variety of talents and as such have embraced the mission, vision, and values of The Delores Taylor Arthur School for Young Men. One of the most important concepts this core group has come to understand is that governance is the role of the Board while daily administration of the school site is the responsibility of the President/CEO.



Lyceum Schools, Inc. has contracted with Board on Track, Inc. Board on Track has worked with successful charter school boards across the United States and will work with us to make certain the Board is operating efficiently and in a manner, that is legally compliant.

The BoardOnTrack Capability Maturity Model

Lyceum Schools, Inc. will utilize a rubric created by BoardOnTrack to assess and measure effectiveness across the lifecycle of the Board of Trustees.

The BoardOnTrack Capability Maturity Model

Level	People	Process	Performance	Impact
1. Founding Focus on 0-2 years out	<ul style="list-style-type: none"> Right people on the bus Organized for productive engagement 	<ul style="list-style-type: none"> Basic systems for compliance, transparency and group accountability 	<ul style="list-style-type: none"> Board and CEO Goals Board and CEO Annual Evaluation 	<ul style="list-style-type: none"> Consistent tracking results against charter promises
2. Sustaining Focus on 3-5 years out	<ul style="list-style-type: none"> Consistent participation by all Strong partnership with CEO 	<ul style="list-style-type: none"> Consistent use of "best practice" systems and processes Sustainability of systems 	<ul style="list-style-type: none"> Consistently setting and tracking goals Consistently conducting effective evaluations 	<ul style="list-style-type: none"> Consistently meeting and exceeding charter promise
3. Thriving Focus on 5-10 years out	<ul style="list-style-type: none"> High engagement by all Leadership succession plans 	<ul style="list-style-type: none"> Improvement "loop" in place 	<ul style="list-style-type: none"> Best in class performance measures Long term focus 	<ul style="list-style-type: none"> Opportunity to deepen and broaden impact

Task	Explanation	Due Date	Status
Conduct a Board Assessment	We will utilize BoardOnTrack's built in Board Assessment Tool to get a sense of our board's strengths, areas to improve, and an accurate understanding of where your board is on its path to excellence	On - Going	Current Board Members have already completed the assessment
Create a structure for success	Establish officers with clear job descriptions and have them in place.	January 2017	COMPLETE
President/CEO Objectives & Key Results	Establishes what the President/CEO will deliver. These are driven by the charter contract and accountability plan. These will be vetted by the appropriate board committee.	August 2018	Pending approval of the charter.
Board Committee Objectives and Key Results	Each board committee establishes its objectives and key results many of which are driven by those of the President/CEO	August 2018	
Board Retreat	Board meets for additional training and to review objectives and key results of the President/CEO and the board committees.	September 2018	



Board approves Objectives and Key Results.		September 2018	
Objectives and Key Results entered into Dashboard	The final objectives and key results will be tracked in the BoardOnTrack dashboard. For the board goals assign tasks to individuals to clarify expectations of who is doing what to achieve the key results. The Board will use the dashboard to review the objectives and key results at each board meeting and committee meeting.	September 2018	
Review Objectives and Key Results each quarter	The Board will take the time to review progress and evaluate how adjustments can be made.	December 2018, March 2019, June 2019, and September 2019	
Annual Review	The Board will annually evaluate the progress that has been made and what might not have been accomplished. The latter will be included in establishing objectives and key results for the next year.		

The Board will make decisions using a process that is driven in large part by the work of committees with significant involvement by the President/CEO and his Leadership Team. An example of the process is provided below.

Policy Area	Issue	Board Role	Committee Role	President/CEO Role	Documents	Target Date
Academic Excellence	Are we ready to add grades 6-8?	Final decision will be made by the Board through Board vote.	Establish a Taskforce to develop a position paper.	Work with Taskforce to develop a list of key strategic questions and a process to answer them.	Draft position paper – 10/1 and Final position paper - 11/1.	January 1
Facility	Leasing facility to open school	Final Decision	Finance Committee makes clear recommendation to the Board.	Works with Director of Finance and Operations and Taskforce to develop recommendations.	Budgetary analysis by DFO – 8/1; Program needs analysis by President/CEO with input from Academic Director 8/1.	September 1

The Board of Trustees will monitor progress and ensure quality through routine review of the school’s performance. Monthly board meetings will provide detailed performance reports including the following:

- Monthly Financial Report - Including budget to actual presentation, narrative description of variances, and forecasts



- School Report - Update of enrollment, withdrawals, staffing, facility issues, and ongoing activities in the school
- Action Items - Reports of specific tasks or activities requested by the Board
- Academic Excellence - Progress reports from benchmark tests during the year and results from annual standardized tests
- Satisfaction Surveys - Results from semi-annual parent, staff, and student satisfaction surveys
- Strategic Plan - Annually, the school will develop a strategic plan detailing the specific measurable goals and objective to be accomplished over the course the coming school year
- Annual Report - At the end of each school year, the Board will be provided an Annual Report of school performance tied to the strategic plan goals and objectives established at the beginning of the year.

Open Meetings

The public business of Lyceum Schools, Inc. will be performed in an open and public manner, so the constituents of The Delores Taylor Arthur School for Young Men will be advised of and aware of the performance of the school and the deliberations and decisions that go into making school policy. Meetings are defined as any time a quorum (a simple majority of the total membership of the board) of the Board of Trustees meets to deliberate or act on a matter over which it has supervision control, jurisdiction, or advisory power, or when a quorum is convened to receive information from another public body or official regarding board business.

A meeting shall not include chance meetings or social gatherings of members of a public body at which there is no vote or other action taken, including formal or informal polling of the members. Lyceum Schools, Inc. will not employ any manner of proxy voting procedure, secret balloting, or any other means to circumvent the intent of the Louisiana open meetings law.

All votes made by the Board of Trustees shall be made via voice vote and shall be recorded in Lyceum Schools' minutes, which shall be a public document. In accordance with the law, the Lyceum Schools Inc.'s board shall allow public comment preceding each agenda item and prior to taking any vote. The Board may hold executive sessions as needed and in accordance with the Louisiana open meetings law.

The Board shall give written public notice of their regular meetings at the beginning of each calendar year, including the dates, times, and places of such meetings. The Board shall also give written notice of any regular, special, or rescheduled meeting no later than forty-eight hours before the meeting. This notice will include the agenda, date, time, and place of the meeting. The notice will be posted at The Delores Taylor Arthur School for Young Men and on the building in which the meeting will be held. The notice shall also be mailed to any member of the news media who requests notice of such meetings.

Lyceum Schools, Inc. shall keep written minutes of all of their open meetings, which shall include the date, time, and place of the meeting; the members of the public body recorded as either present or absent; the substance of all matters decided, and, at the request of any member, a record, by individual member, of any votes taken; any other information that the public body requests be included or reflected in the minutes. The minutes shall be public records and shall be available within a reasonable time after the meeting.



Lyceum Schools, Inc. is committed to transparent operational and management practices and will provide public records to the public upon their request.

Lyceum Schools, Inc. will comply with the Louisiana Public Records Law as described in LA- R.S. 44:1 et seq. Public records shall include all books, records, writings, accounts, letters and letter books, maps, drawings, photographs, cards, tapes, recordings, memoranda, and papers, and all copies, duplicates, photographs, including microfilm, or other reproductions thereof, or any other documentary materials, regardless of physical form or characteristics, including information contained in electronic data processing equipment, having been used, being in use, or prepared, possessed, or retained for use in the conduct, transaction, or performance of any business, transaction, work, duty, or function which was conducted, transacted, or performed by or under the authority of the constitution or laws of this state, or by or under the authority of any ordinance, regulation, mandate, or order of any public body or concerning the receipt or payment of any money received or paid by or under the authority of the constitution or the laws of Louisiana.

Any person of the age of majority may inspect, copy, or reproduce any public record, and any person may obtain a copy or reproduction of any public record. The burden of proving that a public record is not subject to inspection, copying, or reproduction shall rest with the custodian of the record. All public records requests must be submitted in writing to the Chairman of the Board of Trustees or his designee.

Reasonable fees will be assessed for the copying of such documents. Any person may make a request for information that is publicly available in person and shall be granted the right to view or secure a copy of the requested document.

Lyceum Schools, Inc will also make use of technology to facilitate the dissemination of commonly-requested public records. For example, commonly requested items such as board meeting agendas will be posted on the school website.

The current group has truly invested itself in bringing a new and innovative educational opportunity to young males in the city of New Orleans.

Board Member	Area of Expertise	Relevant Skills & Experience
<p>Anthony Williams</p>	<p>Board Chair, Legal</p>	<p>In addition to serving as Board Chair, Anthony Williams brings important legal expertise to the Board. He is currently a partner at Kean Miller, LLP, working in the New Orleans office. While his current area of practice focuses on premises liability, he also handles construction and tort negligence litigation. He also brings experience in review of contracts and has also successfully represented a local private high school in its insurance claims after Hurricane Katrina.</p>



Lauren Clement	Board Secretary, Community Relations	Ms. Clement worked for several years as the Executive Director of Caps for Kids, an international non-profit corporation dedicated to providing caps for pediatric oncology patients. Her responsibilities included paid and earned media, serving as a media spokesperson, development and fundraising. In addition, she developed and maintained strategic partnerships with the National Football League, the National Hockey League, Major League Baseball, New Era, and LIDS. partners included 96 domestic hospitals and 6 international hospitals.
John Gerrets	Board Treasurer, Finances	Mr. Gerrets is a CPA who currently serves on the Board of a parochial school in New Orleans. He has also served as the Director of Finance and Operations of a 1000 student private school in New Orleans. Through that process he has been involved in lease negotiations, purchase of property, construction and maintenance of facilities, and short-range as well as long-range financial planning and budgeting.
Dr. Stephen Brossette	Academics, Entrepreneurial Thinking	Dr. Brossette is the Chief Science Officer at Med Snap, Inc. He is a medical doctor and holds a PhD in Computer Science. He is an inventor and an entrepreneur. He has spent a significant amount of time researching and on a very small scale (homeschooling) curriculum and teaching strategies particularly in math and science.
Kenneth LaFrance	Academics	Kenneth LaFrance is a career educator who has taught students in New Orleans in Algebra, Chemistry, Physics, and Speech. He spent time as the Principal of the Good Shepherd Nativity Mission School during that institution’s early years. His understanding of the challenges of educating economically disadvantaged students offers a very important perspective to the Board.
Cynthia Butler McIntyre	Academics / Management and Operations	Cynthia Butler McIntyre brings a wealth of educational experience to the Board. She has worked in Jefferson Parish Schools as Director of Human Resources working specifically classified employees, Assistant Principal, Kindergarten Teacher, and Field Supervisor of student teachers.
James Rye	Academics	Mr. Rye has worked at The Montgomery Academy in Montgomery Alabama. He has experience as a Department Chair of History and later Fine Arts. He is currently completing his twelfth year as the College Guidance Counselor at the school. He is also a member of the Board of Directors of the National Speech and Debate Association one of our mission-critical partners. Because speech is an important part of our academic program, his knowledge and expertise will be valuable. As we develop a program for college guidance and then one to support students as they enter college, his relationships across the United States will be advantageous.



Marion Edwards	Non-Profit Organization and Management	Marion Edwards is a retired judge who served on the 24th Judicial District Court for the Parish of Jefferson as well as the Fifth Circuit Court of Appeal for the State of Louisiana. Mr. Edwards was the driving force behind bringing the Drug Diversion Program for first time drug offenders to Jefferson Parish. In doing so, he led the creation of I Can Help, Inc., the non-profit created for supporting the Drug Court Program. Currently he chairs the Board of the Westbank Unit of the Boys and Girls Club of Southeast Louisiana. We feel his expertise with nascent non-profits will be invaluable to us.
Mikeal Swift	Management and Operations	Ms. Swift is Director of Nursing at a surgical hospital. As such she has experience with management structures, budgets, and human resource issues. Because the school will have a health and wellness component her skills will be useful in this area also.
Dr. Lisa Tropez-Arceneaux	Governance	Dr. Arceneaux is a child psychologist in the New Orleans area. Her experience as a board member of a successful charter school will provide this Board with critical guidance as the school finalizes policies in critical areas such as special populations.

In the corporate By-Laws, the Board spells out its procedure for dealing with conflicts. Section 6.3 Procedures is as follows:

- (a) Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating to the Board of Trustees and members of the committees with Board-delegated powers considering the proposed transaction or arrangement.
- (b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof; the interested person shall leave the Board of Trustees or committee meeting while the financial interest is discussed and voted upon. The remaining Board of Trustees or committee members shall decide if a conflict of interest exists.
- (c) Procedures for Addressing the Conflict of Interest.
 - (1) An interested person may make a presentation at the Board of Trustees or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.
 - (2) The Chairman of the Board or chairman of the committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.



- (3) After exercising due diligence, the Board of Trustees or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
- (4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Trustees or committee shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in the Corporation’s best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into a transaction or arrangement in conformity with such determination.

d) Violations of the Conflicts of Interest Policy.

- (1) If the Board of Trustees or a committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- (2) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Trustees or committee determines that a member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate

The initial group of five members was selected by the Founder based upon each individual’s commitment to the mission, expertise, and willingness to serve. When the group met for the first time, an inventory of needs was done. We looked to find a treasurer, someone with expertise in public relations, educators as well as those who had experience with the governance of a successful charter school. The group compiled a list of possible members and several were approached and ultimately consented to serve.

The Board has established a committee structure. Academic Excellence, Development, Finance, and Governance, and CEO Support/Evaluation will be standing committees of the Board. The committees will be chaired by a Trustee and comprised of other members of the Board. There will be some non-Trustee members of committees. We see this an opportunity to involve individuals who have skills that we need but do not have the time to serve on the Board of Trustees. In addition, it is an opportunity to involve and evaluate future Trustees.

Trustees serve three-year terms and are eligible for re-election once meaning that one is able to serve six consecutive years before needing to leave the Board for at least two years. In order to prevent a mass loss of experience and institutional knowledge, the current members are divided into three classes.

Class	I	II	III
Expiration of Term	2019	2020	2021
Members	Edwards, Gerrets, LaFrance, Tropez-Arceneaux	Brossette, Clement, and Williams	McIntyre, Rye, and Swift



The Board of Trustees will evaluate success of The Delores Taylor Arthur School for Young Men by ensuring it sets goals and reviews key metrics regular to ensure:

- The school is faithful to the terms of its charter,
- Is organizationally and financially viable, and
- It is delivering superior academic results

The Board of Trustees will evaluate the success of the President/CEO by utilizing BoardOnTrack’s CEO Support and Evaluation process. BoardOnTrack guides the Board and President/CEO through a continuous improvement process of settling goals, reflecting on progress towards achieving goals, giving and receiving feedback during two structured check-ins between the Board and CEO during the school year and a final end of year evaluation that includes a President/CEO self-evaluation, a Board Evaluation, and feedback from the President/CEO’s direct reports.

BoardOnTrack’s end of the year evaluation tool is presently used by 100 charter schools nationwide and measures the CEO’s success in the following topic areas:

- Managing Financial Performance
- Engaging the Community
- Demonstrating Integrity
- Managing Organizational Compliance and Administration
- Driving Academic Excellence/Student Performance
- Developing and Leading Staff
- Building and Maintaining Family Satisfaction
- Overall Leadership and Performance
- Leading the Educational Program
- Actively Promoting the Organization and Ensuring Adequate Resources
- Partnering with the Board
- Ensuring Adequate Facilities
- Cultivating a Culture of Excellence

Area of Evaluation	Summary of Standards/Questions	Data Collected/Information Collected	Structure to Collect Information
Academics	Has the school met its goal of growth in student achievement?	<ol style="list-style-type: none"> 1. Evaluation of data from baseline, interim, and year-end assessments in reading and math. 2. Percentage of students meeting and exceeding individual growth plans. 3. Graduation Rates 4. National Testing Performance ie ACT, WorkKeys, AP. 5. School Performance Scores 	<ol style="list-style-type: none"> 1. Reports generated by the Academic Director. 2. Access to reports generated by literacy and math platforms.



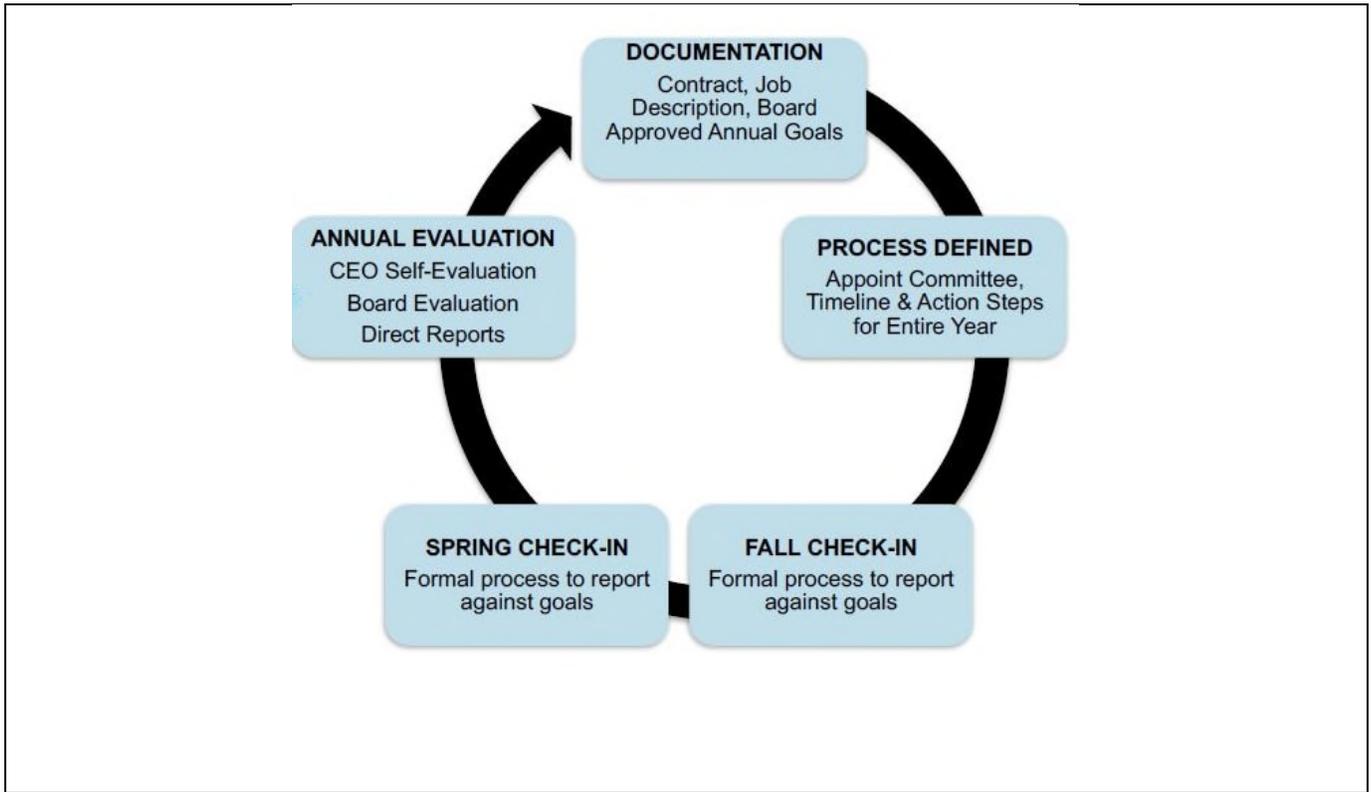
Financial	<ol style="list-style-type: none"> 1. Has the school maintained fidelity to the approved operating budget? 2. Has the school managed its finances in a manner that will allow it to build reserves and invest in capital projects in the future? 3. Has the President/CEO created an executed an effective fundraising plan? 	<ol style="list-style-type: none"> 1. Financial reports generated on a monthly, quarterly, and annual basis. 2. The results of the annual audit. 3. A written fund-raising plan created by the President/CEO at the beginning of the fiscal year. 	<ol style="list-style-type: none"> 1. Financial reporting will be generated by the Director of Finance and Operations and submitted to the Board Treasurer. 2. The results of the annual audit received by the Treasurer.
Management	<ol style="list-style-type: none"> 1. Does the President/CEO have clear expectations for direct reports? 2. Has the President/CEO clearly conveyed the mission, vision, and values of the school to all members of the staff? 3. Is the President/CEO viewed as encouraging collaboration? 	<ol style="list-style-type: none"> 1. Anonymous evaluations of the Pres/CEO by his direct reports. 2. Anonymous survey completed by members of the staff. 	<ol style="list-style-type: none"> 1. Survey data will be collected by an individual designated by the Chair of the President/CEO Support and Evaluation Committee and then reported to the Board as a whole.
Board Relations	<ol style="list-style-type: none"> 1. Does the President/CEO provide accurate and timely reports to the Board of Trustees? 2. Does the President/CEO remain consistent and timely communication with the Board Chair? 	<ol style="list-style-type: none"> 1. Written evaluation completed by each Board member. 	
Stakeholder Relations	<ol style="list-style-type: none"> 1. Does the President/CEO establish and maintain relationships with school stakeholders? 2. Is the President/CEO effective in communicating the mission, vision, and values of the school to stakeholders? 3. Does the President/CEO encourage involvement in the school community by stakeholders? 	<ol style="list-style-type: none"> 1. A media/marketing plan developed and executed by the President/CEO. 2. The number of media impressions resulting from the media plan. 3. The results of an anonymous survey completed by parents and students. 4. The number of individuals who commit to serving as volunteers at the school 5. The quantity and quality of strategic partners of the school. 	<ol style="list-style-type: none"> 1. The person or firm engaged to do media relations will collect the media data. 2. The President/CEO's will maintain records of volunteers and those who attend special events.



<p>Policy</p>	<ol style="list-style-type: none"> 1. Does the President/CEO promulgate rules that are consistent with Board policy? 2. Is the President/CEO effective in ensuring that the school is in compliance with the charter agreement as well as local, state, and federal policies where appropriate? 3. Is the school in compliance with all reporting requirements? 	<ol style="list-style-type: none"> 1. Any communications or reports indicating that the school is outside of compliance with appropriate regulations. 	<ol style="list-style-type: none"> 1. The Board Chairman will designate the appropriate Board member to gather this information from the Director of Finance and Operations.
<p>Culture</p>	<ol style="list-style-type: none"> 1. Is the mission of the school evident to the school community? 2. Are the values of the school clear and operationalized? 	<ol style="list-style-type: none"> 1. This data will be collected by the anonymous survey of staff and parents. 	<ol style="list-style-type: none"> 1. The Board Chairman will designate the appropriate individual to gather and compile the data from the surveys.

The President/CEO is the “center of energy” in the drive towards fulfilling the mission. As such, there must be a nexus between the standards of evaluation and the end goal of student achievement. The **academic** standards offer the most direct link and is the most important. Without evidence of student achievement, there is no fundraising or satisfaction of stakeholders. The robust academic program and the products to support professional development programs and those programs such as music and speech which impact student achievement require a well-managed budget and an effective program in fundraising. The failure of the President/CEO to meet the standards in the area of **finances** will place the academic program in a precarious position and ultimately result in staffing cuts and elimination of services. **Management** standards demand that the President/CEO be clear about the expectations of his direct reports and establish a culture of accountability. Effective management works to create a strong instructional culture. By setting a high bar for hiring, making certain that there is meaningful professional development, and demonstrating a willingness to promote and reward consistently effective teachers and eliminating those who are ineffective, the President/CEO will be positing his school for success. This cannot happen without effective management. **Culture** impacts student achievement. If the President/CEO has established a culture where students are presented with high expectations and given the confidence to meet them, the students will be well positioned for success. That same culture will make certain that teachers feel supported and realize that they will be held accountable for student success. Likewise, that same culture must inspire **stakeholders** to be involved in the school. A school like The Delores Taylor Arthur School for Young Men will be most effective when there is an energized group of stakeholders supporting the academic program of the school. Financial support, after-school tutoring programs, and volunteering to work special programs will all impact student success.

Finally, **Board Relations** and **Policy** are related areas. Working from the premise that the Board writes policy that protects and supports the academic program, it is critical that the President/CEO present the Board with timely and accurate information so that effective policy-making can occur.



Staff and Organization

- (1) As **Attachment 3**, provide an organizational chart. As **Attachment 4**, include job descriptions that summarize the scope of work for all staff on the school leadership team. If applicable, As **Attachment 5 and 6**, provide redacted and un-redacted resumes for any identified leadership team members.
- (2) Describe your administrator and teacher recruitment strategy, including legally required qualifications (LA R.S. 17:3983), as well as any school design specific qualifications. Include how you will attract a diverse applicant pool that includes candidates who share the same backgrounds with students and are from the Greater New Orleans area.

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

The Delores Taylor Arthur School for Young Men will be under the leadership of the President/CEO who will ultimately have the following direct reports: Director of Finance and Operations; Academic Director, and SPED Coordinator. An organizational chart for Year 1 can be found in **Attachment 3**.

Each member of The Delores Taylor Arthur School for Young Men Leadership Team:

- Holds a strong commitment to the mission and vision of The Delores Taylor Arthur School for Young Men



- Is committed to building a culture of high expectations, accountability, and forward thinking
- Has a willingness to discuss and debate issues critical to the continuous improvement of the school community
- Approaches his or her administrative colleagues with a willingness to build a team characterized by mutual respect, personal consideration, and collaboration
- Promotes innovation to improve the entire school from within
- Has no fear of the unknown, understanding that discovery and curiosity fuel innovation and progress
- Understands that this is a vocation and not an occupation
- Believes that the teacher is the most important player in the pursuit of academic excellence and high student achievement
- Is committed to the idea that The Delores Taylor Arthur School for Young Men will always benchmark itself against the very best schools in the nation until it is recognized as such
- Realizes that in the end it is always about what is best for our boys.

The hiring of Leadership has begun and will be complete by July 2018.

Position	Selection/Candidates	Person Responsible	Target Date of Selection
President/CEO	Byron R. Arthur	Board of Trustees	Complete
Director of Finance and Operations	Cynthia J. Bridges	President/CEO	Complete
Academic Director	Edward Williams	President/CEO	Complete

Three members of The Delores Taylor Arthur School for Young Men Leadership Team have already been identified. **Byron Arthur** will serve as the President/CEO of The Delores Taylor Arthur School for Young Men. He is the architect of the mission and vision of the school. He brings to the position experiences in strong schools - Jesuit High School, The Stuart Hall School for Boys, and Holy Cross School all institutions where academic and personal excellence are part of the culture and rich traditions have allowed successful men to be produced across multiple generations. The Board believes that he will bring that same commitment to excellence to The Delores Taylor Arthur School for Young Men. His resume includes teaching experiences at Harvard University, Stanford University, Northwestern University, the University of California, Los Angeles, and American University where summer programs allowed him to teach young people from virtually every state in the union as well as the People’s Republic of China, Japan, the Republic of China, Mexico, Canada, Thailand, India, Pakistan, the United Kingdom, France, and South Korea. We believe that these experiences give him a unique view of high school students in other parts of the world and the ability to lead the implementation of a curriculum that will allow our students to be competitive with their international peers. His career as a Hall of Fame coach of debating has allowed him to develop relationships across the United States that he will be able to leverage in growing The Delores Taylor Arthur School for Young Men.

He has had an opportunity to pilot some of the methods that The Delores Taylor Arthur School for Young Men plans to utilize during his time as the Director of the Brother James McDonnell, CSC Scholars Program at Holy Cross School. In September of 2012, he persuaded the leadership at Holy Cross to allow him to create a program that



was steeped in the humanities that would challenge young men to think critically, discuss and debate challenging concepts, write with clarity, and produce research. He was able to assemble an advisory board which included Dr. Stephen Brossette, one of America’s bright young science minds, Michael Caplan, PhD of Arizona State University, Professor Erwin Chemerinsky, Constitutional Law scholar and Dean of the law school at The University of California at Berkely, and Patrick Quigley, Grammy-nominated artist and Artistic Director of Seraphic Fire. The pathway to completion of the program is challenging.

	English	Language	Social Studies	Speech	Notes
Freshman	English II – World Literature	Latin II	World History Seminar	Speech III – Logic and Argumentation	Community service requirement fulfilled by preparing food and serving same at a homeless shelter
Sophomores	English III – American Literature	Latin III	Sophomore Seminar – A course created by B. Arthur taught seminar style with challenging readings and culminating with a 20-page research paper each semester	Speech IV - Rhetoric	Each student was responsible for 30 hours of tutoring students at school.
Juniors	English IV AP Language		Junior Seminar – A course created and taught by B. Arthur in a style similar to the Sophomore Seminar except the topic was Politics Society and Film.		40 hours of community service
Seniors	English V AP Literature				50 hours of community service

The results of the Program have been strong. The first set of Scholars graduated in May of 2017. The 17 young men earned college acceptance at Washington and Lee, Washington University at St. Louis, Tulane University, The University of Notre Dame, University of Virginia, The United States Naval Academy, The United States Merchant Marine Academy, Pomona College, The University of Southern California, Wake Forest University and Norwich University. They were awarded more than 6 million dollars in academic monies.

Outside of education, Byron is a practicing trial attorney and it is the belief of the Board of Trustees that this background will aid the leadership in its ability to make decisions that will not expose the school to liability. His career as a corporate communications professional, specifically as the Press Secretary/Communications Director at the Louisiana Department of Revenue demonstrated to us that he will be an effective and skilled messenger for The



Delores Taylor Arthur School for Young Men. His time as Director of Debating at Holy Cross School has given him an opportunity to raise monies to sustain a nationally competitive program which he has done by leveraging existing relationships and establishing new ones.

To further prepare for this role, he has applied for fellowships with Camelback Ventures, New Schools Venture Fund, and has begun dialogue with New Schools for New Orleans.

The President/CEO has identified **Cynthia Bridges** as Director of Finance and Operations. Cynthia enjoyed a long and distinguished career at the Louisiana Department of Revenue holding numerous positions from working in the Audit Group at the start of her career to leading the Department as Secretary under the Honorable Mike Foster, the Honorable Kathleen Babineaux Blanco, and the Honorable Bobby Jindal. During her time as Secretary, Bridges worked quickly to overhaul the tax collection system. Leading a diverse team within the Department and an outside vendor, the task was completed ahead of schedule and under budget. This outstanding work quickly put Louisiana at the forefront of tax administration and routinely gave guidance to a number of states and even a few nation-states as to how to implement such sweeping change with such efficiency. Her focus has always been on how to continuously improve the process with the end of making it easier for the customer. The President/CEO is confident that Cynthia Bridges is the right person to establish the procedures that will not only allow the school to be good financial stewards but to be more efficient on the Operations side of the organization. In addition, her intimate understanding of the regulations and procedures of our pertinent taxing authorities will be a tremendous asset. Her success has been detailed in the Founder’s Submission later in this narrative.

The Academic Director is **Edward L. Williams**. He will be responsible for the daily academic activities of the school including but not limited to curriculum, teacher evaluation and professional development, assessment, and other functions that are traditionally assigned to the school Principal. Mr. Williams brings experience as an academic leader specifically as the Director of two charter schools with populations that are socioeconomically analogous to that of The Delores Taylor Arthur School for Young Men. The results from the Chattanooga Girls Leadership Academy (CGLA) are indicative of Ed’s gifts as an instructional leader. The numbers on the chart below reflect the percentage of CGLA students reaching mastery and advanced on statewide assessments in the year prior to his arrival (2012) and the two years that he spent as Director.

	Reading 7	Math 7	Social Studies 7	Science 7	Reading 8	Math 8	Social Studies 8	Science 8	English I	English II	Algebra I	Algebra II
2012	15	12	n/a	13	15	14	55	34	45.5	26.7	12.5	0
2013	23.1	28.2	58	30.6	25.7	65.7	65.7	42.9	80	28.6	75	23.1
2014	24	32	71	46	24	24	82	44	65	74	76	64.3

As such, we are confident that he has the experience to execute the academic program and increase student achievement in a manner that is consistent with the mission and vision of the school. In addition, he has served as a consultant to schools in the approval and pre-opening process.



The President/CEO will utilize the expertise of **Dr. Joseph H. Murry, Jr.** during the start – up and launch of the Delores Taylor Arthur School for Young Men. Prior to his current position as Principal and Assistant Headmaster at Holy Cross School, “Doc” served as Principal of Abramson High School for nearly 18 years. His successful implementation of a Freshman Academy as well as a Career Readiness Program will be very valuable to us as we implement our own programs.

The President/CEO plans to name a SPED Coordinator by October 2018.

Each member of the School Leadership Team will have an annual evaluation. The President/CEO will evaluate each of his direct reports and in the process, work with each individual to create a professional growth plan. The school remains committed to providing resources for meaningful professional development opportunities for members of the Leadership Team. We are confident these experiences will lead to increased job performance. The plan for compensation is one that will see larger increases during the first five to seven years as the school grows and there are simply more students on campus. In addition, the school will consider increases tied to performance if it is financially feasible.

The Delores Taylor Arthur School for Young Men will approach the staffing process by thoughtfully crafting a Human Capital Strategy. In education, human capital refers to the administrators, teachers, and staff who have contact with students and impact their education process. This would require that the school carefully follow the following steps in the strategy:

1. Recruitment
2. Selection
3. Pre-Service Training
4. Placement and Workforce Analysis
5. Evaluation and Professional Development
6. Retention

The strategy is to make recruitment a priority and build talent pipelines at the state and local levels. Assuming charter approval in June 2018, we expect the process to proceed as follows:

- Creating a Recruitment Team: This group of individuals designated by the President/CEO will be a critical part of finding and evaluating talent to work in the school. The group will be diverse but the most important characteristic they will all share is that they will have a strong understanding of the mission of the school.
- Creating a candidate profile will be the next important step. It is here that the necessary qualifications are delineated as well as the characteristics that the school is seeking in a candidate. This profile is driven by mission and evaluation.
- The specific recruiting plan will outline the approach that the team will take to recruitment. It is here that the team leverages its resources. While it is very likely tactics, such as a school open house or a presence on social media, will be part of the approach, career fairs, visits to the alma maters of members of the team, and college campus job fairs are also important. Having financial resources will also be important. When feasible, the school will offer incentives to staff that refer a teacher who is ultimately hired and things such as moving bonuses for those who relocate to New Orleans.



Task	Party Responsible	Begin Date	Target Completion
Create Recruitment Team	President/CEO	June 2018	August 2018
Create “Ideal Candidate Profile” for each position	President/CEO	June 2018	September 2018
Develop specific strategies for recruitment and assign roles	Recruitment Team	June 2018	On-Going
Develop recruitment materials	Recruitment Team	July 2018	September 2018
Approve recruitment materials	President/CEO	September 2018	September 2018
Application Materials available	Recruitment Team	September 2018	Update as needed
Screen applications and conduct phone interviews	Recruitment Team	November 2018	On-going
Conduct in-person interviews and observe classroom lessons where feasible	AD	November 2018	On-going
Final Hiring decision	President/CEO		

The recruitment of teachers has already begun. To date we have received more than 100 letters of interests/resumes. More than half of them have been certified teachers and most of them are from the New Orleans area. While Lyceum Schools, Inc. does not discriminate in any way, we are certainly mindful of the need to have a diverse teaching staff. The only way to accomplish this is through a diverse pool of applicants which we have worked to develop.

Selection:

In addition to the obvious minimum qualification of having a clean criminal history, each teacher should possess the following qualifications:

1. A Bachelor’s or Master’s degree from an accredited college or university;
2. A belief in the mission of The Delores Taylor Arthur School for Young Men;
3. Teacher certification or a commitment to completing same;
4. Demonstrated willingness to take part in school life beyond the classroom;
5. A record of significant professional achievement or academic achievement in undergraduate and/or graduate school;
6. An ability to work collaboratively in a high-functioning environment;
7. A desire to work with economically disadvantaged students;
8. An understanding of the role that data plays in increasing student achievement; and
9. A willingness to embrace the holistic approach to educating the BMOC.



Compensation Model:

The plan is to offer a compensation model that is more than competitive with the LEA's in the State of Louisiana.

Position	Salary Range
President/CEO	85,000 - 100,000
Director of Finance and Operations and Academic Director	75,000 - 90,000
Special Education Coordinator	65,000 - 80,000
Teachers	42,000 - 60,000
Teacher Aides	32,000 - 45,000
Support Staff	25,000 - 40,000

In addition to base pay, employees will be offered an opportunity to participate in a 403(b) plan. Full-time employees will also receive health insurance with the school paying 80% of the premium for the employee while offering Life Insurance as well as short and long-term disability which the school will pay 100%. The employee will be offered an opportunity to join the group dental and vision plan at the employees' expense.

Research at the University of Tennessee looked at the impact of consistency on student achievement. Over a multi-year period, researchers focused on what happened to students whose teachers produced high achievement versus those whose teachers produced low achievement results. He discovered that when children, beginning in 3rd grade, were placed with three high-performing teachers in a row, they scored on average at the 96th percentile on Tennessee's statewide mathematics assessment at the end of 5th grade. When children with comparable achievement histories starting in 3rd grade were placed with three low-performing teachers in a row, their average score on the same mathematics assessment was at the 44th percentile, an enormous 52-percentile point difference for children who presumably had comparable abilities and skills. Elaborating on this body of research, researchers reported the following:

... the results of this study well document that the most important factor affecting student learning is the teacher. In addition, the results show wide variation in effectiveness among teachers. The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor. Effective teachers appear to be effective with students of all achievement levels, regardless of the level of heterogeneity in their classrooms.²⁹

²⁹ Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 57-67, p. 63.



Instructional staff will receive a comprehensive evaluation based upon several measures. The first will be student achievement. Each student will have growth targets to hit in their core subjects and the teacher will be held accountable for his or her students. Perhaps the most important competency of the teacher in pursuit of increased achievement is classroom management. While the obvious factor here is discipline and order, it also includes creating an environment where students give and receive respect; feel confident enough to take risks in both asking and answering questions and feel safe and supported. Professionalism is another critical factor. The teacher has the responsibility to communicate with parents, work openly and fully with colleagues, and model appropriate behaviors for all students. Finally, it must be clear that the teacher is fully committed to the school mission.

School leadership will make teacher coaching a priority during the school day. The Academic Director will make regular visits to each classroom. The reality is that there will be negative feedback to be delivered in some instances. This will always be delivered both in writing and in a meeting called for that purpose. A poor evaluation will result in a range of possibilities. Teachers who struggle but do so because of extenuating circumstances will be given an opportunity to correct those problems. The school will support that teacher with additional coaching, mentoring, and professional development opportunities. If it is determined that a teacher is not performing due to a lack of effort or interest, then he or she will not be retained.

We offer the above to make evident that the school understands the importance of a strong evaluation process. We will use the COMPASS evaluation rubric as well as our own instrument for routine classroom visits.

Mission Critical Partners

Educational Service Providers are not considered “Mission Critical Partners” for the purposes of this section. Applicant groups which will use an Educational Service provider should complete the Educational Service Provider section of this application.

- (1) Describe the mission-critical partnerships that your school has established and provide, as **Attachment 7**, the terms of these partnerships in form of a written commitment or MOU.
- (2) What is the contingency plan if these partnerships are not maintained?

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



The Delores Taylor Arthur School for Young Men is in the process of exploring the possibility of mission-critical partnerships.

As we look to determine which entities might work best for our program we will seek those who have the expertise and resources to either increase student achievement or increase college readiness. In the vetting process, those entities would need to demonstrate the following:

1. A track record of successful partnerships with other schools or similarly situated non-profit;
2. Financial resources to sustain the program over the life of the agreement;
3. Leadership that is established and has the expertise to manage the project on their side of the partnership.

The partner organization shall comply with the policies and procedures of the School as specified in the Leadership, Educational, and Administrative Policies and Procedures Manual (LEAPP); volunteers shall attend training and orientation sessions provided by Lyceum Schools, Inc. All individuals providing the Programs and Services outlined shall arrive at the school at least 10 minutes prior to the scheduled start time and shall be appropriately attired in business or business casual clothing. Lyceum shall have the right to review lesson plans for all projects in advance of delivery. All content shall be age-appropriate. In addition, Lyceum has the right to interview and select all individuals who will provide services; and all will be subject to a criminal background check.

The relationship will be evaluated on at least a semi-annual basis utilizing an instrument that is mutually agreed upon. Data will be collected depending upon the nature of the relationship. For example, a partnership to improve college readiness would be measured by the percentage of students reaching the ACT score indicating college readiness.

When the charter agreement is signed, any agreements with mission-critical partners will be finalized. The agreement will contain very clear recitals as to the obligations of all parties. Made part of that agreement will be some very specific goals and performance measures appropriate for the nature of the service provided. It is expected that there will be monthly communication as a matter of course and with greater frequency as issues and opportunities arise. The President/CEO will oversee this process through his designee. A copy of the Memorandum of Understanding that we intend to use with any and all mission-critical partners can be found in Attachment 7.

A number of organizations/individuals have agreed to having a role in the educational program at the school. We will continue to discuss their role and if any appear to want to play an even more significant role, we will formalize the relationship in the manner described above.

Operational and Financial Readiness

- (1) Provide, as **Attachment 8**, a detailed start-up plan for the school. Specify tasks, and key milestones, timelines for completion, and the individuals or positions responsible for each. Indicate at which point key individuals will become employees of the organization, as well as contingency plans if you are unable to open in your preferred timeframe.
- (2) Provide as **Attachment 9**, your school's start-up and Year 1 operating budget.
- (3) Do you plan to use a financial manager or a back-office service provider? If the entity that will provide your financial services has been chosen, please provide its name and attach the contract as **Attachment**



10 and the resume of the person designated as your qualified business manager as **Attachment 11**. If that entity is an individual financial manager, please provide his / her one-page resume as **Attachment 11**.

- (4) To whom will your financial manager or back-office service provider report: the school leader, a network/CMO level staff member, or the board?
- (5) If your school leader or organization are considered an experienced operator include as **Attachment 12** your School/Portfolio Performance workbook.

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

The person who will oversee the Finance and Operations for The Delores Taylor Arthur School for Young Men is Cynthia Bridges who is also identified in the Leadership Section of this submission. Her resume is also included as Attachments 5 & 6. She will report to the President/CEO. In the first several years of the school's existence, she will be supported by 4th Sector Solutions a company with extensive experience in the start-up, operations, and financial management of charter schools in Louisiana

Attachments

- (1) Attachment 1: (Optional) Student Recruitment Evidence
- (2) Attachment 2: Governing Board Roster & Resumes
- (3) Attachment 3: Organization Chart & Staffing Plan
- (4) Attachment 4: School leadership team job descriptions
- (5) Attachment 5: Redacted Leadership Team Resumes
- (6) Attachment 6: Un-redacted Leadership Team Resumes
- (7) Attachment 7: (If applicable) Mission Critical Partner MOUs/Contracts
- (8) Attachment 8: Detailed Start-up Plan
- (9) Attachment 9: Start-up and Year 1 Budget
- (10) Attachment 10: (If applicable) Financial Manager Contract
- (11) Attachment 11 Qualified Business Manager/Financial Manager resume
- (12) Attachment 12: (Experienced Operators) School/Portfolio Performance workbook