



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.**

### Executive Summary

Generation Success, while providing an equitable education for all students, is designed to assist exceptional high school learners in gaining 21st-century skills through a student determined, design thinking approach.

**The Problem:**

In December of 2015, a student attempted suicide in the restroom of a local middle school. This school, though known for their excellence in academics, had failed this twice-exceptional student. He had not received his IAP accommodations since he enrolled in the school a year earlier. He was struggling with the middle school transition, and anxiety became stifling. He was frustrated, bruised, and the victim of bullying from one his teachers. He wanted to give up on life. Though that student failed in his suicide attempt, he is the catalyst for Generation Success Academy's creation as that student is the son of the founder.

The failure of New Orleans’ schools in providing quality education to its most vulnerable learners, students with exceptionalities, is widely known and a charter authorization priority for the Orleans Parish School Board. Only 39% of students with exceptionalities met state exit exam standards of Basic or above, according to NOLA.com in 2016. So while New Orleans has come a long way from the 2003-2005 statistics of 1 and ten exceptional learners graduating high school, there is still a steep hill to climb. In addition to educational insufficiencies, New Orleans is nationally known as the third worst metropolitan city to provide opportunities for youth aged 16 to 24 according to the Cowen Institute and Opportunity Nation. Further, sixty percent of all Opportunity Youth are African American residents, and 20% are school-aged individuals. New Orleans is not only creating education divides of disproportionate



achievement, but they are also contributing to the economic and sustainability divides between the haves and have-nots in New Orleans, especially to residents who are Black.

Generation Success aims to solve these two different, but interrelated problems. Through our focus on flexible learning classrooms and self-paced learning modules, we have the tools to re-engage students by meeting them where they are. We help students gain skills because we ignite their self-driven passions. Our social-emotional learning components like performance feedback, student reflection, and progress monitoring, which intrinsically are tied to every learning module, are designed to combat barriers to successful collaboration and problem-solving. These are research-based processes known to impact the learning of students with exceptionalities positively and maintain engagement through rigorous curricula.

**Our Model:**

Generation Success is poised to be a change agent for New Orleans. From our model to our leadership team development, to our reliance on traditional and nontraditional, evidence-based educational practices and curriculums, Generation Success can close the divides created by the current systems of New Orleans.

**The Five Pillars of Generation Success Academy:**

**Pillar 1:** All students receive learning plans that coexist with any IAP and IEP documents. The creation of these learning plans comes from an analysis of results of academic, socio-emotional, and ASVAB testing. Testing batteries include TerraNova Comprehensive Test of Basic Skills for mathematics, Gates MacGinitie Reading Comprehension assessments, and the Devereux Student Strengths Assessment.

**Pillar 2:** We offer two graduation pathways within our school. Students can choose a college-prep track, a Jump Start track, or a combination of both. Students graduating from a Jump Start track will graduate with industry credentials in the Skilled Trades or Technology field. Students graduating from the college-prep track will graduate with all requirements for scholarships in Louisiana under the TOPS University plan.

**Pillar 3:** Generation Success Academy utilizes a Student-Driven Learning model for project-based learning that couples traditional, research-based curriculums with specifically designed project-based modules that focus on the needs of the surrounding community and student pursuits. We partner with the local community to provide learning experiences for our students both inside and outside of the traditional classroom. We understand the need for evidenced-based curricula so we will utilize Eureka Math 9-11, Guidebooks 2.0 and Engage ELA 9-12, Houghton Mifflin and the DBQ Project for Social Students, and Pearson Science along with interactive labs.

**Pillar 4:** We utilize flexible age classes that are designed to link students by strengths. Students learn to build upon one another in the project-based modules of our curriculum and are banded by their strength abilities within each pathway.

**Pillar 5:** Our staff will be trained in mental health and educational pedagogies. Students will be afforded full wrap around supports while in high school and one year after graduation.



The Generation Success Academy model provides the necessary supports for all learners, but especially those with exceptionalities. Research supports the idea of using flexible-aged classes, multiple modalities for assessing, and student choice in the education of learners with exceptionalities. We provide all of the above. Student learning plans are a combination of strengths, preferences and academic needs' analysis. Our beginning of the year assessments will allow us to Tier all students entering our building. Students are then assessed three times each year in core subjects, and progress monitoring happens on a weekly basis inside of every classroom. Educators receive training on best practices in providing evidence-based class-wide interventions to all Tier 1 and 2 students, while Tier 3 students receive intensive supports in a small group setting. This instruction includes, but is not limited too, whole class lesson facilitation on core understandings for each skill, with discovery and deepened knowledge occurring through project-based exploration.

Students achievement is measured through Standards' based grading. Grades come from rubrics built for the project-based learning modules in each class. While students are driving their project-based learning, rubrics will be standardized to encompass critical components necessary to ensure quality learning is taking place. Additionally, students will complete traditional assessments over Common Core State Standards, but these will only be used to drive instruction and monitor student needs.

**Our Vision:**

During our inaugural year, we will open with only 9th and 10th grade classes. Each year after that we plan to add a grade level to our high school, beginning with the 11th grade in year two. We plan to scale our model during year three to add the 12th-grade students. By year five, Generation Success Academy will house a fully functioning high school. Our goal is to drive the development of our campus in conjunction with our partnerships throughout the community. Beginning year one, we will approach the Greater New Orleans Business Alliance to form a partnership with our school. We would like to directly impact the needs of the Skilled Trades and Technology fields in the city of New Orleans. This partnership will not only assist our graduates in gaining hands-on experience, but it will also help them to understand better their community and the role they play in it. The partnership will likely result in a dual benefit for local businesses and our students. In the next four years, we will approach companies like Lamar Advertising, Lookfar, and the City of New Orleans' mayor's office to solidify additional community partnerships.

Generation Success Academy is poised to provide solutions for the Opportunity Youth crisis of New Orleans. Generation Success Academy not only provides quality, engaging, and equitable education, but we also offer hands-on learning, credentialed skills, and partnership opportunities for our students. Students who leave our building will go prepared for the 21st-century job force here in New Orleans and beyond. We are growing leaders who will be able to understand themselves and their abilities better, while also meaningfully engaging with their community. Our students will also be experientially and economically able sustain themselves because they are practicing the skills that businesses want their workforce to possess in high school. Additionally, we will create Alumni supports for all of our students. These supports will allow graduates to come back to Generation Success Academy to reinvest their time and efforts into our program and receive additional services, one year after graduation. Services will be limited in scope but will consist of college enrollment tracking and support, TWIC card and certification enrollment and assistance, and financial planning.



### 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.**

### 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.**

### **Educational Model**

Generation Success bases its curriculum on the evidenced-based Self- Determined Learning Model. According to Lee, Wehmeye, and Shogren (2015), the Self- Determined Learning Model (SDLM) provides choice in learning outcomes by using educators to facilitate student directed and driven learning opportunities. These opportunities can come as a result of the project-based learning modules but must be led by student choice and interest, while facilitated through teacher instruction and support. The SDLM is one of the only researched and evidenced-based curriculums to show high levels of efficacy in the 21st-century arena, for students with learning exceptionalities. This model has undergone several meta-analysis studies that showcase not an only higher academic achievement in high school for students with exceptionalities, but also more positive economic pathways post-high school.

The Generation Success approach to SDLM is centered in a project- based learning. We believe our project-based modules' design- thinking approach builds on self- regulated problem solving, that offers opportunities to think critically, problem solve, build action plans, evaluate outcomes, and reflect on learning, with a keen focus on iteration and the journey. This model will address the inequity currently found in the New Orleans education system because it inherently engages students in their learning, which builds their capacity and allows them to have small wins that grow abilities. The curriculum also prepares students for a 21st-century world that requires many of the “soft” skills that are a focus of the curriculum



model like, communication, conflict resolution, and collaboration. Generation Success' added socio-emotional themes help to prepare students to be more collaborative, mindful, and resilient. Most students with learning exceptionalities struggle because the socio-emotional component of their education is missing. That missing element then contributes to higher dropout rates, disengagement, and lack of proficiency in basic skills.

## II. Structures, Policies, and Practices

### Prior to School's Start Date

Students who enter our school will receive Individual Learning Plans. For any students who already functions under an IEP or IAP, the Learning Plan will become their embedded goals. This process is facilitated through a series of psycho-educational batteries that include the following:

- Gates MacGinitie Assessment of Reading- This is a nationally- normed referenced test that also aligns with CCSS standards and tracks the reading progress of students from Pre-K through 12th grade. The analysis focuses on reading ability: specifically in the areas of decoding, phonemic awareness, vocabulary, and comprehension. This battery will provide our school with baseline data in Reading. Educators will then be given user reports that outline a student's needed growth areas to improve reading proficiency. The founder, Brandy Williams, has had immense success with moving student achievement an average of 2 to 4 years, in one academic year, utilizing this assessment and its metrics.
- TerraNova Comprehensive Test of Basic Skills (CTBS)- This assessment is another nationally normed referenced test that provides a full, comprehensive battery of information over Mathematical Problem Solving and Critical Thinking, Computation, and Reading Comprehension, Science, and Social Studies concepts. This assessment will provide the school with baseline data for math, science, and social studies.

All batteries will be given during the New Teacher Inservice, with scores being used to determine the Learning Plans for each student. Learning Plans will use baseline data to set benchmarks for all of our students. Preliminarily, we have discussed 45% growth as a standard performance goal for all students, but individual progress will be set by strengths and needs' analysis. Once plans are drafted, copies will be sent home with families and meetings scheduled to determine the level of agreement for each student's progress.

### During the Year

Students will meet with their mentor teachers MWFs for 15 minutes. During this time, students are handed their progress trackers and guided through the process of self- monitoring their growth targets. During Study Hall, any students not meeting progress goals, or on the border of failing a class will meet with:

- A. Social Worker- The Social Worker will assess the problem and determine, with the student, if additional supports are necessary for the student's success. It is important that the Social Worker meets



with the students to better assess whether there is a psycho-social underlying issue happening or a purely academic issue.

B. If the issue is Academic, specific teachers will be holding Study Hall hours to offer tutoring and small group instruction over foundational skills that may be lacking.

It is important to note that students can self- select the foundational skills group without seeing the Social Worker. However, if a student attends more than two weeks of self- selected Study Hall without improvement, they will be automatically referred to the Social Worker for case management supports.

**Schedule Overview and Rationale**

Generation Success will operate on an 8 to 4 schedule that simulates college course timings, Monday, Wednesday, and Friday. Tuesday and Thursday are reserved for early dismissal days at 3 pm for staff development. Our first class does not begin until 8 am daily, and our last class ends at 4 pm daily. Students will have 30 minutes for lunch each day. Tuesdays and Thursdays will be reserved for longer, more lab style courses.

Educators will attend Morning Meeting Huddles where we begin the day with celebrations, review the key objectives for the week, and self-reflect on our school’s purpose. These meetings will happen on Mondays and Wednesdays in preparation for the Student Assembly meetings on Tuesdays and Thursday. Students will attend a morning assembly on Tuesdays and Thursdays of each week.

Tuesday assembly- key objectives for the week ahead.

Thursday assembly- celebrate accomplishments of our school community.

**Sample 9-10 Schedule**

	<b>M</b>	<b>T</b>	<b>W</b>	<b>R</b>	<b>F</b>
<b>8-8:30</b>	Arrival Breakfast	Arrival Breakfast	Arrival Breakfast	Arrival Breakfast	Arrival Breakfast
<b>8:30-8:45</b>	Advisory	Morn Meeting	Advisory	Morn Meeting	Advisory
<b>9-9:50</b>	Block 1	(9- 10:30) CCE Credit Hours or ELA 1	Block 1	(9- 10:30) CCE Credit Hours or ELA 1	Block 1
<b>10-10:50</b>	Block 2	(10:40- 11:30) Lunch 1 (10:40- 12:20)	Block 2	(10:40- 12:20) Lunch 1 (10:40- 12:20)	Block 2



		Sci- CCE Track MATH		SS- CCE Track MATH	
<b>11- 11:50</b>	Study Hall/Mentor Hour or Lunch 1	(11:40- 1:20) Sci- CCE Track MATH (12:30- 1:20) Lunch 2	Study Hall/Mentor Hour or Lunch 1	(11:40- 1:20) SS- CCE Track MATH (12:30- 1:20) Lunch 2	Study Hall/Mentor Hour or Lunch 1
<b>12- 12:50</b>	Study Hall/Mentor Hour or Lunch 2		Study Hall/Mentor Hour or Lunch 2		Study Hall/Mentor Hour or Lunch 2
<b>1- 1:50</b>	Block 3 Enrichment 10	(1:30- 3:00) ELA- CCE Track College Exploration	Block 3 Enrichment- 10	(1:30- 3:00) ELA- CCE Track College Exploration	Block 3 Enrichment- 10
<b>2- 2:50</b>	Enrichment-9 Block 4- 10	All Students Dismissed for Intern Work Hours or College Course Hours	Enrichment-9 Block 4- 10	All Students Dismissed for Intern Work Hours or College Course Hours	Enrichment-9 Block 4- 10
<b>3- 3:50</b>	Block 5	(3- 5:15) PD Sched	Block 5	(3- 5:15) PD Sched	Block 5

**Internships and Early College Opportunities**

Generation Success is committed to allowing students to the opportunity to grow in their desires and pursuits. Thus, we will enable school/class time to work on projects that offer internship-type experiences in skilled trade work environments, and college course auditing/early credit opportunities. During the Staff Development days, staff members will participate in professional development around data-driven topics and best practices.

**The Generation Success Academy Difference**

Generation Success Academy utilizes flexible age classes, an SDLM model of project-based learning, and individual learning plans to support success throughout our program. These are not typical offerings of open admission high schools in New Orleans. Generation Success Academy also believes in student determined progress and growth. This practice helps to ensure equity in our student’s education, while



also respecting the learning and growth of the individuals involved. To further the growth processes, we naturally differentiate instruction, provide Response to Intervention or RTI practices, and align teaching and learning to data. All of these programmatic elements work in concert with each other to provide for all learners, but especially those with exceptionalities. Lastly, our school offers varied options for graduation. Not all students will choose the same pathway for high school completion. Therefore, we provide students plenty of opportunities to practice with hands-on learning within their community, the things about which they believe themselves passionate. This experiential learning sets our students up for their future endeavors and helps them to become invested partners within their community.

### 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.**

### **Enrollment Plans**

In 2016, New School for New Orleans released a study that explained, Louisiana ranked 49th in their percentage of students with disabilities, also known as learning exceptionalities, earning high school diplomas. To help combat these statistics, the city of New Orleans created a fund to help organizations in educating the most vulnerable learners of our system. The most recent figures on New Orleans explains at least 79% of learners with exceptionalities are those of color, and 71% of that number are males. Within these same statistics presented by Louisiana Believes, 82% of students with learning exceptionalities have either developmental delays or speech, language impairments in Orleans Parish, with 21% being specific learning disability and 55% being a mild disability. In Orleans Parish, only 8% of learners with exceptionalities exit Special Education, 45% graduate with a high school diploma, and 28% drop out and contribute to New Orleans’ high Opportunity Youth population. Thus, there is no question that the data showcases a community of students with learning exceptionalities in need of programming.

### **Recruitment Strategy**

Generation Success Academy will be an open admission charter high school. We will plan community events that allow parents and students to learn about us, while also actively continuing the programming that our parent organization, Generation Success has done. Our parent Nonprofit, Generation Success has run programming within the community that has showcased consistent participation and a dedicated commitment to continuing to work with us. During this year, Generation Success has run pilots of our



curriculum model and has a waiting list of parents and students for summer programming. Below details some of our processes for recruitment:

**June 2018-** Generation Success Summer Camp      Active Recruitment of students  
Expected Outcome: 10--> 9th graders, 10--> 10th graders

**July 2018-** 5 Info Sessions      Active Recruitment of students  
Expected Outcome: 5→ 9th graders, 5→ 10th graders (2 students per session)

**August 2018-** One App Recruitment/Family Event  
Expected Outcome: 5→ 9th graders, 5→ 10th graders

Back to School Supply Drive      Active Recruitment of students  
Expected Outcome: 5→ 9th graders, 5→ 10th graders

**September through December 2018**  
Generation Success Fall Outreach Programming (Tutoring partnership with local middle school)  
Expected Outcome: 15→ 9th graders, 15→ 10th graders

Middle School 8th Grader Events  
Expected Outcome: 10→ 9th graders

**January/February 2019**  
Urban League School Expo  
Expected Outcome: 5→ 9th graders, 10→ 10th graders

Postcard/brochure mailings about the school

**March 2019**  
Generation Success LEAP Tutoring      Active Recruitment of students  
Expected Outcome: 5→ 9th graders, 5 → 10th graders.

**April 2019- June 2019**  
Generation Success community marketing to churches, community centers, etc.

\*\*Attachment 1 displays some of the traction that Generation Success has already garnered.

### 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.**

**Student Experience: Policies involving Culture and Discipline**

**Culture**

Generation Success is a school that is built to serve the needs of our city’s most vulnerable learners. For that reason, we are tied to providing a holistic learning environment that understands and accounts for the socio-emotional and mental health learning needs of our students and our staff. We are committed to delivering trauma-informed practices that do not follow a No Nonsense approach to discipline. Instead, we will utilize restorative exercises that build on communication, critical thinking, and conflict management skills learned through project-based modules. These practices are not only for the benefit of students but also, the benefit of our staff and school culture.

**Staff Investment:**

As mentioned prior, staff in our building are trained in mental health and education pedagogies. This practice is intentional because the team will set the tone for the culture of Generation Success Academy. Staff will undergo bias training, restorative practice training, and cultural sensitivity training. Generation Success Academy will also promote bonding through staff celebrations, outings, and team building activities. Staff members will spend one PD meeting per month as a Staff Retreat designed to help the staff bond and maintain their cohesion.



**Norms:**

The only given norm for our building is respect everyone and everything. Without respect, nothing is accomplished. Thus, we require that staff members appreciate everyone and all of our assets in the building.

During our first staff retreat, members of the staff will select their norms for the year. This process is done to ensure that the team feels invested in the standards, are bought into the community, and will be vested in helping to maintain our norms. To further establish the norms, they will be published and signed by the staff. They will also be posted during our meetings and in the staff lounge. Further, faculty will elect roles during our PD sessions monthly. These roles will be meant to help enforce our norms, and ensure that all members of our community continue to be invested in them. Lastly, as norms need tweaking and revising, we will complete this task as a staff community.

**Behavior Expectations:**

We are committed to maintaining a low percentage of suspensions annually. Our goal for out of school suspensions will be at or below 10% for the year. As a campus that participates in Restorative practices, our focus is on preparing students to self-advocate and manage conflicts through socio-emotional learning, rather than punitive, no nonsenses practices. Students will be expected to sign behavioral expectation contracts designed with staff input. Families will meet with us before school beginning. Our only entrance requirement is family interviews. These are our times to honestly get to know our families and allow our families to get to know us. During entrance interviews, the behavioral expectations will be explained.

**Student Values:**

Respect- We respect ourselves, our community and our surroundings.

Solutions First- We look at problems, but our focus is on the answer to those issues.

Excellence- We put the best foot forward in every day and every way. Excellence is our only option.

Perseverance- Life will be hard, but we push through.

Communication- Communication kills conflict and restores trust.

**Behavior Policies:**

Generation Success Academy uses a merit/demerit based system for behaviors. The system will be monitored by Mentor Teachers and any students receiving more than five demerits in a week will need to attend Restorative Circles with the counselor and School leader. Students and families will sign behavior contracts during the initial family interview for admissions. Behaviors contracts will outline the baseline student expectations for Generation Success Academy, including this merit/demerit system. These outlined behavior expectations include

- Dress code
- In and out of school value violations



- Academic dishonesty and integrity
- Attendance and Tardies
- Work-Site/Field trip expectations

Generation Success Academy will follow recommended suspension and expulsion practices as given by the Orleans Parish School Board and the Youth Hearing Office. Steps in the process include:

**Level 1 Infractions-** All level one infractions will result in Restorative Circles. Students will be expected to make amends for their actions, and explain how their choices and actions have violated our values. Students committing Level 1 infractions will be forgiven with no adverse disciplinary action on the first offense. Should an offense occur again within the immediate 30 day period following a first, forgiven offense, the student will face negative consequences equalling detention and loss of privileges.

**Level 2 Infractions-** All infractions that disrupt learning and safety will be deemed Level 2 infractions. These infractions will also mandate immediate Restorative Circles, but may also include restitution duty and negative consequences equalling one or more mandatory detentions, cleaning detail in and around the school, and in- school suspension for especially egregious offenses not mediated through Restorative Circles.

**Level 3 Infractions-** All infractions that disrupt learning and safety significantly, will be deemed Level 3 infractions. Level 3 infractions may not be awarded because a student has multiple Level 2 infractions. Rather, Level 3 infractions must impact learning and safety to a level that requires administrative intervention or more, with an immediate or near immediate response. Level 3 infractions are the only infractions not guaranteed a Restorative Circle but will require a mandatory suspension and expulsion.

All disciplinary procedures, Level 1, 2, or 3 will result in guaranteed Due Process for the students and their family. All disciplinary infractions will result in a school-wide investigation within three days of the incident occurring, communication being sent home to parents, and a Mentor teacher follow-up meeting. All Level 2 and Level 3 infractions that require restitution duty will also be subject to Student Hearing Office requirements and procedures for the process. Communication will still be sent home, and every effort to ensure that the student receives their school work will be made.

### **Setting and Maintaining the Tone**

To foster leadership, and help maintain our culture in the building, students will be invited to apply for a seat on the Building Leadership team. Students will meet with the leadership staff to review discipline procedures, voice student concerns, and maintain our values while also growing as a learner.

Student Leaders from our Building Leadership team will lead the student assemblies on Tuesdays and Thursday with faculty members. They will actively encourage voicing of concerns, student involvement in the crafting of policies, and bringing the administration's attention to important details as necessary.



### 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.**

#### **Family and Community Engagement**

Generation Success, the parent Nonprofit organization for Generation Success Academy, has hosted community events that include:

- Free STEM Workshops for students
- STEM Nights for Families
- Back to School Drives
- Mentoring
- HiSet/GED Tutoring
- General K- 12 Tutoring
- Generation Success Academy Info Sessions

Parents have voiced their concerns with the school system, their children’s education, and they have explained what they would like to see done in New Orleans. We have introduced components of our model to parents during our Info Sessions and asked for their verbal and written feedback on the planned processes of the school. Generation Success Academy has been formed and iterated with the input of parents and community members.

Currently, Generation Success sends a monthly Newsletter to interested parents and community members. Upon successful charter approval, this Newsletter will still be sent to previous community members and parents and will be mailed to local businesses. Additionally, we will publish our Events Calendar, Newsletters, and Updates in the process to our school website. In that same vein, we will utilize the Robotic Call system already in practice within many Orleans and Recovery School district buildings.

Generation Success Academy believes in an open door policy because we want our families and students to be an indeed, meaningful participant in our school. We will not only inform parents and students of what is happening in our school, but we will also craft Family Nights like Literacy Night, Math Night, and Student Performances that encourage participation from students and their families. We want to invest in, maintain, and grow our community. Along with the Family Night formation, Generation Success



Academy will build a Parent- Teacher Organization. This organization will be funded, partially through staff commitment, but also through allocated budget dollars. Generation Success Academy is serious about making parents an integral part of our model and operations.

### Grievances

We are committed to accountability and transparency, and we will address any concerns quickly and in a fair manner to ensure that due process is afforded to all parties involved. Any parent may bring a complaint to the school leader for any reason, including the request to appeal a disciplinary decision. The processes below have been established so that students and parents may bring concerns, appeals or complaints to the attention of the appropriate party:

1. If a concern arises from a school situation, students or parents should first discuss it with the teacher, or staff most directly involved.
2. If the students or parents concerned believe that the discussion has not led to a satisfactory conclusion, they may proceed to discuss the matter with a member of the leadership team.
3. If the students or parents believe that the situation still has not been resolved, concerns should be taken to the CEO of Generation Success Academy. The CEO will first investigate the matter to ensure that Steps 1 and 2 have been appropriately documented and completed, then record the complaint and/or appeal and will address any concerns regarding appeal of a disciplinary decision, or any action or inaction taken by the school administration, within three school days of the appeal and within five days from the time the complaint is introduced.
4. If the situation still has not been resolved to the satisfaction of the students or parents, concerns should be directed to Generation Success Academy’s Board of Directors through its Parental Concerns and Complaints Committee. The chair of the board, Mrs. Cheryllyn Branche, can be reached at: [cherry\\_branche@msn.com](mailto:cherry_branche@msn.com).

### 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.**

**Governing Board**

The Founding Board of Generation Success Academy possesses a range of experiences and proven skills relevant to the start-up of a successful charter school. Board members include academics, business executives, fundraising, community organizers, mental and physical health clinicians, and educators. The Founding Board understands the responsibility of governing a public charter school. Every member of the Founding Board is both passionate about and driven by the need to care for learners with exceptionalities. To start the process, the Board’s responsibilities include:

- Establishing the school’s mission and vision.
- Engaging in strategic planning and approving the strategic plan.
- Ensuring adequate resources for implementation of the school program.
- Evaluating the Chief Executive Officer.
- Evaluating the School Leader.
- Approving major policies and regularly reviewing and revising them as necessary.
- Preparing for and attending board and committee meetings.
- Monitoring program implementation and compliance with the charter agreement and all relevant laws and regulations.
- Recruiting and orienting new Board members and assessing board performance.
- Participating, as appropriate, in the grievance process.
- Enhancing the school’s public standing.
- Ensuring that the school achieves its mission.

**Monitoring Overall Performance**

The Board of Directors will conduct monthly meetings where the state of the school is discussed. During these meetings, both the CEO and School leader are expected to discuss data trends for academics, recruitment, staff and student retention, finances, and upcoming events. The Board will be presented with data reports at least seven days before scheduled meetings and will evaluate the School Leader and CEO by their implementation of initiatives and overall progress toward End of the Year goals. In addition to data dives, the Board will review Gallop surveys completed by parents, staff, and students, involving the school’s entire leadership team, and the state of Generation Success Academy.

**Evaluation of the School Leader and CEO**

Because the evaluation of both the School Leader and CEO are mission critical to Generation Success Academy’s survival, the Founding Board will contract with BoardonTrack to be trained on data collection, evaluation, and dissemination of critical impact needs to ensure that both the Board and the leaders are aware of their performance. As it stands, BoardonTrack recommends a 5- Step process in evaluating leaders:



- Robust search for leaders; Contracting for the roles and annual goals set in conjunction with the respective leaders.
- Appoint and evaluation committee that will create timelines and action steps.
- Conduct a Fall Check-in evaluation
- Conduct a Spring Check-in evaluation
- Conduct and annual evaluation and determine rather or not to renew contracts.

Because the evaluation of both the School Leader and CEO are mission critical to Generation Success Academy's survival, the Founding Board will contract with BoardonTrack to be trained on data collection, evaluation, and dissemination of critical impact needs to ensure that both the Board and the leaders are aware of their performance. As it stands, BoardonTrack recommends a 5- Step process in evaluating leaders:

During this process, the Board will collect data, Gallop surveys, individual self-performance reflections, and artifacts of job performance for each leader. This process may further include letters of recommendation and testimonial as necessary. The Board will then evaluate each leader's performance by both the Louisiana Believes School Leader/Org Leader rubrics and the 2013 Marzano Leadership rubric.

### **Identifying Conflict of Interest**

As noted above, Generation Success Academy will contract with BoardonTrack to ensure that our operating procedures for the Founding Board are done well, and aligned to legally necessary standards for Louisiana. As a part of BoardonTrack work with our Founding Board, we will have training and support to ensure that we identify any and all conflicts of interest in our operating procedures, financial interests, and personal relationships of all board members.

### **Board Member Selection and Compliance**

To date, Founding Board members have been selected through referrals from Board members, and those made to the current CEO. All candidates who are referred to the board undergo a background check, resume and background review by the CEO and all board members, and a vote via the board. Each member serves for one term year, with a maximum of three consecutive term years being served.

The Board meets at a minimum of once per month, twice per month quarterly, and one annual meeting in addition to all other scheduled meetings. Meetings are recorded and minutes are taken at every meeting. All Founding Board meeting minutes are published online and disseminated to stakeholders within seven days of the meeting.



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.**

Under the guidance of the CEO, we will create systems that help us to manage Generation Success and create a pathway to success for the New Orleans community and the organization. Some of the most critical steps in that process include:

- 1. Developing the “profile” of a Generation Success team member, aligned with the school’s mission and vision
- 2. Set and meet SMART goals for hiring
- 3. Create detailed job descriptions
- 4. Identify a broad set of advertising outlets and goals/targets
- 5. Adopt protocols and procedures for vetting candidates
- 6. Approve offer letters and other employment documents

Generation Success Academy will strive to have a 50-50 staff split among those with certifications and those without certifications. However, it is still our goal that every educator in our building will be certified by the year’s end. Below are some outlined criteria and qualifications that we have identified as necessary for our staff:

**Educational Leader-**

We prefer that an Educational Leader hold a Level 1, 2, or 3 certification. However, we are willing to work with residency programs to choose a leader that is well- rounded, versatile and willing to learn the Generation Success Academy way. In addition to an education certification, we request that our School Leader have a background in mental health or Special Education. A sufficient history, two or more years, of working with Trauma-Informed training and programs, Social Work, and Professional Licensed Counselors are encouraged to join our team.

**Social Work-**

Standard Social Work or Professional Counseling background and good standing with the state board.

**Educators-**



Component 1: Eligibility Requirements Eligibility must be consistent with those outlined in the Math for Professionals requirements Bulletin 746: §348 (Appendix A). Participants must, as a minimum:

1. Have an undergraduate degree from a regionally accredited college or university and/or evidence of a math and/or science work-related background.
2. Meet at least one of the following: a. Earned 30 credit hours of mathematics; or b. Earned a Master’s Degree in Mathematics or Science Content Area; or c. Passed the Praxis Mathematics: Content Knowledge test (0061).
3. Have the recommendation and support of the employing school system and current employer. Written request is required from the Louisiana employing authority indicating that the person will be employed in the area being sought once the certification is granted.
4. Complete a district developed classroom readiness/training program, based on state guidelines.

**CTE Educators-**

7. Business license or IBC credential
8. High School diploma
9. Verified work experience

**English/Science/Social Studies Educators-**

10. 18 or more hours in English
11. Enrollment in a certification program

Lastly, Generation Success Academy is committed to partnering with local teacher preparation programs and colleges. We will actively recruit from the following organizations:

Xavier University  
Southern University at New Orleans  
Relay Graduate School  
Teach Nola

**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.**





Generation Success is still in the infancy stages of contracting with Mission Critical partners, though we have considered this area as a priority during our planning year. We realize that we would like to utilize several community resources as a way of increasing the capacity and experiential learning of our students. Likewise, we have found specific partners who can help to provide Generation Success Academy with long-term vitality and sustainability. Some of the partners are listed below:

Nepris- This is a technology database that brings industry experts into the classroom at little to no cost to the school. Scholars are able to quickly schedule and connect with industry professionals in every field from Geology to Cosmetology. Students and educators are allowed to design their learning by setting up the scope and needs of a particular project. Industry professionals are then given the opportunity to sign-up as a match and partner for that opportunity.

Delgado Community College- We would like to form a partnership with Delgado Community College to help our Skilled Trades students earn industry credentials and pass their state certification exams. Their tech learning program provides some of the best state of the art learning modalities and opportunities.

Youth Rebuilding New Orleans- This organization can provide our students with service learning and hands-on, internship opportunities as they rebuild homes in New Orleans. Students participating with this potential partner have the ability to grow through direct application of skills and knowledge.

Roberts Refrigeration and Heating- We see Roberts as a community partner that will offer our students hands-on learning apprenticeships and internship opportunities.

The CEOmind- This organization provided learning on starting and sustaining businesses. This partner is particular important as students need to understand life skills like budgeting, marketing, and grant writing.

Crescent City Schools- Crescent City schools has agreed to name Generation Success Academy as a potential partner for recruiting and ensuring that students are taken care of, outside of elementary and middle school.

Restorative Justice Center of New Orleans- This community partner will help Generation Success Academy structure our Restorative practice techniques. We are particularly interested in working with them as they have had some great successes with other Charter schools in our area.



### 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.**

#### **Operational and Financial Readiness**

Many of the responsibilities of the finances for Generation Success Academy are assigned to the Director of Operations. This person will also be a member of the Leadership team. All benefits processing will likely be outsourced, but the company or individual to whom these processes will be outsourced has not been chosen. If we cannot utilize one individual, or the timeline for the school is skewed in any way, we will outsource all of the back office operations. Further, should the school not open according to the budgeted timeline, we will apply for additional start-up money, and draft a completion plan to ensure that we are on track for a 2020 open.

### 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

