

**Fall 2018 Charter School
Application
Threshold for Evaluation
Template**

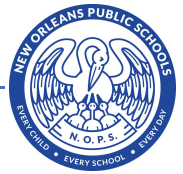
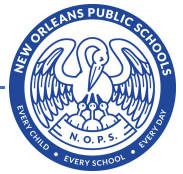


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Eligibility Determination & Threshold for Evaluation (Part 1)

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.

Unique and Effective Education Model

The mission of InspireNOLA Charter Schools is to transform and inspire an educational movement. We are committed to ensuring that our students are fully prepared for future success in college or career, as we are preparing the future citizens of our state, nation, and world. We are accountable to our students, families, community, board, district, and state, and consistently measure our progress and share our successes and areas for improvement in a spirit of transparency.

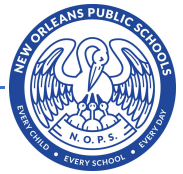
Outcomes for Students

The overarching goals of InspireNOLA is that its students will achieve the following outcomes, thus setting them up for long-term success:

- InspireNOLA elementary schools LEAP proficiency will meet or exceed the district proficiency average within three years of operation by InspireNOLA, and will meet or exceed the state proficiency average within six years of operation by InspireNOLA.
- InspireNOLA high school graduation rate will be at least 90%.
- InspireNOLA graduating seniors will achieve a 90%+ college acceptance rate.

The mission and vision of InspireNOLA puts students on a trajectory of lifelong success, as demonstrated by the successes achieved by InspireNOLA's existing schools, proving that students can and will succeed at high levels. InspireNOLA will measure achievement at the transformation school against a comprehensive set of performance goals, mainly focusing on academic achievement and performance of students but also including culture, discipline, parent satisfaction, operational, and financial components.

InspireNOLA will set annual academic performance goals for state issued letter grades and school performance scores and the percentage of students scoring "Mastery" or above on state assessments. School-specific annual goals will be based on the actual performance data of the transformation school from recent years, and will be rigorous yet attainable. Yearly goals for the entirety of the initial five year charter contract will be set based on past progress achieved by InspireNOLA's current elementary and high schools, all of which have similar student populations to the proposed schools in this charter application.



Additionally, InspireNOLA will achieve the following annual goals at the transformation schools:

- Attendance rate of 93% or higher
- Suspension rate of 15% or lower
- Expulsion rate of 3% or lower
- Annual student retention rate of at least 90%
- Annual staff retention rate of at least 80%

InspireNOLA believes that, through meeting and exceeding these goals and through the holistic programming model that is implemented at InspireNOLA Schools, the students of the transformation and fresh-start schools will excel academically, socially, physically, and emotionally, thus resulting in them becoming productive and successful citizens.

OPSB’s Charter Authorizing Priorities

InspireNOLA is applying for charters to operate two additional Orleans Parish schools: one transformation elementary (PreK-8th) school, one transformation high school (9th-12th), and one fresh start high school (9th-12th), in alignment with the following priorities:

- Priority 3, Focus Area 3: additional HS capacity, to meet anticipated enrollment growth over the next 5-7 years
- Priority 5: schools, programs and services addressing early childhood education
- Note: “the continuing need for transformation school operators to replace chronically poor-performing schools, including a number of schools that may be at risk for non-renewal in the next two cycles.”

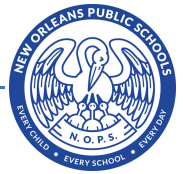
Successful Educational Model

InspireNOLA’s proven educational model is grounded in four main pillars: Positive Culture, Rigorous Academics, Continuous Growth, and Accountability. The educational model supports a holistic approach to child-adolescent growth and development as outlined in *Piaget’s Cognitive Development Theory (1936)* and *Bruner’s Discovery Learning Theory (1961)*. These theories posit that students learn best in “child-centered” environments where they are able to discover information, analyze evidence and evaluate relationships through inquiry based experiences.¹ InspireNOLA students are engaged in programming that fosters intellectual preparedness and is associated with their individual strengths and needs. InspireNOLA’s model integrates discovery learning opportunities that propel student exploration, interaction with one another, and problem solving with an emphasis on cultivating a positive attitude towards learning as a life-long process.

Meeting the Needs of the New Orleans Community and District

About 47,000 students currently attend 84 public schools in New Orleans that received received School Performance Scores for the 2016-2017 school year. (School Performance Scores and associated letter grades have not yet been released for the 2017-18 school year.) Thirty-four schools – or 40% – are D or F schools, while only 20 – or 24% – are A or B schools. Though InspireNOLA hopes that lower performing schools achieve results and gains for their students, InspireNOLA wants to ensure that, in the case that charters are not renewed, another operator is prepared to operate the potential turnaround schools. In addition, the number of students who will be entering high school in New Orleans in future years is increasing, demonstrating a need for additional high school seats –

¹Bruner, J. S. (1961). *The act of discovery*. Harvard educational review.



and InspireNOLA believes that these need to be high-quality seats so that our graduating students are prepared for post-secondary education and for their future careers and lives.

Twelve schools are up for charter renewal for the 2018-2019 school year. Based on data from 2016-2017 state assessment score results, about half those fourteen schools face the possibility of not getting their charter contract renewed. If this is the case, the Orleans Parish School Board and district leaders will need to determine the best options for the thousands of children who would be impacted. Existing schools do not collectively have the capacity to absorb that vast number of students, due to both building capacity and programming constraints. Furthermore, the closure of failing schools can be traumatic and have negative consequences on the students who attend them and the communities that they are in. Thus, InspireNOLA will meet the need of the New Orleans education community through the transformation of an existing but low performing school by continuing to serve its students, parents, and community by with an improved educational program and outcomes.

InspireNOLA is an existing operator with five schools in New Orleans. Not only is InspireNOLA a high-quality operator who runs two “A” schools with high parent demand, it also has experience and proven results with turning around two elementary schools and one high school in New Orleans. InspireNOLA took over operation of Andrew H. Wilson in summer 2015 when it was the second-lowest performing school in New Orleans with a failing letter grade and a 39.7 school performance score. In just one year under InspireNOLA, Andrew Wilson achieved the highest academic gains of any school in the city, earning a “C” letter grade and an SPS of 68.9 - 29.2 points of growth. In the 2016-2017 school year, while the citywide proficiency average on state assessments declined by 1%, Andrew Wilson increased 3% overall, thus continuing its growth and trajectory upwards. Similarly, in the 2017-18 school year, citywide performance declined yet again by 1%, but Wilson’s scores increased by 2%.

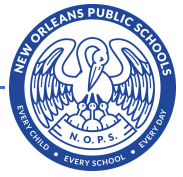
InspireNOLA saw similar growth at McDonogh #42, InspireNOLA’s second elementary transformation school, in state assessment results in its first year of operation. McDonogh #42 increased from 6% proficiency in 2016-17 (before InspireNOLA took over operation) to 13% proficiency in 2017-18. This 7% increase was the highest growth of any school in New Orleans.

New Orleans high schools, along with the rest of Louisiana, only began taking LEAP 2025 assessments last year, so InspireNOLA does not have multiple years of data for which to demonstrate growth on this assessment. However, InspireNOLA’s foundation high school, Edna Karr, achieved 36% proficiency (outperforming the citywide average of 32%) and InspireNOLA’s new transformation high school, Eleanor McMain, achieved 27% proficiency in its first year under operation by InspireNOLA, resulting in it being in the top 10 of open-admissions high schools for LEAP 2025 achievement in the city.

InspireNOLA is known in the New Orleans community, and is both trusted and sought after by parents who wish to enroll their students. Given its history of performance and achievement across multiple schools and years, InspireNOLA is uniquely positioned to meet the needs of the transformation school and the students and community it serves.

Collaboration and the Community

Because InspireNOLA already operates schools in New Orleans, it is known in the community and amongst parents. Alice Harte, Edna Karr, Eleanor McMain, and Dwight Eisenhower all have extremely high enrollment demand from parents and students, and the demand for InspireNOLA’s other schools are consistently increasing with their academic scores improve and increase as well. InspireNOLA believes that its proposed transformation



schools and its proposed fresh start high school will be competitive in similar ways, as it evolves and transforms into a highly effective schools as well that also command high parent demand.

The transformation schools and the fresh start school will collaborate with existing InspireNOLA schools, as InspireNOLA has created a small system of schools that are able to work collaboratively in order to increase the achievement of all students. The transformation elementary school will work closely with InspireNOLA’s four existing elementary schools (Harte, Wilson, Mc42, and Eisenhower), while the two high schools will be able to partner with InspireNOLA’s existing high schools (Karr and McMain). The new school leaders will spend time in existing InspireNOLA schools, learning the systems, structures, and model that has proven to elicit successful results in current InspireNOLA schools. Its teachers and support staff will engage in summer and ongoing professional development in job-alike teams across the InspireNOLA network, thus creating and sustaining relationships between those in similar roles from multiple schools. The parent organizations from each school will have multiple opportunities to engage with and support one another, thus creating a network-wide parental support group.

InspireNOLA will also engage its existing community networks and partnerships to support the transformation school as well. New Schools for New Orleans, 100 Black Men, Broadmoor Improvement Association, Tall Timbers Neighborhood Association, Urban League of New Orleans, Xavier University, Speech and Hearing Center, and other existing partnerships and community organizations and elected officials will be integral and collaborative members in the school transformation, as all play varying roles but important roles within the community.

Parents and community members are aware that InspireNOLA is a local organization that is led by an African American man native to Louisiana and whose staff are representative of the New Orleans community. InspireNOLA employs staff members who are mission-aligned and who are committed to the children and future of New Orleans, and the diversity and experience of the InspireNOLA staff further deepens InspireNOLA’s connection to and position within the community of our schools and New Orleans as a whole.

Returning Applicant Groups

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

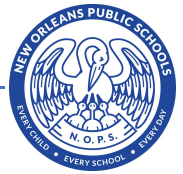
Describe the activities that your founding team has conducted since your last application to improve your readiness to start a charter school.

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

Not applicable

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.

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Academic Needs of the Proposed Student Population

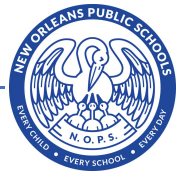
InspireNOLA currently serves a high-needs population of students within its existing schools, and yet is proving that all students can (and will) achieve at high levels. InspireNOLA currently serves about 4700 students – almost 10% of all students who attend New Orleans public schools. Each InspireNOLA school serves a slightly different student population, yet does so successfully because InspireNOLA adjusts its academic program as needed in order to ensure that the student population achieves.

InspireNOLA schools all serve student populations that are generally representative of the greater New Orleans population, but InspireNOLA’s transformation schools in their initial years educate students who are coming in significantly below grade level. Both Andrew Wilson and McDonogh 42 were failing schools that were in the bottom 5% of schools in the city, with less than 10% proficiency levels for students in 3rd through 8th grades. Thus, InspireNOLA anticipates that the students that we will educate in our new elementary transformation will be performing at approximately the same proficiency level as our previous elementary transformations. Similarly, given current high school performance data on the LEAP 2025 from 2017-18, InspireNOLA anticipates that high school students, both at the transformation and fresh-start schools, will enter performing around a 10-15% proficiency level. In all situations, students will need strategic and intentional interventions and supports to ensure foundational skills are achieved in order to facilitate higher order thinking and learning.

Performance goals are set at the beginning of the year, with quarterly benchmarks backwards planned based on historic or diagnostic data. InspireNOLA will obtain LEAP 2025 data for all students for whom it is available, and will use this data to set goals and create specific student learning plans. Elementary students will also take the NWEA MAP assessment within the first month of school, and early elementary students will take TS Gold and DIBELS diagnostic/beginning of year tests.

Goals that are set are rigorous, thus motivating teachers and students to achieve at their highest levels and push beyond what they may have previously believed was possible. InspireNOLA produces “dashboards” each quarter that show a school-level summary of progress and achievement. When reflecting on progress toward and achievement of goals, InspireNOLA analyzes both holistic school-wide data and subgroup data, ensuring that all students are growing and track to meeting or exceeding goals. Our dashboards usually display high-level, school-wide data so that we can measure progress overall, but we place a greater focus on subgroup data when reflecting and creating action plans in order to react to and actually use trends derived from data moving forward.

InspireNOLA utilizes information and data from internal and external academic assessments in order to fully understand the strengths and weaknesses of our students, academic programming, and instruction. As per state requirements, we administer the following external assessments to our students: TS Gold, DIBELS, LEAP 2025, EOC, and ACT. The results of these summative, external assessments allow us to assess overall student growth, progress, and goal attainment on a yearly basis. Each assessment allows us to gauge the quality of our academic and instructional programming, and we analyze and reflect on these results every year in order to adjust our pacing guides, teacher support, and intervention strategies for the upcoming year. Results are analyzed holistically and by subgroup, ensuring that our methods, strategies, and practices are meeting the needs of every group in order to provide all students a quality education that produces positive and measurable outcomes.



In addition to external assessments, InspireNOLA also administers internal, formative assessments throughout the year in order to ensure that each student, each grade-level, and each school is on track to meeting the rigorous yet attainable goals that have been set. Interim assessments are given every six to eight weeks in third through twelfth grades, providing teachers frequent data in order to adjust instruction immediately to meet the needs of their students, and coaches and administrators information on which teachers may need additional coaching or support in order to best serve their students.

Educational Model

InspireNOLA's proven educational model is grounded in four main pillars: Positive Culture, Rigorous Academics, Continuous Growth, and Accountability. The educational model supports a holistic approach to child-adolescent growth and development as outlined in *Piaget's Cognitive Development Theory (1936)* and *Bruner's Discovery Learning Theory (1961)*. These theories posit that students learn best in "child-centered" environments where they are able to discover information, analyze evidence and evaluate relationships through inquiry based experiences.² InspireNOLA students are engaged in programming that fosters intellectual preparedness and is associated with their individual strengths and needs. InspireNOLA's model integrates discovery learning opportunities that propel student exploration, interaction with one another, and problem solving with an emphasis on cultivating a positive attitude towards learning as a life-long process.

Effectively implementing the aforementioned four main pillars as a common thread within network schools provides a well-rounded education that is essential for future college, career and civic responsibilities. This model is currently implemented in all InspireNOLA schools, two of which received an A letter grade last year and the other three of which have made significant growth and progress since being operated by InspireNOLA.

Positive Culture

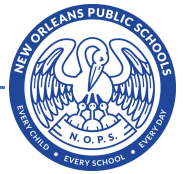
The first InspireNOLA pillar that leads to outstanding results for students is the focus on the creation and maintenance of a strong, positive school culture. InspireNOLA schools focus on inspiring and motivating students in a variety of ways that excite and invest students in learning and success.

- InspireNOLA hallways have motivational quotes and purposeful pictures of students to promote student ownership.
- Schools have complete positive behavior incentive systems that promote student investment and recognize superior performance and improvement. Incentives include reward ceremonies, dress for success days, biweekly celebrations, and academic jackets.
- Students and teachers collaborate quarterly to set and update goals so that schools are constantly focused on growth and achievement. All team members work together to maximize individual student achievement.
- InspireNOLA provides wraparound services (including counseling, nursing, social work, and parent advocacy) to address social and emotional needs and to develop the whole child.

Because InspireNOLA creates a strong and positive school culture, InspireNOLA students feel safe and excited about coming to and being part of the family that is their InspireNOLA school.

Rigorous Academics

²Bruner, J. S. (1961). *The act of discovery*. *Harvard educational review*.



InspireNOLA's rigorous academic framework and consistent instructional model, which encompass both teaching and learning, are key components of the second pillar that is crucial to current and future success in InspireNOLA schools.

- All lessons, regardless of grade level or content area, follow a common structure that gradually releases ownership from teacher to students.
- Each course has a pacing guide that outlines the content that students will master before the end of the year and a timeline for instruction to take place.
- Measurable learning objectives are the central focus of daily instruction and are posted in all classrooms for every lesson.
- Data from daily exit tickets, interim benchmarks, and summative assessments is used to direct instruction and determine areas for re-teaching and support.
- Students and teachers are consistently recognized for strong academic performance and growth.

InspireNOLA's structured and rigorous academic model is one of the keys to improving student achievement and proving that all students can and will learn at high levels.

Continuous Growth

As an organization, both at the school and network level, InspireNOLA is committed to continuous growth of all employees in order to develop and retain outstanding staff members.

- The Teacher Advancement Program (TAP) is a model that InspireNOLA utilizes to provide ongoing professional development, upward mobility, instructionally focused accountability, and performance-based compensation for all teachers.
- In the Principal Incubation program, InspireNOLA currently employs a Principal-in-Residence to develop future principals who can assume leadership roles within the network.
- The Future InspireNOLA Leaders Program is a leader development program that staff members elect to participate in. Future leaders attend monthly Saturday professional development to acquire knowledge in a variety of topics including school finance, evaluations, culture, and decision-making.
- InspireNOLA's Tuition Reimbursement program provides assistance to employees who are working to obtain additional degrees or certifications.

InspireNOLA recognizes that its of our greatest assets are current staff members, and it is committed to helping them grow and develop so that they can best serve New Orleans students, both now and in the future.

Accountability

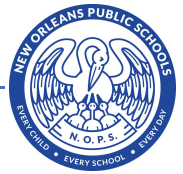
In order to ensure that all members of InspireNOLA schools are striving for success and achieving at the highest level, accountability is an InspireNOLA pillar that promotes responsibility and ownership of success for all.

- InspireNOLA leaders are held accountable for setting the vision, expectations, culture, and goals of their school and providing support so that staff and students are successful.
- InspireNOLA teachers are held accountable for the academic success of students, positively managing their classrooms, and setting clearly defined goals and expectations.
- InspireNOLA students are held accountable for following classroom rules and procedures, meeting instructional goals, and developing persistence in the face of challenges.

By setting ambitious goals and expectations and by holding all stakeholders accountable to them, InspireNOLA can better ensure that it is collectively striving for excellence.

Academic Structures, Policies, and Practices

In order to provide a high quality and exemplary education to all students, InspireNOLA utilizes and implements



the following structures, policies, and practices in alignment with the four pillars.

Positive Culture

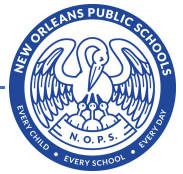
- *Academic excellence incentive systems:* InspireNOLA utilizes academic incentives to recognize documented gains attained throughout the school year on formative assessments. We take pride in cultivating a culture of scholarly achievement and high expectations for learning through ongoing recognition of goal attainment by students and faculty. InspireNOLA rewards results through academic excellence ceremonies, monthly newsletter recognition postings, field trips and daily informal interactions with students and staff to provide verbal commendations.
- *Positive behavior incentive systems (PBIS):* InspireNOLA focuses on the positive instead of the negative for behavior, rewarding good choices and appropriate behavior through biweekly celebrations, out of uniform days, field trips, and other earned incentives. Giving attention to those who are going above and beyond instead of misbehaving, students are recognized during awards ceremonies and, in some cases, with senior scholarships.

Rigorous Academics

- *Hire and retain exemplary staff:* In order to provide exceptional instruction that focuses on rigorous academics, InspireNOLA must hire and retain outstanding staff members and teachers who are prepared to deliver quality lessons and form lasting relationships with students. InspireNOLA focuses on recruiting and hiring staff who have records of proven success and who have the potential to grow and develop through regular coaching and development. Once team members have demonstrated that they achieve high results for students, InspireNOLA retains them through continuously providing development, internal growth opportunities, and a community that cares about them as employees and as people.
- *Focus on data and results:* InspireNOLA ensures that it is providing excellent instruction to its students by verifying it with data and results. InspireNOLA sets high yet attainable yearly and benchmark goals for each school, grade-level, and student, then measures progress toward them.
- *Serve all students and meet their individual needs:* InspireNOLA is committed to ensuring that every child receives an exemplary education at InspireNOLA despite diverse individual needs and disabilities of our students. As open-enrollment schools, InspireNOLA accepts every student who enrolls through the centralized enrollment system, OneApp. InspireNOLA employs certified special education teachers, gifted and talented teachers, and ELL teachers, as well as interventionists, in order to provide the necessary supports that all students deserve.
- *CTE pathways:* To ensure that InspireNOLA are aligned to the state’s goal for college and career readiness, it provides career pathways to broaden post-secondary options for high school students. The CTE pathways allow students to explore the appropriate trainings and additional education for the following careers: retail, hospitality-tourism, culinary, STEM, and information technology. Students complete high school with specific credentials for their chosen CTE pathway in addition to their diploma.

Continuous Growth

- *Teacher Advancement Program (TAP):* InspireNOLA fully implements TAP in all of our schools, providing weekly professional development to teachers during cluster meetings and employing mentor and master teachers in a professional growth ladder that allows exemplary teachers to remain in the classroom but extend their impact.
- *Ongoing professional development:* All InspireNOLA employees engage in at least fifteen full days of professional development during the summer and throughout the year. Staff members also have



opportunities to attend outside professional development sessions and conferences that are specific to their roles or that will advance their content knowledge.

- *Tuition reimbursement:* InspireNOLA offers a partial tuition reimbursement to current employees who are pursuing an advanced degree or certification, showing that we value our employees and their continuing education and development.
- *Stratified classes:* During innovation period, students are separated into small groups based on ability levels and specific growth areas. All students receive differentiated instruction during this hour, thus allowing teachers and support staff to ensure that every student is growing and being pushed to achieve their best – even our highest achieving.

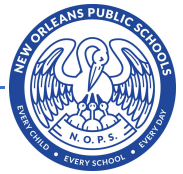
Accountability

- *School model with three academies:* InspireNOLA schools are each led by a Head of School, with the schools then broken down based on grade level into two or three smaller academies, each led by an Academy Principal. These administrators are ultimately responsible for the achievement of their academy grade levels, thus providing an additional layer of leader accountability for the success of the school.
- *Instructional Excellence Evaluations:* All faculty of core content areas are evaluated four times per year utilizing the TAP Core Rubric for teaching excellence. Teachers are assessed on their knowledge, skills and application in three primary areas: learning environment, planning, and instructional delivery. Each faculty must participate in post-conference sessions after each evaluation to determine reinforcement and refinement areas for improvement. Growth is monitored in CODE system for all four evaluation cycles.
- *Performance reviews:* All staff members receive performance reviews two or three times per year, depending on their job function. These reviews focus on quantitative feedback related to their job performance and qualitative feedback on professional strengths and areas of growth. The reviews include individual conversations with school leaders and written feedback so that each member of the InspireNOLA team is constantly growing and being held accountable.
- *Quarterly goals review:* Leaders, staff, and students review goals and progress toward them during focused, quarterly meetings and reviews to analyze and understand where they have excelled and where they can improve.

Structures, Policies, and Practices

In order to provide a high quality and exemplary education to all of our students, InspireNOLA utilizes and implements the following structures, policies, and practices to support the mission and vision of the InspireNOLA schools.

- *Small academies and operational support:* Dividing the larger school into small academies of no more than 350 students each allows students, teachers, and parents to access more individual and targeted support from school leaders, particularly the Academy Principal. In addition, each InspireNOLA school employs a School Operations Manager who leads the operational functions of the school, including transportation, food service, procurement, and vendor relations. This allows the school leaders and teachers to focus on the most impactful components that lead to student success: instruction, culture, and family relationships.
- *Sports and extracurricular activities:* InspireNOLA schools build student investment by offering sports and other extracurricular activities according to student interest, which include football, basketball, volleyball, baseball, track, cheerleading, majorettes, band, student government association, drama, arts and ecology, digital media, robotics, and others.
- *Involve parents and families:* Parents and families are invited to participate in and attend events at the



school, and to become involved and invested members of the school family. Parents are encouraged to join their school’s parent-teacher organization and to attend the parent-focused events that occur at each school at least once a month, including breakfasts, award ceremonies, and showcases.

- *Host community events:* InspireNOLA promotes community involvement in our schools by hosting community events and extending invitations to neighbors and community organizations. These events include canned food drives, holiday toy drives, open houses, and arts showcases.

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]

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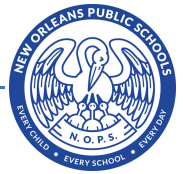
Student Population

InspireNOLA seeks to expand within New Orleans for the purpose of providing additional high quality educational options to at-risk and high-needs students who have traditionally been underserved or not offered the same opportunities as their peers. Like it has done in its existing schools, InspireNOLA is committed to proving that socioeconomic status, race, and address do not limit the quality of education or future opportunities that one deserves and has a right to receive.

InspireNOLA anticipates serving a student population that is representative of New Orleans as a whole, and is similar to the students that InspireNOLA currently serves at its existing schools. Based on data from potential transformation schools and citywide data, InspireNOLA has made the following assumptions regarding enrollment projections of student subgroups:

- 95% minority
- 12% special education
- 7% ELL
- 95% economically disadvantaged

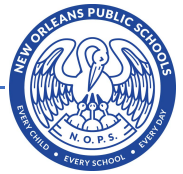
Thirty-four schools in Orleans Parish received a letter grade of a D or F in 2016-17, which is 40% of public schools in New Orleans. InspireNOLA is committed to increasing the academic achievement and outcomes for students, and has a proven track record of success with transforming previously underachieving D and F schools. Given that there are over 17,000 students in D or F schools in New Orleans, InspireNOLA is sadly confident that the need for transformation schools and additional high-quality school options exists. Harte and Karr, InspireNOLA’s foundation schools, are two of the most highly sought after schools in the city, and InspireNOLA’s transformation schools experience increased demand and enrollment each year that they are under InspireNOLA’s operation.

**Recruitment Strategy**

InspireNOLA schools have seen high application numbers since its founding year in 2013. Alice Harte has consistently been one of the most applied to schools in New Orleans. Andrew Wilson and Alice Harte collectively received over 2,000 applications for the 2018-2019 school year in the Main Round of the enrollment process for only around 250 available seats. Edna Karr received almost 3000 applications, and Eleanor McMain received almost 1500 applications. Families trust the InspireNOLA model and are committed to enrolling their students in a quality program, which Harte is the exemplar model of. In all of InspireNOLA's previous school transformations, over 80% of the existing student body has reenrolled, thus demonstrating past support in a similar turnaround endeavor. InspireNOLA plans to meet or exceed that same retention bar its future transformation schools, as it is a top priority of InspireNOLA to maintain the majority of the current student population in order to develop and support students where they are academically.

InspireNOLA's recruitment strategy focuses on the following components and strategies:

- **Retention of current students:** InspireNOLA believes that the best student recruitment strategy is retaining the students who are currently enrolled in the school. As soon as allowable, InspireNOLA will engage with current parents and families of the transformation school to inform them of the management change and the positive outcomes that it will mean for their students. InspireNOLA will host a series of in-person informational sessions so that parents will be informed about and aware of the academic, cultural, extracurricular, and community components of InspireNOLA schools; conduct a listening tour during which network and future school leaders will learn from parents and students about what they want in the school environment and education program at the transformation school; and offer individual meetings and calls with parents who wish to learn more about InspireNOLA or share specific concerns or questions with network or school leaders. The individual outreach to, investment from, and involvement of current parents will engage them in the new future of the school and keep their students enrolled.
- **Parent outreach and referrals:** Because parents will be invested and engaged in InspireNOLA operating the transformation school, they will be encouraged to serve as ambassadors for the school and recruit additional students from their network of friends, family, and neighbors. InspireNOLA will provide parents with yard signs and informational materials that they can display and distribute. Parents will be offered incentives if they refer future student applicants.
- **Community outreach:** InspireNOLA will utilize community partners to share information about the transformation school and InspireNOLA's takeover of the school. InspireNOLA will present at local churches, community centers, and neighborhood meetings, and will conduct door-to-door canvassing in the neighborhood surrounding the school.
- **External marketing:** Because the transformation school will be a new addition to the InspireNOLA network, InspireNOLA will execute a marketing campaign to spread awareness and promote the transformed school. InspireNOLA will rebrand the school and ensure that it is closely tied to InspireNOLA's existing schools – all of which made impressive gains over the past five years. InspireNOLA will create, print, and distribute various marketing materials, including brochures, flyers, and push-cards, and will promote the school widely through the use of billboards and radio ads. InspireNOLA will also implement a social media campaign that will include weekly postings, student profiles, and school-specific video.
- **Engaging events:** InspireNOLA will host a variety of events designed to engage current and potential families and parents, including open houses, informational sessions, family festivals, listening sessions, and school tours. These events will allow parents and students to engage with network and school leaders and understand the positive changes that InspireNOLA will be implementing at the transformation school.



Mission-Specific Admissions Priorities, Preferences or Requirements

InspireNOLA will not have any mission specific admissions priorities, preferences, or requirements for any of the three proposed schools.

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.

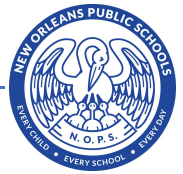
Culture of the School

InspireNOLA’s mission is to create an educational movement that invests students, families, and community leaders to inspire students to achieve their best, both in and out of the classroom, in order to positively impact the city of New Orleans’ economy and society. Across the InspireNOLA network, all staff is dedicated to fulfilling this mission. Together, they work collaboratively with stakeholders to create a culture in which students’ aspirations come to fruition.

Investing Staff in School Culture

InspireNOLA’s values are introduced to staff on the first day of the academic year and continuously reinforced until the last day through the following:

- *Beginning of Year Teacher Induction:* InspireNOLA teachers and staff participate in a two-week induction



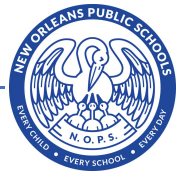
program at the beginning of the year to introduce, reinforce, and practice the values and systems that make up our cultural model. Network and school leaders introduce the network's universal practices – *SLANT*, hallway expectations, and attention-getting signals like “give me five” or “PRIDE!” – in the first few days and model their use. Teachers repeatedly practice correct implementation of the model in additional trainings over the next week. The first week of this induction is for teachers and staff who are new to InspireNOLA so that they receive intensive support and instruction in the InspireNOLA model.

- *Teacher Advancement Program (TAP)*: InspireNOLA fully implements TAP in all of our schools, providing weekly professional development to teachers during cluster meetings and employing mentor and master teachers in a professional growth ladder that allows exemplary teachers to remain in the classroom but extend their impact. InspireNOLA's values are embedded in the TAP instructional rubric's focus on creation of a positive learning environment by all teachers.
- *Ongoing professional development*: All InspireNOLA employees engage in over three weeks of professional development during the summer and throughout the year. Several of these days are devoted to reinforcement of the network's academic and behavior culture.
- *Staff achievement celebrations*: InspireNOLA celebrates the success of its teachers through an ongoing series of achievement celebrations. These events recognize individual and school-wide academic growth and behavior improvement. Top teachers are chosen, in part, on their ability to promote InspireNOLA's positive behavior culture.
- *Performance reviews*: All staff members receive performance reviews three times per year. These focus on quantitative feedback related to their job performance and qualitative feedback on professional strengths and areas of growth, including maintenance of the school and network's culture. These reviews include individual conversations with school leaders and written feedback so that each member of the InspireNOLA team is constantly growing and being held accountable for their contribution to students' learning.

Norms of the Staff

InspireNOLA's instructional and cultural norms are intertwined. They are established and reinforced concurrently through professional interactions among administrators and teachers, among teachers, and between teachers and students. They include:

- *InspireNOLA staff is committed to students and their learning.*
 - InspireNOLA teachers and administrators base their work on the belief that all students can learn and meet high expectations – related to both behavior and academics. They are dedicated to making knowledge accessible to all students and passionate about building meaningful relationships with young people so students can improve their knowledge and experience success.
 - Because all staff members – from leaders to teachers, support staff to paraprofessionals – know that their team members are committed to students, there is a level of mutual respect and a mindset of positive assumptions between all staff members.
- *InspireNOLA staff is responsible for managing and monitoring student behavior and learning.*
 - InspireNOLA teachers and administrators maintain high expectations for all students. They facilitate the educational process by designing and managing systems for learning – creating a safe learning environment, presenting inspiring lessons, promoting student participation, supporting substantive discourse, and sustaining long-term engagement by collaboratively working with students.
 - InspireNOLA teachers and administrators carefully monitor student success within the learning



environment – observing student interactions, evaluation academic performance, assessing student growth, and measuring learning outcomes relative to objectives – and reward positive student results. This expectation extends beyond the bell, as staff maintains positive relationships in and out of the classroom.

- *InspireNOLA staff thinks systematically about their practice and learn from experience.*
 - InspireNOLA teachers and administrators work tirelessly to expand their repertoires, deepen their knowledge and skills, and refine their practice. They are willing to incorporate new ideas and methods to support their primary goals – namely, the advancement of student learning and the improvement of their practice. Feedback is constant, and staff members appreciate it because its purpose is to improve outcomes for students, the school, and the community that it serves.

These norms are established through the hiring of strong candidates, ongoing training programs, and concerted retention efforts. By developing its own workforce, InspireNOLA aims to improve the quality of teaching and learning throughout New Orleans.

Behavior Expectations

Values of the School

InspireNOLA’s student culture is defined by the network’s values:

- *Inspiration:* InspireNOLA exists to inspire the children of our city through education to maximize their potential and transform society.
- *Dedication:* InspireNOLA staff is continuously striving to make sure every child is successful.
- *Aspiration:* We are committed to helping all of our children bring their dreams to fruition

Setting and Maintaining Student Behavior Expectations

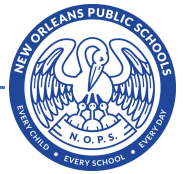
A strong, positive student culture is established from the first day of the InspireNOLA school year, when school and network leaders outline student behavior systems and expectations to staff, who will then implement those systems with students. These include:

- *Positive behavior incentive systems (PBIS):* InspireNOLA focuses on the positive instead of the negative for behavior, rewarding good choices and appropriate behavior through biweekly celebrations, out of uniform days, field trips, and other earned incentives. Giving attention to those who are going above and beyond instead of misbehaving, students are recognized during awards ceremonies and, in some cases, with senior scholarships.
- *Positive academic incentive systems (PAIS):* InspireNOLA also encourages positive achievements in academics, with rewards similar to those given for positive behavior. Throughout the year, students are recognized during academic awards ceremonies that culminate in the distribution of academic jackets to those students who demonstrate outstanding performance or growth on LEAP exams.

The PBIS and PAIS systems align to InspireNOLA’s values of inspiration, dedication, and aspiration in the pursuit of creating a safe learning space in which all students are ready and willing to learn effectively.

InspireNOLA believes that outstanding academic results are dependent on the creation and maintenance of a strong, positive school culture. The PBIS and PAIS systems are the foundation of this culture but InspireNOLA schools also focus on inspiring and motivating students in other ways that excite and invest students in learning and success:

- *Beginning of Year Student Induction:* InspireNOLA’s behavior expectations are outlined for students on the

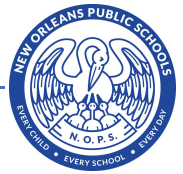


first day of class and practiced in every class during the first two weeks of the year. Teachers set aside ten minutes of each lesson to drill a specific action – including sitting in *SLANT* position, practicing accountable talks, lining up and walking in *HALLS* position, entering and exiting the classroom. These expectations are repeatedly reinforced throughout the school year, in class, culture-specific assemblies, or ceremonies to reward outstanding behavior, attendance, or academic success. Positive achievement is regularly celebrated in InspireNOLA schools to further invest students in their own growth and success.

- *School model with multiple academies:* InspireNOLA schools are each led by the School Leader, with the schools then broken down based on grade level into smaller academies, each led by an Academy Principals. These administrators are ultimately responsible for the culture and achievement of their academy grade levels, thus providing an additional layer of leader accountability for the success of the school.
- *Motivational visuals:* InspireNOLA hallways have motivational quotes and purposeful pictures of students to promote student ownership.
- *Sports and extracurricular activities:* InspireNOLA schools build student investment by offering sports and other extracurricular activities according to student interest, which include football, basketball, volleyball, baseball, track, cheerleading, majorettes, band, student government association, drama, arts and ecology, digital media, robotics, and others.
- *Growth mindset:* Goals are set and updated quarterly with teachers and students so that schools are constantly focused on growth and achievement, with all team members working together to maximize individual student achievement.
- *Support for the whole child:* InspireNOLA provides wraparound services (including counseling, nursing, social work, and parent advocacy) to address social and emotional needs and develop the whole child

Schools in the InspireNOLA network use common policies and practices to establish a uniform culture. Visual reminders of these policies are clearly posted in every InspireNOLA classroom. These include:

- “Give me five”- To get students’ attention, teachers raise their hands and say “Give me five!” Students are expected to immediately put their eyes on the speaker, sit quietly, be still, put down whatever they are working on, and listen carefully.
- Hand signals – Students are expected to use silent hand signals for common requests, such as supplies, tissues, bathroom, or asking a question.
- *SLANT* position - In order to maximize students’ ability to pay attention, InspireNOLA students sit in a position called *SLANT*: Sit up, Listen, Ask and answer questions, Nod your head, and Track the speaker.
- *HALLS* – Students are expected to walk quietly in the halls at all times. During transitions, they are also expected to stay in their line and maintain *HALLS* position as they move directly to their next class. This includes:
 - H- head forward
 - A- arms at side
 - L- low speed
 - L- Level 0
 - S- straight lines
- Volume levels - Different times and activities during the school day require different voice levels for students and teachers. The following numbers are how InspireNOLA staff will convey the appropriate volume level to students:
 - Level 0: silent (no talking or sounds)
 - Level 1: whisper



- Level 2: partner talk
- Level 3: speaking voice
- Level 4: outside voice
- 20/20 Rule – Teachers often communicate important information during the very beginning or end of class. Therefore, students are not allowed to leave class during the first 20 minutes or last 20 minutes of the class period, except in case of emergency.
- School uniform policies – Students are expected to maintain a proper uniform with all required components. These policies are posted throughout the school and in each classroom.

At InspireNOLA schools, the goal is to create a safe, caring, and productive environment where all students will learn. InspireNOLA understands that, though there are rules and expectations, students will sometimes make mistakes and act in opposition to these rules, and will therefore often be issued a consequence. We believe that consequences should create helpful learning experience, and help students develop responsibility and accountability for their actions and behavior. The following practices guide staff response to behavior infractions:

- **PreK – 3rd:**

Lower elementary teachers will use a color system, from positive colors to negative: green, yellow, orange, red, and blue. When a student makes an incorrect choice or misbehaves, the teacher will move the individual student name down to a lesser color.

If a student reaches red on the color chart, the teacher must enter an infraction into the PowerSchool Discipline System as a warning. If the student reaches a blue on the color chart, the teacher must enter an infraction into PowerSchool as a consequence. After 3 blue entries into PowerSchool are issued (by anyone) for an individual student, the Dean or Academy Principal will assign an afterschool detention.

- **4th – 8th:**

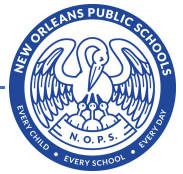
When a student in the upper grades makes an incorrect choice or misbehaves, the teacher or staff member will first issue a verbal warning to them, serving as a reminder of the expected behavior. If the student misbehaves again, the teacher will issue a 1st written acknowledgement by writing their name on the board. If the behavior continues again, the teacher will issue a 2nd written acknowledgement by putting a check next to the student's name.

If all of the above has been done and the behavior still occurs, the teacher must enter an infraction into PowerSchool. After 3 entries into PowerSchool are issued (by anyone) for an individual student, the Dean or Academy Administrator will assign an afterschool detention.

- **9th – 12th:**

When a student in high school makes an incorrect choice, the teacher or staff member will first issues a verbal warning to them, serving as a reminder of the expected behavior. If the student misbehaves again, the teacher then utilizes the Hero online behavior management system. The teacher inputs the misbehavior into the Hero system, which tracks behaviors (both positive and negative) throughout the student's day, which is very effective due to their changing of teachers and classes.

If a student receives multiple negative behavior inputs into the Hero system, a consequence is generate and the Dean communicates with the student to issue the appropriate consequence. Additionally, the Dean is available during the day if the student repeatedly makes incorrect choices and needs additional



support or an immediate behavior intervention.

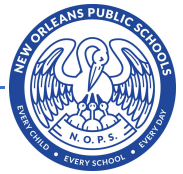
If a student continues to make incorrect choices and is issued multiple infractions in PowerSchool, the following consequences can apply:

- 1st offense – Verbal warning, Phone call home, detention
- 2nd offense – Conference with parent
- 3rd offense – Saturday School/In-School Intervention
- 4th offense – Suspension

Due Process and Removal from the Classroom

InspireNOLA follows the three tiers of behavioral offenses and interventions, as per the “Manual for Disciplinary Procedures” from the Student Hearing Office, under EnrollNOLA and OPSB. This manual categorizes behaviors into three tiers and outlines the appropriate interventions and corrective strategies that may be utilized for each. As per this manual, InspireNOLA has categorized the following offenses and their consequences:

- Removal from the school: engaging in any of the following offenses will result in the school being removed from school.
 - Distribution of drugs: Distributing, selling, giving away, or loaning any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law or any prescription drug. Distribution is defined by context not quantity. The Student Hearing Office (SHO) will look to the context as described in the witness statements, supporting documentation, and evidence to determine if the described incident is possession or distribution. The SHO definition is not limited to the legal definition of distribution under the law.
 - Weapons: Carrying, possessing, or using a firearm, knife with a blade of two inches or longer, or any other instrument of which the purpose is lethal force, this includes tasers and other conducted electrical weapons (CEW), and bomb threats with constructed bombs or possession of constructed bombs. Firearms are ballistic weapons including operational or nonoperational, loaded or unloaded, guns, BB guns, pellet guns, paintball guns, historical firearms, air rifles, and toy guns on a case-by-case basis depending on appearance and use. This list is not exhaustive.
 - Illegal Sexual Activity with Another: Sexual assault and other sexual acts where one party is non-consenting. The SHO definition is not limited to the legal definition of consent under law.
 - Battery with Weapon or Dangerous Substance or Implement: Intentional battery (contact) on any individual using any tier weapon or dangerous substance or implement.
 - Aggravated Assault with Tier One Weapon: Any assault (threat) with a Tier One weapon.
 - Battery on School Staff: Engaging in student-initiated intentional physical altercation with a member of the school staff. Does not require use of weapon or serious documentable injury necessitating medical care. Incidents that occur while restraining a student, intervening in a fight between students, or other staff-initiated contact may be considered on a case-by-case basis depending on: (1) severity of harm; (2) student intent to commit harm.
 - Battery with Documentable Injury: Intentional battery (contact) that which causes serious documentable injury that necessitates medical care.
- Removal from the school and classroom: engaging in any of the following offenses may result in the school being removed from school and will result in the student being removed from the classroom:
 - Possession of drugs: Possessing any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law or any prescription drug or unmarked medication. In cases of unmarked medication or prescription pills the SHO will consider: (1) the circumstances and



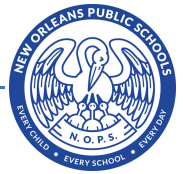
context to why the medication was present on campus; (2) the schools' policy and communication on the presence of prescription medication on campus. This does not include birth control, inhalers, EpiPens, or antibiotics.

- Robbery: Robbery is the taking of anything belonging to someone else from their possession through force or intimidation while on the school property or at any activity over which the school has jurisdiction. Restitution may be a possible corrective action.
- Unlawful entry: Unauthorized entry of school property, or any space which the school has jurisdiction, with evidence of theft or vandalism. Entry may occur during, after, or before school hours. Unauthorized entry includes school's data system to manipulate or change attendance or grades.
- Sexual activity on school premises: Engaging in consensual sexual acts on school property or at any school- sponsored activity. Engaging in nonconsensual exposure of body parts in a sexual manner to another.
- Dangerous Substances and Implements: Possession or use of any implement or substance with the ability to seriously harm another person. This includes: bleach, mace, pepper spray, dissolvent or any other chemical product, razor blades, brass knuckles or other blunt objects, lit fireworks, using laser pointers, setting off the fire alarm through fire, setting fire to any object or extension of a person (ex: backpack, hair, clothes) without injury (with injury is a Tier One offense), setting fire to trash can, part of building or furniture with or without alarm being sound.
- Acts that Threaten Safety of Others: Commission of serious acts that threaten the safety of others. Such as: pulling the fire alarm where there is no emergency; possession of fireworks; bullets on campus with no gun; bomb threats without the materials to construct the bomb; stalking or cyber stalking; starting fire to piece of paper in hand; assault (threat to do immediate harm) without weapon.
- Bullying and Intimidation: Well-documented and on-going behaviors that threaten, intimidate, or bully another individual, including the use of any electronic device to threaten, intimidate or bully. Based on context, sexual harassment and nonconsensual attempts of affection are included in this offense (trying to kiss, trying to hug, open hand touching).
- Sharing of Sexually Explicit Material: Sharing sexually explicit material, including through the use of an electronic device.
- Theft: Theft of school property or the personal property of individuals on the school property or at any other activity over which the school has jurisdiction. This type of theft is not taking it off the person by force or intimidation.
- Drug/Alcohol Use and/or Possession: Being under the influence of any controlled dangerous substance governed by the Uniform Controlled Dangerous Substance law, or any prescription drug not prescribed to the accused student, or any other chemical substance that affects the central nervous system and / or produces stimulant, depressant, euphoric, or hallucinogenic effects to the mind or body. This offense includes possession of or under influence of alcohol.

Multiple factors are considered when issuing consequences of removal from the classroom and/or school, including the student's age, disability, previous offenses, and other considerations.

If a parent or guardian disagrees with the consequence and wishes to appeal it, they must follow the following procedure, which is communicated in all InspireNOLA school handbooks:

InspireNOLA encourages students and parents/guardians to discuss their concerns and complaints



through an informal conference with the appropriate teacher, staff member, assistant principal, or other school personnel. Concerns should be expressed as soon as possible to allow early resolution with the parties involved. If an informal conference regarding a complaint fails to reach the outcome requested by the student or parent/guardian, the student or parent may initiate the formal process.

If the student or parent/guardian is not satisfied with the outcomes of the informal process, they may submit a formal grievance in writing. The formal written grievance must be submitted to the School Leader within ten (10) days of the incident or matter. The School Leader or his/her designee will determine the appropriate action and notify the person submitting the grievance in writing.

If the student or parent/guardian is not satisfied with the outcomes of the formal grievance result as resolved by the School Leader, they may submit a formal appeal in writing. The formal written appeal must be submitted to the Chief Executive Officer of InspireNOLA within three (3) days of receiving notification of the resolution from the School Leader. The Chief Executive Officer or his/her designee will determine the appropriate action and notify the person submitting the appeal in writing. The determination of the Chief Executive Officer is final.

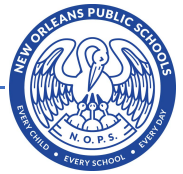
If the student is has been recommended for expulsion, the parent/guardian must follow the appeal and grievance process as set by the Student Hearing Office of OPSB, which can be found within the “Manual for Disciplinary Procedures” and further details on which are provided directly by the Student Hearing Office, as expulsion decisions are not made by InspireNOLA nor its schools.

Under Louisiana Stat. § 17:416, students suspended for ten (10) days or less must receive school work while serving suspension or the opportunity to make-up missed work. If a student is suspended out of school for ten (10) days or more, the school must provide adequate alternative education to the student and receive assignments from a certified teacher. As per this requirement, InspireNOLA students who are suspended for ten days or less are provide work from their existing class schedule that they may complete while suspended or are given the assignments or assessments to complete and make-up once they have returned to school. If a student is suspended for more than ten days, InspireNOLA provides at-home instruction via a certified teacher for the required core content area subjects, as per legal requirement.

These requirements are different if the student is receiving SPED services, 504 accommodations, or under the evaluation process. InspireNOLA’s Executive Director of Exceptional Student Services (EDESS) and her team routinely monitor the suspension logs of all students who receive SPED services, 504 accommodations, or are in the evaluation process to ensure that students are not suspended for more than ten days. InspireNOLA’s EDESS works closely with school leaders, deans, teachers, and other school staff to ensure that appropriate consequences and learning environments are provided for students with disabilities to ensure that they receive a free and appropriate education.

Social and Emotional Learning

InspireNOLA is committed to educating each child not only academically, but also ensuring their overall health emotionally, socially, and physically. InspireNOLA employs nurses, social workers, interventionists, and counselors within all of our schools, and also partners with outside agencies to ensure the overall health and success of all students. InspireNOLA believes that students cannot perform academically unless they are taken care of holistically, and therefore it dedicates time and resources to ensure the overall well-being of its students.



InspireNOLA utilizes restorative justice techniques, institutes positive behavior incentive systems, engages students through weekly advisory periods, and screens students using the MTSS to support and determine student needs, in addition to those that are purely academic. In addition, InspireNOLA engages with parents and families to ensure that the entire InspireNOLA family is heard, healthy, and invested in the future success of our scholars.

Student Voice and Leadership

Each InspireNOLA school has a student leadership group and/or student government association that is elected by their peers, and in our high schools, there is a student leadership class that juniors and seniors can take as an elective. The student leadership group meets routinely to discuss and debate challenges that the school is facing, and to determine solutions and proposals that they then bring to school leaders.

As an example, the McMain student leadership group recently proposed holding a peace rally and subsequent peace march in remembrance of a McMain student who was killed as the results of gun violence. The students, with support from the school leaders and administration, planned both of these events and served as the mistress of ceremonies, keynote speakers, and other leads for the events.

Family & Community Engagement

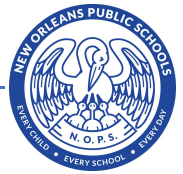
- (1) Describe any activities you have undertaken to date to assess and build parent and community support for the school. Explain the role to date of any parents and community members in developing this application or the school, as applicable.
- (2) How will you share information with Parents/Guardians 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.

Parent and Community Support

InspireNOLA schools have seen high application numbers since its founding year in 2013. Alice Harte has consistently been one of the most applied to schools in New Orleans. Andrew Wilson and Alice Harte collectively received over 2,000 applications for the 2018-2019 school year in the Main Round of the enrollment process for only around 250 available seats. Edna Karr received almost 3000 applications, and Eleanor McMain received almost 1500 applications.

Because InspireNOLA is proposing to begin operating two transformation schools, and the LDOE has not yet released school letter grades for 2017-18 and therefore OPSB cannot yet state which schools will not have their charters' renewed, InspireNOLA is not yet able to identify specific schools for transformation determinately enough to begin engaging the schools' parents and community. However, engagement of parents and community is an immediate priority of InspireNOLA once schools that will not be renewed are identified.

**Sharing Information with Parents/Guardians and Community Members**

Engaging and investing families and communities of InspireNOLA schools is critical to the success of InspireNOLA students, their siblings, schools, and the organization. InspireNOLA knows that parents and community have a direct stake in school practices and outcomes and that their influence and support can be a significant factor in the perpetuation of a healthy culture and the academic success of students, and therefore involves parents by providing multiple options and venues for them to participate within the school. When InspireNOLA prepares to assume operation of an existing, low-performing school, the leaders host multiple parent and community information and feedback sessions. Current and prospective parents and community leaders are invited to attend sessions that are held at different times and on different dates, to ensure that all interested parties are able to attend. InspireNOLA leaders gather feedback on both positive aspects of the school that parents wish to see continue or be expanded and on negative aspects of areas that could use improvement or revision moving forward. InspireNOLA then uses this feedback when planning for the takeover of the school so that they are meeting the specific needs of the students, parents, and community of that school. Forms for feedback will be located at the school site and will go directly to the Head of School and Network office personnel.

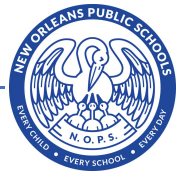
InspireNOLA leaders and staff members invite parents to the school on numerous occasions throughout the year. Each school hosts a parent welcome session in the summer and open houses in the fall and spring. Report card nights occur once a quarter, with parents coming to the school to meet with teachers and discuss their child's progress. Families are invited to attend biweekly school celebrations, field trips, performances, showcases, and extracurricular activities.

Information is provided to parents through a variety of ways, dependent on the information being disseminated. Announcements and basic school information will be sent home in written form every week on the school's designated "Communication Day" so that parents know when they will receive flyers, letters, and similar written communications. When operating a new school, InspireNOLA will also use automatically calling and texting systems as well for more urgent and/or pertinent informational dissemination. Parents are informed of news, concerns, and achievements for their individual child or children via personal letter, phone call, text, or email from teachers, leaders, and support staff as well.

Decision Making with Students, Parents, and Community

As detailed above, students have a genuine voice in decision making and voicing of their opinion within their school through the student leadership groups and student government associations. Students are elected by their peers to represent them, and these groups then meet routinely as a group and with school leaders to share their perspectives and voice their opinions on real matters concerning the school.

As detailed below, each school also has a parent-teacher organization that meets as a group and with the school leaders to ensure parent voice within the school. Parents are also surveyed throughout the year to gauge feedback on specific initiatives and decisions, and overall feelings about the school. InspireNOLA actively engages the community and partners with community and neighborhood groups to ensure the overall success of the school. As an example, InspireNOLA is in close partnership with the Tall Timbers Neighborhood Association, which is the neighborhood that our newest elementary transformation school is located in. InspireNOLA attends the Tall Timbers monthly board meetings, and has organized a fall breakfast and tour of the school so that neighborhood members can see firsthand what is happening within the school. InspireNOLA and Tall Timbers worked collaboratively to determine where buses should line up to drop off and pick up students at school arrival and dismissal so that students are safe and so that the buses do not interfere with neighborhood traffic.



Parent-Teacher Organization

Parent-teacher organizations (PTOs) are formed at each school so that parents have an avenue to provide constructive feedback about their opinions and viewpoints on all aspects of the school. The school leader and PTO collectively work together to understand the challenges and successes of the school, co-planning events and strategies to continuously improve the environment and programming to best meet the needs of students. In the first parent meeting of the year, staff will collect PTO interest forms from parents and begin to build a core group of parents to lead the school’s PTO group.

Grievance Process

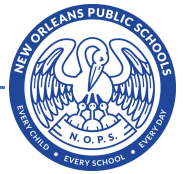
All grievances will be taken with the utmost seriousness. Initial grievances from parents or community members will be directed to an Academy Principal or the licensed Social Worker at the school, dependent on the nature and severity of the grievance. The notified staff member will then investigate the grievance and take appropriate actions, communicating with the individual who filed the grievance throughout the process and at its resolution. (Communication regarding the grievance will be subject to information disclosure policies and procedures.) If necessary, the complaint will be relayed to the School Leader as well. If the matter is not able to be resolved at the school level, the Chief Academic Officer (CAO) will intervene and support the matter’s resolution.

Each grievance is specific to the nature of the individuals and situation and thus requires an individual response instead of following a general format for resolution. InspireNOLA is committed to resolving all grievances in the matter that is best for students, the school, and the general community as a whole.

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.



Roles and Responsibilities of the Board

The InspireNOLA Charter Schools board is currently comprised of eight members, all of whom have been a part of InspireNOLA’s expansion within New Orleans over the past three years. Each board member participates on at least one board committee, in addition to attending and contributing to bimonthly board meetings.

The Board’s overall responsibilities include the following:

- Formulate and supervise overall school policy
- Approve and execute the schools’ annual budgets
- Appoint and evaluate the Chief Executive Officer
- Monitor and evaluate academic progress and consistency of quality across schools
- Ensure effective long-term financial and strategic planning
- Ensure legal and ethical integrity and maintain accountability
- Recruit and orient new board members and assess board member performance
- Provide support for additional fund-raising, marketing and other services as needs arise
- Advocate on behalf of the school by working to establish partnerships with community organizations, institutions of higher learning, nonprofit foundations and corporate entities that support education through noncommercial relationships

The board has established three committees: finance, strategy and legal, and academics.

The eight members of the InspireNOLA board, along with their roles and associated committees, are as follows:

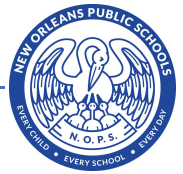
- Wayne Crochet, President: finance, strategy and legal, and academic committees
- Shawn Rogers, Vice President: finance committee
- Jay Daniels, Secretary: strategy and legal committee
- Stephen Boyard, Treasurer: finance, strategy and legal, and academic committees
- MaryJo Roberts, Member: strategy and legal committee
- Joseph Ridolfo, Member: academic committee
- Dana Wade, Member: finance committee
- James Dabney, Member: academic committee

The success of these responsibilities is contingent upon transparent participation of all board members, as it pertains to the organization’s bylaws and ethics policies. Assurance of these responsibilities is for the best interest of the organization, and call on both officers and members of the board to carry out their roles, or be subject to removal of membership by an affirmative vote of two-thirds of all the members.

Monitoring School Performance

The board regularly evaluates the performance of all the organizations’ schools, as well as the organizational viability as a whole. Academic, finance, and strategic committees meet on a bimonthly basis with InspireNOLA chiefs and report summaries and findings to the rest of the board during board meetings. The board collects and evaluates information in all categories that are related to the overall success and achievement of the organization and its schools listed below. Once information is obtained, primarily from the InspireNOLA leadership team, and in some cases from the individual schools or the district or state, the board analyzes the data in comparison to the yearly and long-term goals of the organization.

- Student performance on the academic assessments including, but not limited to, the following:



- ACT (including EXPLORE and PLAN): ninth through twelfth grades
- LEAP 2025 and End-of-Course state assessments: ninth through twelfth grades, plus eighth grade Algebra I students
- State standardized assessments (LEAP 2025): third through eighth grades
- National NWEA MAP assessments for reading and math: first through eighth grades
- Internal interim assessments in all core subject areas: third through eighth grades
- DIBELS for early literacy: kindergarten through third grades
- TS-Gold: prekindergarten
- Monthly financial reports showing budgeted vs. actual expenditures and financial statements
- Student recruitment and enrollment data, including the enrollment rates of targeted demographic sub-groups
- Student retention and attrition data
- Staff recruitment and retention data

Evaluation of the CEO and School Leader

In addition to evaluating organizational and school progress and achievements, the InspireNOLA board also evaluates the performance of the CEO on an annual basis. The board has established a comprehensive evaluation process that includes a formal scored evaluation by at least two peers or supervisees of the CEO, as well as a formal scored observation by board members, along with the review of established quantitative goals and performance objectives. The evaluation process culminates with an in-person review conversation between the board and the CEO.

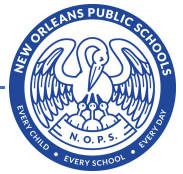
The formal scored evaluation consists of five categories, each with a series of indicators that are scored on a scale of 1 through 4: 1 being unsatisfactory, 2 being needs improvement, 3 being satisfactory, and 4 being outstanding. The categories are as follows:

- Strategic Planning: meeting operational goals and objectives, including long-term strategy, academic oversight, public relations, and financial support.
- Administration and Human Resource Management: oversight of staff, including supervision of chiefs and direct reports, staff diversity, and staff development and training.
- Financial Management and Legal Compliance: annual budgeting and approval, sound fiscal processes in adherence with the law, and audit with no findings.
- Facility Management: ensuring a conducive learning environment including the instructional and ancillary functions of the schools and safe environment.
- Board of Directors: relationship with the board, including communication, board committee support, and community partnerships.

Conflicts of Interest

The InspireNOLA board requires that those with a conflict of interest pertaining to an InspireNOLA matter 1) disclose the conflict/potential conflict and 2) abstain from voting on any matter in which there is a conflict.

In the case that a board member discloses a potential conflict of interest, the board will enter into a discussion to determine whether a conflict exists, and will do so without the potentially conflicted member present. The board, based on material facts and appropriate data, will determine if a conflict does exist. If a conflict of interest does exist, the conflicted board member will be absent from discussions, deliberation, and voting on the matter. In the case that conflict of interest does not exist, the board member will continue their full service and involvement on



the board.

In the event of conflicts of interest, the board will be reminded that all decisions should be made in the best interest of the organization, and in compliance with the Conflict of Interest Policy noted in the board’s bylaws.

Board Systems

Selecting Board Members

Board members were selected because of their commitment to the mission and vision of InspireNOLA, and because they collectively bring expertise in all critical and functional areas of the board. Board appointments will be staggered to ensure continuity amongst the board and to protect the legacy and historical knowledge of the board.

New board members will be recruited by the founding and/or existing board members. Board members will collectively vote on the addition of new board members, and will consider the expertise of prospective board members as it relates to the needs of the board at that time.

The InspireNOLA Board will engage in professional development activities, attend charter board trainings and conferences, and build relationships with peers on similar boards in order to increase their capacity and development over time. The board will engage in an annual board retreat and strategic planning session, during which they will discuss and focus on topics that are central to board priorities at that time, which may include revisions to the law, updated policies, charter renewals, and school performance data. All board members will be required to attend the annual retreat, and all new board members will receive initial board training within three months of joining the board.

Board Meetings

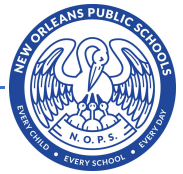
The InspireNOLA board meets bimonthly, with committee meetings occurring two weeks before board meetings. The board meeting schedule is created at the beginning of each academic school year and is made public via the InspireNOLA website at that time.

Open Meeting and Public Records Compliance

The InspireNOLA board recognizes that all board meetings must comply with open meeting laws, and therefore all meetings and agendas are made publicized via the InspireNOLA website and via hard copy at the InspireNOLA office at least 24 hours in advance of committee meetings and full board meetings. Any public records requests that are received are responded to within 3 business days.

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.



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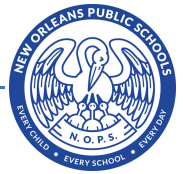
Administrator, Partner, and Teacher Recruitment Strategy

InspireNOLA's recruitment strategy focuses on finding high-performing, experienced, and dedicated individuals who will be part of the InspireNOLA team. The InspireNOLA Director of Talent (DT) leads recruitment efforts for the organization, and recruits applicants and potential leaders and teachers through the following strategies:

- **Referrals:** Approximately 65% of teacher and leader hires for the 2017-18 school year came from referrals from current InspireNOLA staff members. InspireNOLA staff members are encouraged and incentivized to refer friends, past coworkers, schoolmates, and network peers who have experience and interest in education to the DT. The DT, along with InspireNOLA's staff recruiter, then reaches out to these potential employees to provide them information about opportunities and recruit them to apply and, hopefully, join the InspireNOLA team. InspireNOLA staff members are fantastic representatives of the InspireNOLA community, and are able to effectively speak about the work-life balance, professional development and growth, recognitions, and other unique aspects of working for InspireNOLA.
- **Local and national outreach:** InspireNOLA aims to reach as many potential applicants as possible, and thus engages in strategic and multi-faceted local and national outreach. This outreach involves multiple facets, including posting job opportunities on a large variety of job boards, making connections through alumni programs and educator networks, print and online marketing campaigns, and social media promotion.
- **Hiring fairs:** InspireNOLA human capital team members and school leaders attend multiple hiring fairs each year, generally in the local and statewide area. Since InspireNOLA schools offer TRSL, experienced teachers currently working in district schools in other areas of Louisiana can retain this retirement program if working at InspireNOLA. In addition, the InspireNOLA DT also attends college and university job fairs to meet and recruit recent graduates.
- **Residencies and certification programs:** InspireNOLA is a founding partner of the Norman C. Francis Teacher Residency at Xavier University, a newly created year-long residency program for individuals who do not have an education degree or certification but are interested in becoming teachers. In the 2016-17 school year, there is one resident from this program working alongside experienced teachers at Alice Harte. It is the goal to develop a pipeline of qualified, new teachers from this residency in the long-term. Furthermore, InspireNOLA partners with alternative certification programs, such as Teach For America and TeachNOLA, to hire novice teachers.

InspireNOLA believes that great schools are led and staffed by exceptional leaders and teachers, and it is critical that all schools in our network exemplify this belief. A potential challenge to our growth as an organization is a lack of qualified leaders and teachers who are aligned with the mission of InspireNOLA. InspireNOLA must ensure that it has a high quality pipeline of leaders and of teachers to sustain growth over multiple years.

In the 2018-19 school year, in an effort to build an even more robust pipeline of new talent into the organization, InspireNOLA re-structured their network team, creating a new position, the Director of Talent (DT) whose primary focus is staff recruitment, retention and performance management. The DT works with a Recruitment Manager, and both collaborate closely with network and school leaders to ensure that they have a quality pool of diverse applicants for positions across the organization. This will allow leaders to make hiring decisions that meet the needs of the students, school, and community. Current InspireNOLA staff members make a significant number of referrals each year for potential teachers, leaders, and support staff members, as they reach out to their expansive networks of education colleagues who they believe will fit with InspireNOLA both culturally and instructionally. InspireNOLA will continue partnerships with Teach For America and The New Teacher Project to find new teaching



talent, and will partner with local colleges and universities, such as Holy Cross University of New Orleans, Dillard University, Tulane University, and Xavier University. InspireNOLA will also continue to host multiple teacher recruitment events throughout the year, including a hiring fair in the spring. The annual InspireNOLA recruitment fair will be widely advertised (social media, print and radio ads) and this broad outreach will extend to surrounding parishes in an effort to recruit experienced educators from neighboring districts.

Furthermore, all InspireNOLA schools participate in the Teachers’ Retirement System of Louisiana (TRSL), which sets it apart from most other charter management organizations. Since this benefit is one few charter networks offer, it enables InspireNOLA to recruit and hire veteran teachers from around the state of Louisiana as they are able to work for InspireNOLA and continue participation in the state pension system. Beyond participation in TRSL, InspireNOLA will also aims to recruit veteran teachers through participation in local hiring events (GNOCCS spring hiring fair, NOLA-MADE events through 504ward).

Minimum Qualifications for Teachers and Staff

At a minimum, all teachers must possess a Bachelor’s degree, though 50% of current InspireNOLA possess a Master’s degree or higher. Though certification is not required for teachers, it is strongly encouraged for teachers and leaders; 85% of current teachers are certified. The average number of years of experience for current InspireNOLA teachers is seven years. About 35% of teachers have between 0 and 3 years of experience, about 42% have been 4 and 14 years of experience, and the remaining 23% have over fifteen years of experience. All Special Education teachers and early childhood teachers are certified, as per legally required qualifications, and all paraprofessionals have either passed the ParaPro assessment or possess a bachelors degree.

Mission Critical Partners

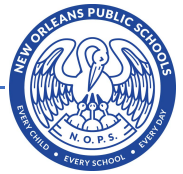
Educational Service Providers are not considered “Mission Critical Partners” for the purposes of this section. Applicant groups which will use an Educational Service provider should complete the Educational Service Provider section of this application.

- (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.

Mission-Critical Partners

InspireNOLA, though only five years in existence, has already garnered the support of local and national partners and supporters. InspireNOLA received a \$3 million commitment from the Charter School Growth Fund in 2014 to support expansion to additional schools, and recently received an additional commitment of \$5.8 million for the continued expansion of additional schools in Louisiana. InspireNOLA also received the federal Charter Schools Program Replication and Expansion grant of \$4 million to aid in expansion to five additional schools in Louisiana. In addition to funding received, InspireNOLA also partners with New Schools for New Orleans, New Schools for Baton Rouge, the Stephen and Sandy Rosenthal Foundation, the GPOA Foundation, the Rex Pro Bono Publico Foundation, and others. Furthermore, we also work closely with the following community groups and organizations, which provide a broad range of services that benefit our students and schools: 100 Black Men,



Silverback Society, Loving Hearts, Community Works, High-Level Speech and Hearing Center, New Orleans Career Center, and Xavier University.

InspireNOLA has also committed to working with Achievement Network, Instruction Partners, Leading Educators, and STEM NOLA for the 2018-19 school year – and hopefully beyond – to support the continued growth and development of our teachers and students.

In the case that partnerships are not maintained, InspireNOLA will solicit additional or other partners or community groups who can provide similar services, or will look into providing the services in-house.

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.

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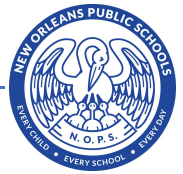
Start-Up Plan

Please see *Attachment 8: Start-up Plan* for a detailed plan that includes specific tasks, timelines for completion, and owners for tasks within the following areas: staffing, student and parent engagement, operations, facility, technology, procurement, and professional development.

If InspireNOLA is unable to open any of the applied for schools in the preferred timeframe, InspireNOLA will work collaboratively with the district to determine if opening or acquiring the operation of a school in the subsequent school year works better for us as the operator, OPSB as the authorizer and district, and the school. Because InspireNOLA is an existing organization and have network leadership and contingency plans in place, we are able to modify our opening date of the school, if needed.

Financial Services

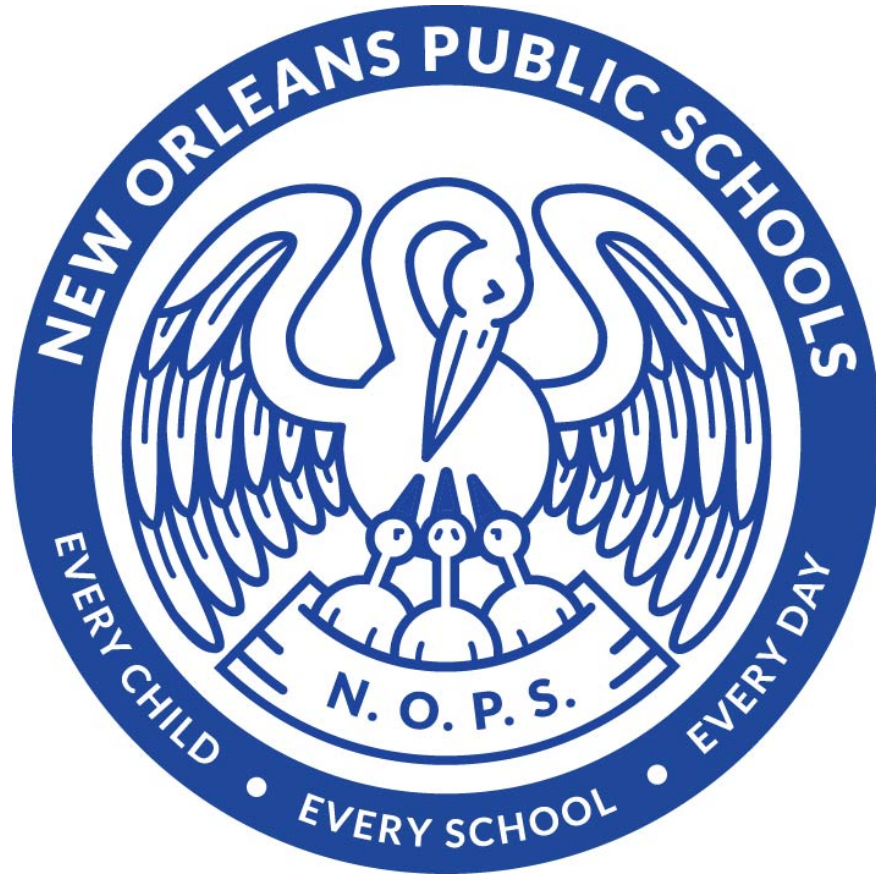
InspireNOLA uses a financial manager, Mr. Charlie Mackles, and will continue to do so following any expansion. Mr. Mackles serves as the Chief Financial Officer for all InspireNOLA schools and reports to the InspireNOLA Chief Executive Officer, Mr. Jamar McKneely. Additionally, Mr. Mackles works closely with the InspireNOLA board,



Finance Committee, and the board treasurer, Ms. Shawn Rogers. (See *Attachment 11* for Mr. Mackles' resume.)

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



**Spring 2018 Charter School
Application
Common Application Template**

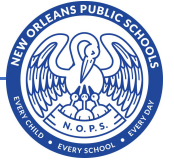
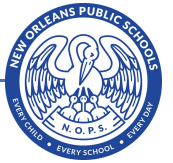


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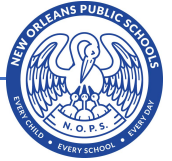
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Common Application (Part 2)

Section I: School

Academic Model & Schedule

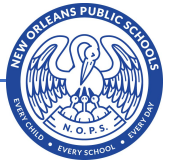
- (1) For all core content and mission-related subject areas:
 - a. Identify the program model or curricula that your school will use and your reasons for these choices, you may include as **Attachment 13** data or research supporting your academic model;
 - b. Identify the interim assessments you will use and how these align to the curricula;
 - c. Describe your professional development plans for teachers and how they connect to the curricula and assessments.
- (2) Where has each identified core instructional component, program model or curricula been used before? What have been the results, in particular with your intended student population?
 - a. If your schools is using an existing curricula, provide the curricula’s Louisiana Department of Education Curricular Review Score (<http://www.louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL-MATERIALS-REVIEWS/curricular-resources-annotated-reviews>)
 - b. If the model or curricula has not been scored by LDE, what is the research and evidence base and/or logic model informing your curricular design choices? How will you ensure alignment between the curriculum and state standards, and how will you evaluate the effectiveness of its implementation?
- (3) Describe a day and year in the life of a student at your school. Include, as **Attachment 14**, a weekly student schedule and, as **Attachment 15**, a calendar of special events that will happen throughout the school’s inaugural year.
- (4) Provide as **Attachment 16**, a copy of the school/organization’s [Pupil Progression Plan](#). If your school does not yet have an adopted PPP, please attach a draft version.
- (5) Does the school intend to offer early childhood education, or Pre-Kindergarten classes? Describe the group’s anticipated funding source(s) and model for early childhood education.

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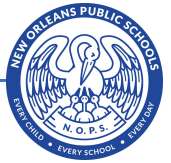
Curriculum
 InspireNOLA is in the middle of undergoing a curricular shift in order to ensure that only high-quality, rigorous, and aligned curriculum is placed in front of students and is used by teachers to assist with their instructional planning. InspireNOLA has received support from the LDOE and NSNO via the Instructional Quality Initiative that has included selecting curriculum, purchasing curriculum, and now supporting teachers prior to and during the school year with the implementation of curriculum.

Below are the curriculums that InspireNOLA schools will be using in the 2018-19 school year, with the LDOE tier/scoring and reasoning for each.

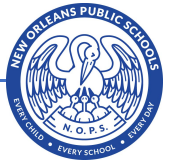
<i>Curriculum</i>	<i>Grade Levels</i>	<i>LDOE Tier</i>	<i>Reasoning</i>
ELA			
Expeditionary Learning	K – 5 th	Currently under review by the LDOE	The EL curriculum is infused with complex texts that is focused on the Lexile level of students within the grade-level. Students are provided extended writing activities that will propel students to be involved with state standards. The curriculum is appropriately sequences to allow students to build knowledge in



			<p>language, comprehension using a volume of complex text and task. The task includes the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards. Students are able to express ideas through both written and spoken responses. Materials address grade-level foundation standards that require students to know letters, phonetic conventions, sentence structures, and spelling. Teachers are provided explicit directions to facilitate conversations in small and whole groups. Curriculum materials appeal to students' interest to build their reading stamina and connect to classroom concepts or topics to develop knowledge.</p>
Louisiana Guidebooks	6 th – 12 th	Tier I	<p>The Louisiana Guidebooks 2.0 provides students with complex text that are appropriately on grade level and aligned to the state standards. The instructional materials are integrated into learning that is sequenced and scaffold to advance students toward independent reading of grade-level texts, and builds interdisciplinary content knowledge. The materials contain meaningful, and connected task that builds student knowledge and provide students the opportunities to read, understand and express understanding of complex texts through speaking, writing and listening task. Students are able to get the guided instruction they need to build confidence and mastery of state standards.</p>
Math			
Go Math	K – 8 th	Tier III (K – 8 th)	<p>This curriculum offers an engaging and interactive approach to covering state standards. The curriculum ensures that students can access content at appropriate grade-levels with depth and rigor. Although it is rated as a Tier III, the instructional materials reflect the balances in the standards and help students meet the standards' rigorous expectations by helping students develop conceptual understanding, procedural skill and fluency and application. The application of the materials connects the standards for mathematical practice and content. The curriculum materials develop conceptual understanding of key mathematical concepts through each module that exposes students to real world application. The materials give attention to individual standards and allows for adequate practice of skills</p>



			being addressed.
Springboard	9 th – 12 th	Tier I (9 th – 11 th)	SpringBoard offers students the opportunity to spend at least 50% of their time on applicable prerequisites for postsecondary education. The curriculum develops conceptual understanding of key mathematical concepts as required by the standards. High quality conceptual problems and conceptual discussion are featured within lessons. Students are asked to explain, compare, or describe concepts and solutions. The instructional materials help students meet the standards rigorous expectations. Lessons engage students in understanding materials by connecting coherently to previous materials addressed by the standards. The standards are addressed using the three aspects of rigor: conceptual understanding, procedural fluency, and application. Students are supported through group collaboration and ELL support is included in the Teach Wrap section of the curriculum. The objectives in each lesson are listed, and aligned to state standards. The curriculum focus on major work and is consistent and coherent and connect clusters, domains, and categories when appropriate.
Science			
Mystery Science	K – 5 th	Under review by LDOE	This curriculum is aligned to NGSS with a pedagogical emphasis on solving mysteries, collecting evidence, and conducting investigations. The curriculum includes a plethora of hands-on activities that enlightens students to the mystery, curiosity and creative problem-solving in science. Mystery Science provides opportunities for students to engage in phenomena based learning. Students are able to understand the disciplinary core ideas, practices, and concepts.
STEMscopes	6 th – 12 th	Under review by LDOE	STEMscopes is a comprehensive curriculum aligned to state standards and the Next Generation Science Standards using phenomenal-based instruction. Students are able to develop scientific content knowledge and skills through interacting with authentic sources that are used by scientist. Students task include speaking and writing about scientific phenomena and vocabulary. Lessons are sequenced to build students’ depth of knowledge and allows them to apply scientific and mathematical thinking when applicable.



Social Studies			
DBQ Project	K – 12 th	Tier I (4 th – 12 th)	The curriculum provides opportunities for students to explore key questions and build knowledge and skills with Social Studies content as indicated by grade-level expectations. Student understanding is supported with the use of varied types of primary and secondary sources. The material develops students’ content knowledge. Students are able to gain context and then engage with the primary and secondary source documents. Students are required to make claims and demonstrate a thorough understanding of content. The curriculum provides written task, which serve as the culminating product of the units to support students understanding as they analyze the sources. Students can increase comprehension of the content as well as explore differing viewpoints. Students are provided opportunities to utilize written and speaking task that require them to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.

Assessments

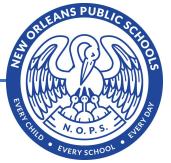
InspireNOLA assesses students using the following evaluations:

- NWEA MAP assessment (ELA and Math), K – 8th grades
- DIBELS (early literacy), K – 3rd grades
- iSTEEP (ELA), 6-9 grades
- LEAP 360 interim assessments (ELA and math), 3rd – 12th grades
- ACT Mastery, 9th – 12th grades

These assessments are aligned to the Louisiana Student Standards and the assessment offer opportunities for students to demonstrate evidence of meeting grade-level standards. The assessments provide a fair combination of performance task and questions that address students’ conceptual understanding of the content and academic priorities. The questions on the assessments are text dependent and require students to read and understand literature on grade level. The text is appropriately complex for the grade level and includes performance task that requires students to interact with multiple stimuli that assess a combination of standards. iSteep, includes a pre-test, universal screening, formative assessment and progress monitoring. These assessments require students to analyze and synthesize sources and use textual evidence to support valid inferences from text. The MAP assessment measure growth and individual student achievement. These tests are grade-independent and adapt to each student’s instructional level during administration. These assessments help teachers tailor instruction to their students’ specific needs and to determine whether this targeted instruction has increased understanding and student proficiency levels.

Professional Development

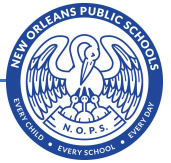
Each year, InspireNOLA purposefully plans on-going, job-specific professional development opportunities for



faculty and staff at all network schools. By utilizing in-school, after-school, and whole-day time blocks, network and school leaders are able to offer at least fifteen full days of support on data dives, training, coaching, and practice throughout the school year. Staff members also have opportunities to attend outside professional development sessions and conferences that are specific to their roles or that will advance their content knowledge.

InspireNOLA's Professional Development Offerings		
Time	Offering	Purpose
Before Students Arrive at School	Beginning of Year Network-Wide PD for All InspireNOLA Faculty & Staff	Preparation and motivation for the school year on topics such as <ul style="list-style-type: none"> • network-wide vision, goals, and expectations of excellence • instructional visions and excellence by content and role • curriculum design and assessment alignment by content and grade level • writing IEPs and expectations of the special education teacher • literacy strategies that work • school culture execution & effective monitoring practices
Weekly Throughout the School Year	TAP Cluster Grade Level & Content Groups	Content-specific groups of teachers learn, collaborate, and plan for data-driven implementation of instructional best practices and research-based strategies to improve teacher quality and student achievement.
Weekly Throughout the School Year	After-School Support	On a consistent day of the week, after-school support sessions are offered for job-specific trainings or practices. The topics range from classroom management, intellectual preparation for rigorous lessons, test-simulation teacher practice, online portals & software operation, etc.
Quarterly Throughout the School Year	Data Analysis Meetings	After each interim assessment, school sites participate in a data analysis protocol in which they review achievement scores across grade levels and content areas. Beginning broadly and then narrowing to specific students' needs, teachers create action plans to immediately target learning standards that need revisiting.

Professional Development and coaching are used to support our district, schools, and teachers to ensure that we are cohesive in both our understanding and implementation of our framework and curriculum. District-level staff are trained, coached and assigned to "home" schools to also coach and support faculty and staff to ensure that each school is aligned to the research-based best practices to increase student achievement. In addition to the school-wide support, the Teacher Advancement Program (TAP) is utilized to ensure that every member of our instructional staff receives consistent and continuous coaching, development, and support. Instructional staff attend summer, weekly job-embedded professional development and trainings to ensure consistent classroom pedagogical practices.



Day and Year in the Life of a Student

Elementary students track their behavior throughout the day and week, either through a color chart (prekindergarten through third grades) or a behavior card (fourth through eighth grades). Color charts are visual reminders posted in each classroom, helping students internalize acceptable behavior, learn from mistakes, and improve choices through an external and visual representation. Unlike negative disciplinary systems that focus on misbehavior, InspireNOLA students earn teacher or staff recognition for making positive choices related to the school values. Through the use of these systems, students earn invitations to biweekly celebrations, during which students engage in fun activities and continue learning appropriate social behavior in unstructured time.

Students in third through eighth grades begin each day with an innovation period: an hour-long block in which students are stratified into small groups based on what skills, strategies, and subjects that they would benefit most from receiving additional intervention in. All instructional staff members teach during this time, so small groups are no more than 15 students – and often much smaller. Students at every ability level receive instruction that is tailored to their growth areas and need, from the most struggling to the most advanced students. Students continue their day with their classroom cohorts, with every grade level attending a daily enrichment class. This class rotates among physical education, art, foreign language, technology, and band.

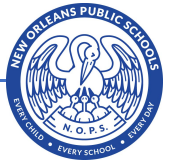
InspireNOLA high school students have a double-block schedule, as they only take 4 classes per semester and go to each class every day for approximately 100 minutes. This increased length of class time decreases wasted instructional time due to transitions, and allows teachers to dive deeply into instruction within the extended class period. InspireNOLA high school students meet with their assigned counselor on an ongoing basis to ensure that their instructional courses are meeting their needs and align with their post-secondary plans with relation to diploma type and industry credentials.

In addition to classes, InspireNOLA high school students experience and participate in a full array of extracurricular and athletic activities. Students have a voice in which clubs and extracurriculars are offered at their school, but examples of past and current clubs and activities include: student government association, drama club, biology club, key club, national honor society, robotics club, guitar club, and others. Students participate in a full array of sports teams, including football, cheerleading, volleyball, basketball, baseball, soccer, track and field, and cross country.

Pre-Kindergarten

InspireNOLA educates PreK-4 students at all of its elementary schools, with each school serving prekindergarten students. Funding for these two sections of prekindergarten per schools comes from LA-4, and InspireNOLA plans to apply for LA-4 funding for the transformation elementary school for 40 PreK-4 seats so that it can continue to educate early childhood students before they enter the school as kindergarteners.

Early childhood education is one of early learning and introduction to schooling, in which students learn through play and activity-based learning, with teachers modeling for and engaging with students in small groups. Objectives for learning are based on TS Gold and the LDOE standards, including: approaches to learning, creative thinking and expression, mathematics, science, social studies, physical well-being and motor development, language and literacy development, and social-emotional development.



Special Student Populations

All schools are obligated to provide services to students with identified disabilities and English language learners under Federal law, and state law and BESE policy also provide for (but do not mandate) services to students identified as gifted/talented.

- (1) Provide a detailed special education plan describing how you will ensure that all special education students succeed at your school. Describe plans for identifying, evaluating, and serving special education students. Include your staffing plan for special education.
 - a. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with exceptionalities,
 - b. Plans for promoting graduation for students with exceptionalities,
 - c. Plan to develop partnerships and connect students with disabilities and their families to outside agencies, and
 - d. Plan to discipline students with disabilities in an equitable and fair manner, in accordance with the IDEA.
- (2) Provide a detailed English Language Learner plan describing how you will ensure that all English Language Learners succeed. Describe plans for identifying, evaluating, and serving English Language Learners. Include your staffing plan for English Language Learners. Include specific instructional programs, practices and strategies the school will employ to ensure success both academically and socially, as well as equitable access to the core academic program for these students.
- (3) Describe plans for identifying, evaluating, and serving gifted and/or talented students. If the school will not provide gifted/talented instructional services as described in BESE Bulletins 126, 1508 and 1566 please indicate. If applicable describe the instructional programs, strategies, and supports that will be provided to ensure the success of intellectually gifted and/or talented students.
- (4) Provide as **Attachment 17** the relevant job description(s) and, if applicable, **Attachment 18**, resumes for individuals responsible for Special Education evaluations and/or service provision.

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

Special Education Plan

Inspire NOLA will employ a Special Education and 504 Coordinator at each school site who will be responsible for the oversight of the delivery of services for students with disabilities, students identified as gifted/talented, and students with a 504 Individualized Accommodation Plan (IAP). Child Find regulations will be used to locate, identify, and evaluate students with disabilities. Child Find brochures will be displayed in the school office and other prominent locations in the school. These brochures will be distributed to parents at least twice a year and information will be included in parent newsletters and parent meetings. School personnel are responsible for implementing Child Find regulations. InspireNOLA employs a three tiered intervention process, Multi – Tired System of Supports (MTSS)/Response to Intervention (Rtl), will be used by InspireNOLA to identify students with disabilities. Members of the MTSS/RTI team may include a MTSS/RTI coordinator, administrators, special education staff, general education staff, parents, nurse, social worker, school psychologist, educational diagnostician and other pertinent instructional staff. Upon review of current data/documentation and a student's IEP, a team that will make the final decision about whether a student can receive adequate services at the school or if the school will need to contract with another entity to provide the service for the student.

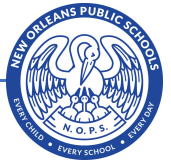


Inspire NOLA is committed to recruiting, training and retaining teachers that are "Highly Qualified" in accordance with Every Student Succeeds Act (ESSA) and appropriately licensed and endorsed to serve students with disabilities. InspireNOLA may employ or contract, on an as-needed basis, qualified and licensed providers, such as occupational therapist, physical therapist, speech therapist, and appraisal personnel etc., to provide services as outlined on a student's IEP to ensure compliance and maximize student success.

InspireNOLA will recruit talented individuals both locally and nation-wide. Special Education teachers providing instruction in core academic subjects to students with disabilities (in a regular classroom, resource room or other setting) must meet the highly qualified teacher requirements for the subjects they teach and the state's special education certification requirements for the grade level they teach to be considered "Highly Qualified". Special Education teachers not providing direct instruction in core academic subjects are not required to meet the same highly qualified subject competency required by ESSA of teachers of core academic subjects. A current Mild/Moderate Special Education certification is required for Special Education teachers not providing direct instruction in core subject areas.

InspireNOLA will provide services for students with disabilities and or impairments in the least restrictive environment possible according to the student's Individualized Education Plan (IEP) and or Individual Accommodations Plan (IAP) in accordance with all applicable state and federal laws and regulations, including the Individuals with Disabilities Education Act (IDEA), Title II of the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, Louisiana Board of Elementary and Secondary Education, Bulletin 1706, the Office of Civil Rights (OCR) and other pertinent regulations/legislation. A Free and Appropriate Education (FAPE) will be provided for all students enrolled in InspireNOLA by providing and directing special education and related services that meet all State Board of Elementary and Secondary Education (SBESE) standards. Special education and general education teachers will have opportunities to meet weekly in common planning time or TAP clusters to set goals for individual students, adapt lessons, learn instructional strategies, monitor student progress, and plan assessments. Special education teachers will deliver instruction in the general education class, when appropriate, through "push in" services and co-teaching. Emphasis is placed on utilizing differentiated instructional practices and supportive technology. Paraprofessionals are also used to provide instructional support in the general education setting.

After school and summer programs are available for students with disabilities to address targeted needs for academic success. At the elementary level, labs for remediation are provided for those students needed additional instruction in core subject areas. When an IEP team decides that the student would benefit from "pull out" services, strategic targeted instruction in skill deficit area(s) will be provided. Students with more significant disabilities are primarily enrolled in self-contained classes, but are integrated in regular education classes, when appropriate as outlined on their IEP, and included in school activities. Prior to scheduling, a collaborative team, that may include but is not limited to school administrators, special education coordinator, special education teachers, grade level chairpersons, department chairpersons and related service personnel, will meet to discuss strategic placement of students in accordance with the IEP/IAP to maximize student success and accommodate individual needs. Consideration may be given to time of day classes are scheduled, location of classes, and delivery method of instructors, assistive technology needs and other factors. Students' progress is reviewed on at least a quarterly basis and adjustments are made to schedules, as needed, to ensure the best possible placement for student success. Interim assessments/benchmarks are administered to all students enrolled in core courses. The regular education teacher and the special education inclusion teacher will collaborate to appropriately challenge and support each student as they progress through the curriculum. Students who are not enrolled in core courses



are evaluated as they progress toward IEP goals by their elective and self-contained teachers.

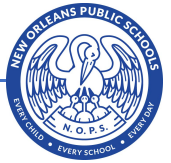
InspireNOLA will provide multiple opportunities for professional development and training for teachers of students with disabilities. Special Education teachers will receive ongoing, continuing education through attendance at trainings sponsored by the Louisiana Department of Education, and other local, regional and national trainings/conferences. Prior to the start of the school year, professional development will be provided for all staff members. Weekly TAP Cluster meetings and monthly professional development sessions held at each school site will include topics pertinent to special education teachers including, but not limited to, differentiating instruction, RTI process, researched based strategies, Common Core State Standards, etc. Resources will also be available for teachers such as professional books, professional journals, Special Education forms, state bulletins (1706 - Regulations for Implementation of the Children with Exceptionalities Act, and 1530 - Louisiana's IEP Handbook for Students with Exceptionalities).

InspireNOLA is committed to recruiting, training, and retaining special education personnel that are "Highly Qualified" in accordance with ESSA and appropriately licensed to serve students with disabilities. Inspire NOLA may employ or contract, on an as needed basis, qualified and licensed providers, such as occupational therapist, physical therapist, speech therapist, etc., to provide services as outlined on a student's IEP to ensure compliance and maximize student success. InspireNOLA will provide multiple opportunities for professional development and training for teachers of students with severe disabilities. Special Education teachers will receive ongoing, continuing education through attendance at trainings sponsored by the Louisiana Department of Education, facilities, and other local, regional and national trainings/conferences. Teachers will have the opportunity to participate in workgroups. Prior to the start of school, teachers will have an opportunity to participate in a variety of professional development sessions at their school sites. Resources will also be available for teachers such as professional books, professional journals, Special Education forms, state bulletins (Bulletin - 1706 Regulations for Implementation of the Children with Exceptionalities Act, Bulletin 1530 - Louisiana's IEP Handbook for Students with Exceptionalities).

InspireNOLA will utilize current state and federal regulations to promote graduation for all special education students through an Individual Graduation Plan. All students will be eligible for graduation through a college or jump start diploma. Individualized decisions for graduation will be determine by a team of persons who have knowledge of the student. Members of the team may include but is not limited to the parent, the student, counselors, social workers, special education and general education teachers. Consideration for graduation will be through Alternative Pathways (Act 833 and Pathways to a Career Diploma).

InspireNOLA has partnered with outside agencies that will connect student with disabilities to that will promote opportunities for our students to develop skills which will follow them as they transition into adulthood. In addition, we are contracting with outside agencies to assist students and parents as they are work through daily life concerns.

Records concerning suspension, expulsions and other disciplinary actions for students are kept by the Special Education Coordinator, Disciplinarian and Principal. Copies of disciplinary action are also given to the Special Education teacher of record so that the records can be filed in the students Special Education folder and appropriate interventions can be implemented (writing or updating FBA/BIP, reconvening IEP, mentoring, Check In/Check Out, referral to other school personnel such as social worker, counselor, PBIS Coordinator, etc.) and documented to address the behavior(s) of concern. The members of the leadership Team including the Principal,



Disciplinarian and Special Education Coordinator are responsible for a regular review of records to determine if significant discrepancies occur in the rate of long-term suspensions and expulsion of children with disabilities compared to the rates for non-disabled children.

The introduction of MFP differentiated funding allows for additional resources for special education students. InspireNOLA will ensure the increased per pupil revenue follows the child in order to meet all IEP requirements. InspireNOLA also takes advantage of the City-wide Exceptional Needs Fund to provide resources for our most needy students. These additional revenue streams as well as IDEA funding allow for the staffing of SPED teachers, paraprofessionals, and child specific paraprofessionals to ensure all children have the resources needed to succeed.

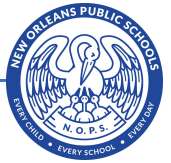
English Language Learner Plan

At the start of each school year, students will be given a Home Language Survey to be completed by the family. A student will be screened for English Language proficiency if the Home Language Survey identifies a language spoken other than English. The ELL teacher at each school site is responsible for overseeing the identification process.

Upon receipt of a Home Language Survey indicating a language other than English is spoken, an assessment is conducted. Students who are identified as being limited English proficient are mandated to be assessed yearly as required by Every Student Succeeds Act (ESSA). A student's English proficiency in reading, writing, speaking and listening is assessed using The English Language Proficient Test (ELPT). Results of this proficiency assessment are evaluated by and communicated to the parents of the student by the ELL and/or classroom teacher after the assessment has taken place.

InspireNOLA's ELL program has been using the rigorous Louisiana English as a Second Language Standards to create lessons. The ELL teacher communicates with the ELL student's teachers frequently to become aware of any areas of concern about the ELL student's academics. The main curriculum used for ELL instruction is Carousel, which is correlated to Common Core and state standards, and is a comprehensive, research-based language development program for English learners at the beginning through advanced levels of language proficiency. In addition and as needed, ELL lessons are also created from research-based TESOL online activities, Rosetta Stone technology activities, Targeted Reading Intervention that include integrated content and hands-on Reading and writing activities, Phonemic producing games, Oxford Picture Dictionary activities with social interactions, Strategic Writing practice activities, LEAP practice activities, Technology-based Starfall activities for Early Childhood, as well as Cultural and Choice Reading Activities involving the community. These resources assist in helping students reach various performance objectives such as building vocabulary, comprehending story elements, enhancing writing skills, gaining knowledge about different holidays around the world, summarizing the story, and comparing and contrasting school themes throughout the year.

Each quarter, a Santillana benchmark test is given to the ELL students to provide the ELL teacher data on what each child's strength and weaknesses are in their academics. However, the learning atmosphere of the ELL classroom is very student-centered to accommodate all of the different learning needs of the students. The Louisiana ELL standards are closely related to the Common Core standards because the standards are based off of national ELL standards. The ELL lessons are aimed to increase growth in the transition of the English language acquisition, prepare students with career-based activities that help students choose the best path ahead, and help inspire upper grade students to go to college by achieving their academic school goals each year. The ELL



standards are separated by English language levels and by the four different domains, (Reading Writing, Speaking, and Listening.) The ELL standards of reading are designed to have students read, comprehend, analyze and respond to a range of materials using various strategies for different purposes. The ELL standards for Writing are to have the students write proficiently in English for various purposes and audiences. The ELL standards for Speaking are to have the students demonstrate competence in speaking for effective communication in social and academic contexts. The ELL standards for Listening are to have students demonstrate competence in listening as a tool for learning and comprehension.

ELL teachers develop a curriculum that takes an overall approach to English study or focus on a specific aspect of language use, such as life skills, literacy, or vocational English. Both approaches involve teaching students basic English skills, such as listening, reading, writing and speaking. ELL teachers need to be knowledgeable of their students' culture and recognize differences that may affect a student's ability to acclimate to an English-speaking environment. The ELL teacher has to take approximately 4 days of district approved, ELL-related professional development courses, annually.

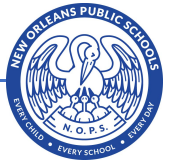
When a student is no longer identified as limited English proficient, he or she will not continue to receive specialized English services or be administered the ELPT. A student will be monitored for two years after exiting the program by his or her teachers and the Student Support Team. If a student continues to experience academic difficulties during the monitoring process, school personnel may again identify a student as being limited English proficient and provide specialized English services.

The introduction of MFP differentiated funding allows for additional resources for ELL students. InspireNOLA will ensure the increased per pupil revenue follows the child in order to have the resources needed to succeed. Many of the expenses required for a successful ELL program have to be funded by the general fund. However, InspireNOLA utilizes these funds as efficiently as possible while obtaining our ELL goals.

Gifted and/or Talented Plan

InspireNOLA will be providing gifted and talented services to students at all sites within the InspireNOLA network, including the newly added transformation elementary school. Gifted and/or Talented scholars of the same age are not alike. Scholars identified with gifted abilities range from moderately gifted, highly gifted, and profoundly gifted students that may require curriculum differentiation. The different levels of talented includes music, visual arts and theater. Child Find offers enrichment opportunities for students who demonstrate a sincere interest in a particular field and a willingness to pursue this interest at an advanced-level over an extended period of time. InspireNOLA's appraisal teams follows the guidelines outlined in Bulletin 1508 for the identification of students who may qualify for gifted and/or talented services. In addition, testing and identification of gifted/talented students will be assessed through classroom teacher observations/recommendations, student report cards, previous evaluations and parental request. Screening for talented students will be conducted throughout the school year via Student Assistant Team (SAT) referrals.

InspireNOLA will provide a rigorous and challenging curriculum to meet the needs for identified gifted and talented students. Curriculum and strategies utilized will be researched based to meet the individual needs and abilities of all students. Student progress will be monitored and evaluated through portfolios, report card grades, and progress monitoring strategies. The Schoolwide enrichment program provides enhancement opportunities that include the following components: (1) Gifted/Talented Instruction and (2) Gifted/Talented Resource Teachers. Gifted/Talented instructional classes provide enrichment opportunities for all students. Students develop a broad



range of advanced-level skills in preparation for in-depth study across the curriculum. Gifted/Talented Resource Teachers provide advanced-level instruction in a variety of areas, including written, oral, and visual communication skills; critical and creative thinking skills; research skills; technology skills; and skills in visual and performing arts. Students showcase their learning and creative products developed during community involvement sessions.

Within InspireNOLA, the following are some expectations of our gifted and/or talented scholars:

- Comprehension of broad-based issues within interdisciplinary and multicultural contexts.
- The independence, self-direction and skills in group processes that lead to original and productive thinking.
- Critical and higher level thinking skills in both cognitive and affective areas.
- Affective behaviors involved in the creative process, including risk-taking, curiosity, imagination, and enjoyment of multifaceted challenges.
- The convergent and divergent cognitive abilities necessary for creative productivity
- Products that refine or challenge existing ideas incorporate concepts and use techniques, material, forms and knowledge in innovative ways.
- Receiving and valuing of human differences; respect for the needs, cultures and rights of others; and recognition of the contributions of others.

InspireNOLA is committed to recruiting, training, and retaining special education personnel that are "Highly Qualified" in accordance with ESSA and appropriately licensed to serve students with disabilities. InspireNOLA may employ or contract, on an as needed basis, qualified and licensed providers to screen students for talented services.

High School Specific Questions

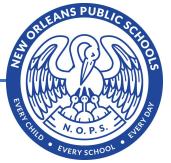
OPSB requires additional information from applicants seeking to start, transform or convert a school serving grades 9-12 in Orleans Parish. Complete this section only if your application proposes such a school.

State and District Graduation Standards

- (1) Provide as **Attachment 19** an example of a daily schedule for a student attending your school as well as your school's academic calendar.
- (2) Detail each type of diploma your school will offer. Describe how your school will ensure every student is on a pathway to the diploma that best meets the individual student's interests and post-secondary plans. Describe how your school will implement the state's required Individual Graduation Plan, as well as the requirements of Act 833 relative to high school completion for students with identified disabilities.
- (3) Explain how the diploma pathways and credentialing offered by the school will ensure student readiness for postsecondary opportunities (college, trade school, military service, or entering the workforce).

Supporting Success for All Students – Truancy Prevention, Remediation and Intervention

- (1) Explain what systems and structures the school will implement for students in danger of dropping out and/or not meeting the proposed graduation requirements. Specifically describe any programs designed to support students who have fallen behind in credit accumulation or are at-risk of falling behind to encourage on-time graduation.
- (2) Describe any systems and interventions your school will employ to decrease truancy.



Ensuring College and Career Readiness

- (1) What features will your school implement to ensure all students not only graduate from high school, but graduate prepared for success in college and career? Specifically, how will your school ensure students meet the following, or articulate why your school may not offer these opportunities:
 - a. achieve a college going ACT score and/or career-ready WorkKeys score,
 - b. have opportunities to earn college credit during high school,
 - c. have opportunities to earn industry-based credentials (please provide information about the specific credentials students enrolled at your school will have the opportunity to earn)
 - d. have opportunities to engage in work-based learning experiences,
 - e. graduate with the knowledge, skills, competencies and experiences required to take ownership over individual post-secondary plans.
 - f. taking alternative assessments, with low incidence disabilities, are prepared to access to a variety of post-secondary options.

Strong Start – 9th Grade Transition Plan

- (1) How will your school ensure a successful transition into your school from 8th grade, and orient new students to your school?
- (2) How will your school use evidence based-strategies and interventions to support transitional 9th grade, and other students, who arrive 2 or more years behind? Please describe their path to graduation.

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

State and District Graduation Standards

Diploma Types

TOPS University Diploma

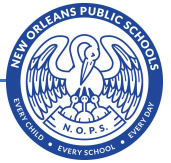
The TOPS University Diploma requires students to complete core courses with 4 units of English, Math, Science, and Social Studies; 2 units of a Foreign Language and Health/Physical Education; 1 unit of Art; and 3 units of electives. This diploma also allows students to pursue Advance Placement courses or receive dual enrollment credits. Students on the TOPS University Pathway will complete Jump Start courses as electives and earn advanced credentials that will prepare them for post-secondary careers and options.

Jump Start Career Diploma

The Jump Start Career diploma allows students to complete a regionally-designed Career and Technical Education Jump Start coursework and workplace based learning experiences that will lead to advanced industry based credentials. The core curriculum requires students to receive 4 units of English, 4 units of math, 2 units of Science, Social Studies, and Health/Physical Education and 9 units of Jump Start electives.

By the end of 10th grade, each student will complete an Individual Graduation Plan. This plan includes the recommended sequence of courses for successful completion of a student’s chosen pathway. The IGP is for all students, including those with disabilities. The IGP is based on a student’s academic record, talents, and interest that will allow students to have the necessary skills to prepare them for their chosen postsecondary goals. Each student will complete his or her IGP with the assistance of his or her parent/legal guardian and guidance counselor. The plans will be reviewed annually and updated and revised as needed.

All students have the opportunity to earn the TOPS University credential. Students with disabilities will be eligible for the alternate pathways to a diploma using the provisions of Act 833. The following steps will support the



appropriate experience for all students with disabilities that will result in postsecondary success:

1. During IEP review meetings for all 9th grade students and new students, the IEP team will review and determine the student needs, interest, and eligibility for alternative diploma pathways. The team will determine the appropriate exit goals, credentials, and individual performance criteria for classroom and EOC assessments that students must meet to achieve the proper diploma requirements. The student has to meet an alternative set of requirements for the purposes of graduation.
2. The IEP team will identify the appropriate Jump Start pathways.
3. Each students will be provided effective instructional and career preparation experiences that are aligned to the requirements of the proper diploma pathway.

Students eligible for an alternative pathway to a Jump Start diploma pathway must meet the following criteria:

1. Enter high school not achieving at least a combination of basic/approaching basic on math and ELA in two of the three most recent years (6th, 7th, and 8th grades); or
2. do not achieve a score of Fair, Good, or Excellent after two attempts of the same EOC test.

Readiness for Postsecondary Options

InspireNOLA high schools each employ multiple academic counselors who work with students during their entire tenure at the school. Each student is assigned a counselor upon arrival as a freshman, and their counselor is then with them during all four years of high school, guiding them and advising them on what classes to take, what academic supports are offered that they should take advantage of, and on their post-secondary plans. Juniors and seniors meeting regularly and often with their counselor in order to determine the most appropriate post-secondary plan for each student.

All students are encouraged to strive to achieve the TOPS University diploma, and to add on industry-based credentials and certifications so that they will have the greatest number of possibilities for their future when they graduate. As noted in the section below, InspireNOLA high school provide comprehensive opportunities and supports in order to ensure all students achieve and are ready for any post-secondary opportunity that they may choose.

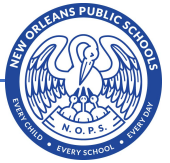
Supporting Success for All Students

Drop Out Prevention and Graduation Support

As stated above, each student is assigned a counselor who is with him or her all four years of high school. Counselors frequently review student records and course credits to ensure that students are on track for graduation. If students are struggling, counselors and teachers are immediately aware and put an intervention or support strategy in place, which can include things like afterschool tutoring, summer credit recovery, or double blocking of courses. This collective of things ensures that students who are struggling or fall behind are able to make up credits and graduate on time.

Decreasing Truancy

InspireNOLA high schools all provide free yellow bus transportation for all students who live more than 1 mile away from the school (as opposed to providing bus tokens or another form of transportation to places more onus on the students), which is proven to decrease truancy. InspireNOLA high schools have average attendance rates of between 90-95%, but recognize that additional steps also need to be taken to improve attendance rates as they can always be higher. Thus, InspireNOLA high schools employ a parent liaison who makes phone calls daily to the parents of students who are absent to verify their absence and obtain reasoning, and they also track students with



a high number of absences and institute incentive plans to decrease absences for these students.

Ensuring College and Career Readiness

ACT and WorkKeys

InspireNOLA high schools offer both ACT prep courses as well as afterschool ACT tutoring that is open and available to all students. More importantly, however, InspireNOLA course instruction is infused daily with ACT preparation and related material so that all students are consistently exposed to and engage with material and questions that reflect the rigor and complexity of ACT questions. InspireNOLA believes that students engaging with and learning through accessing rigorous instruction and material is the primary way that will result in them being successful on the ACT, with test prep and question exposure being the secondary.

College Credit in High School

InspireNOLA high school students have the opportunity to earn college credit in high school through dual enrollment courses that are offered through Southern University of New Orleans (SUNO) and Delgado. Students attend class on campus and earn college credit for the courses. In addition, InspireNOLA has contracted with a SUNO professor who comes to the high school campuses to teach introductory English classes (English 101 and 102) which students then earn college credit for. Furthermore, a few fulltime InspireNOLA teachers are certified to offer dual enrollment courses and credit and are able to do so as part of their regular teaching load.

Industry-Based Credentials

InspireNOLA has partnered with both YouthForce NOLA and with the New Orleans Career Center in order to provide students with opportunities to earn industry-based credentials while in high school. InspireNOLA high schools have been active partners with YouthForce NOLA since its inception, and have received both monetary and in-kind supports in order to create and expand the industry-based credentials that are offered to InspireNOLA high school students.

Additionally, the New Orleans Career Center (NOCC) just opened this year (2018-19) and is scheduled to serve 120 in its first year – 60 of whom are InspireNOLA high school students. These 60 students from both InspireNOLA high schools will attend school part of the day at the NOCC location and will work towards earning industry-based credentials in healthcare and manufacturing. InspireNOLA intends to continue and expand this partnership in future years so that all InspireNOLA high school students have access to this pioneering program.

Work-Based Learning Experiences

In addition to industry-based credentials, YouthForce NOLA also supports schools and students in obtaining internships in local companies while still in high school. InspireNOLA high school students currently apply to participate in internship experiences through YouthForce NOLA, and are given incredible opportunities both during the school year and during the summer to do so. InspireNOLA is also actively working on expanding the internship opportunities that are available to high school students by creating independent relationships and partnerships with businesses, companies, and individuals in New Orleans, and therefore creating an internal internship program as well.

Ownership Over Postsecondary Plans

As stated above, each student is assigned a counselor upon arrival as a freshman and meets with them counselor regularly throughout their time at InspireNOLA. Their counselor is then with them during all four years of high school, guiding them and advising them on what classes to take, what academic supports are offered that they



should take advantage of, and on their post-secondary plans. Juniors and seniors meeting regularly and often with their counselor in order to determine the most appropriate post-secondary plan for each student.

Students take an increased level of ownership over their class schedules, plans, and secondary schooling overall throughout their tenure at an InspireNOLA high school, with teachers gradually releasing responsibility to the students so that they will be prepared to make their own decisions and guide their own lives upon graduation.

Alternate Assessments

InspireNOLA high schools offer the LEAP Connect and ELPT for students with disabilities, as per their IEP. In addition, InspireNOLA offers WorkKeys for all students, as an assessment that is more skills-based and can replace the student’s ACT score if higher.

Strong Start: 9th Grade Transition Plan

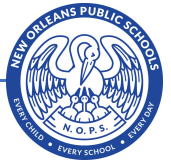
The main component of InspireNOLA high schools’ plan for ensuring a successful transition of 8th grade students into high school is 9th Grade Academy. All incoming freshman students are strongly encouraged (though it cannot be required) for students to attend weeklong 9th Grade Academy that takes place at the end of July or beginning of August. 9th Grade Academy orients freshman to their new school during a time that is sacred for only freshman. They learn the layout of the building, meet their fellow classmates, and learn the cultural and behavior expectations of the school. Students wear their full uniform during the weeklong academy, and truly experience high school in a safe and smaller setting in advance of the year starting with all other upperclassmen.

In addition to 9th Grade Academy, InspireNOLA high schools also host summer orientations for all grade levels for parents and students to both attend, during which expectations are reviewed and discussed. Parents and students meet the school leaders, teachers, and support staff, and receive their class schedules. Students are also able to sign up for various clubs and activities at this time, and indicate their interest in trying out for sports teams. Finally, 9th grade students are paired with a 12th grade buddy during their first year of school. The senior students practice their leadership skills through supporting and teaching their younger classmates how to navigate high school.

In addition to acclimating students to high school and/or their new school, InspireNOLA has multiple strategies in place to support students who are coming in academically behind. InspireNOLA high schools administer the STAR assessment as a diagnostic to all incoming students so that students who are academically behind (slightly all the way up to severely) are identified and interventions and supports can immediately be put in place. Students who are academically behind in credits and/or struggling academically in specific core content areas are double-blocked for those classes, which both provides them additional instructional time and enables them to earn additional credits toward graduation. Interventionists also provide additional support and instruction, plus students are able to attend after-school tutoring.

Attachments

- (1) Attachment 13: (Optional) Provide data or research supporting your academic model
- (2) Attachment 14: Weekly Student Schedule
- (3) Attachment 15: Calendar of Special Events
- (4) Attachment 16: Pupil Progression Plan



- (5) Attachment 17: Job Descriptions for staff performing Special Education evaluations and/or services
- (6) Attachment 18: (If Applicable) Redacted & Un-Redacted resumes for staff performing Special Education evaluations and/or services
- (7) Attachment 19: (High School applicants) Daily Schedule for high school students

Section II: People

Governing Board

- (1) How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? If there will be a network-level board, identify any board development requirements relative to the organization’s proposed growth and governance needs.
- (2) Describe plans for increasing the capacity of the governing board. What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.
- (3) Identify the stakeholders whose partnership you have determined is necessary to your school’s success. Describe what your board has done already to establish these relationships and explain what your board will do to deepen and sustain these relationships.

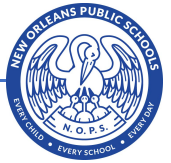
TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Expansion and Development of Board

Board members were selected because of their commitment to the mission and vision of InspireNOLA, and because they collectively bring expertise in all critical and functional areas of the board. Board appointments will be staggered to ensure continuity amongst the board and to protect the legacy and historical knowledge of the board.

New board members will be recruited by the founding and/or existing board members. Board members will collectively vote on the addition of new board members, and will consider the expertise of prospective board members as it relates to the needs of the board at that time. The priority for recruitment of additional or new board members is ensuring that future board members are connected to the community and come to the board with expertise in at least one area for which the board could be served by increasing capacity. Currently, the InspireNOLA board consists of a variety of individuals with an array of expertise levels, though adding an individual with knowledge of facilities and operations would be a benefit. Currently, the InspireNOLA board is complete and no new members are required to be added.

The InspireNOLA Board will engage in professional development activities, attend charter board trainings and conferences, and build relationships with peers on similar boards in order to increase their capacity and development over time. The board will engage in an annual board retreat and strategic planning session, during which they will discuss and focus on topics that are central to board priorities at that time, which may include revisions to the law, updated policies, charter renewals, and school performance data. All board members will be required to attend the annual retreat, and all new board members will receive initial board training within three months of joining the board.



Increasing Capacity of the Board

InspireNOLA’s board chair will participate in the Superintendent’s newly created “ Chairperson G2K18 Experience,” which begins in September 2018 and is intended to strengthen the relationship with board chairs and create a community space in which chair can collaborate and discuss challenges that we collectively face as a city. The topics and schedule of these meetings has yet to be determined.

All proposed board members for InspireNOLA’s new schools are currently serving as board members and therefore do not need a new orientation or training. However, board members will engage in learning opportunities that are provided through the Louisiana Association of Public Charter Schools in the future, as they have done in the past. Board members attend the Louisiana Annual Charter Schools Conference (generally held each year in the winter) as well as board-specific trainings that LAPCS offers through their Bottom Line series of trainings.

Relationships with Stakeholders

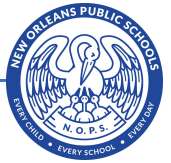
The InspireNOLA board is committed to Louisiana and the expansion of InspireNOLA to increase the number of high-quality seats available to students in New Orleans. The majority of current board members were part of the New Orleans expansion during the acquisition of Andrew Wilson, and therefore are experienced in the organizational expansion process. In addition, two of InspireNOLA’s board members have children who are students at three of InspireNOLA’s schools, and therefore provide an important parent perspective and close relationships with other InspireNOLA parents.

The InspireNOLA board consists of individuals who have expertise in administrative, legal, medical, financial, and educational fields. Board members have strong community ties and have served on numerous community boards, committees, and organizations that contribute to the advancement of both local and state interests, including the National Association for the Advancement of Colored People (NAACP), Louisiana Association of Criminal Defense Lawyers, Southern University National Alumni Federation, Tulane University, Louisiana State Bar Association, and Algiers Economic Development Association, Parent Advocators, Posse Foundation, and College Track New Orleans.

Staff

- (1) If your organization chart or job descriptions have changed since your original submission, please submit an updated school level organizational chart as **Attachment 20**. Include job descriptions that summarize the scope of work for all staff on the school leadership team as **Attachment 21**.
- (2) Describe the expectations for teachers. How you will clearly communicate these expectations and ensure that teachers stay on track towards meeting expectations? What instrument will be used for staff evaluation? Will the school seek a waiver from the state observation rubrics under COMPASS? If other than COMPASS attach any teacher evaluation tools to be used by the school as **Attachment 22**.
- (3) Describe your strategies for retaining high quality teachers, ensuring a stable teaching force, and your pathways to leadership for qualified staff members.
- (4) Outline the proposed school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system.

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

**Expectations for Teachers**

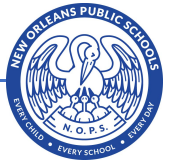
Expectations for teachers will be clearly communicated before the beginning of the school year, and reinforced as needed throughout the year. Upon joining the InspireNOLA team, all teachers receive a written communication in the form of an offer letter that details their role specific expectations responsibilities. In addition, newly hired teachers also participate in a week-long summer professional development session. This session orients new hires to our organization, and provides important Human Resource and Finance team details and also offers the opportunity for new hires to meet with network office staff individually to have their specific questions answered. In addition, the summer PD session for new hires also acclimates new hires to the norms and expectations for InspireNOLA's school culture practices, and provides new teachers with the opportunity to practice implementing these expectations. Beyond the summer training, all teachers engage in at least ten days of ongoing professional development throughout the year. These professional development sessions reinforce the expectations that are thoroughly introduced and explained in the summer. Finally, all staff members participate in a session with the Director of Human Resources that highlights and explains new employee policies. In addition to the HR session, all employees are required to review and sign the InspireNOLA employee handbook each year. The Employee Handbook outlines all policies, procedures, and the expectations for employment with InspireNOLA.

Teachers will be evaluated in two ways: instructionally through the TAP system, and holistically through performance reviews. InspireNOLA does have a waiver to not use the COMPASS Observation Rubric to evaluate teachers, rather, all InspireNOLA schools utilize the Teacher Advancement System (TAP) to develop and evaluate teachers and instructional staff members. Teachers are formally observed two times per year through the TAP system on twenty-six standards in the areas of instruction, learning environment, designing and planning instruction, and responsibilities. All teachers are made aware of these standards, expectations, and evaluations prior to the beginning of the start of the school year. TAP evaluations consist of a pre-conference, observation, and post-conference so that teachers are informed of expectations and evaluation results in a timely, personal, and developmental manner. Instructional Coaches, Academy Principals and Heads of School conduct TAP evaluations. All InspireNOLA school administrative leaders are evaluated using the COMPASS Leader Rubric and observation tool.

In addition to TAP evaluations, InspireNOLA also conducts performance reviews twice per year for all instructional staff members. These performance reviews provide feedback and evaluative scores to teachers on effective instruction, culture and management, professionalism, relationships, feedback and improvement, and student achievement. Teachers are provided these evaluation measures and standards at the start of the school year, so that they are aware of expectations in advance. Since InspireNOLA maintains a system of multiple evaluations throughout the year, teachers and leaders are able to track progress and professional growth over the course of the year. The Head of School and Academy Principals conduct performance reviews, all of which are in-person meetings held individually the instructional staff member and the leadership team member. If a staff member is given negative feedback, they are given opportunities and strategies for improvement moving forward. In addition, if a staff member scores below a set score on their performance review, they are placed on a performance improvement plan that is designed to provide targeted improvement strategies and support for the staff member over a set amount of time.

Retaining High Quality Teachers

The retention of a high quality staff is a consistent priority of InspireNOLA. As an organization, we set annual goals for our school leadership teams to retain their employees, and we help support the retention of our staff members through various measures throughout the year. In the fall, we plan and host monthly events to support



and engage our newest hires as they transition into our organization. Our Talent team also meets regularly with school leadership teams to strategize how to best support our teaching staff. We administer an Intent to Return survey each January in an effort to learn about each InspireNOLA employee’s future plans, so that we can proactively plan for anticipated vacancies. The Intent to Return survey also provides insight into each InspireNOLA employee’s future career interests, and enables each school administrative team to engage in honest conversations about what steps they would need to take so that they are prepared for their next step professionally. Finally, in the spring, the InspireNOLA Talent teams collaborates with school leadership teams to ensure each school has a plan to engage and retain all new hires throughout the late spring/summer.

With regard to pathways for leadership, this year, InspireNOLA created the first-ever cohort of Administrators in Training. This cohort consists of a small group of experienced employees in both instructional and culture-focused school-based positions. The initial goal of this program is for these individuals to train under experienced and successful school principals, and become well-rounded in their leadership capabilities, so that the ultimate outcome would be a move into a school leadership position in the coming years. In addition, InspireNOLA also operates a Tuition Reimbursement Program, aimed at supporting the continuing education of all employees. As an organization, InspireNOLA encourages aspiring leaders to take advantage of this program and pursue coursework at local colleges and universities that supports their continued development and improves each employee’s contributions to the organization.

Salary Ranges and Employment Benefits

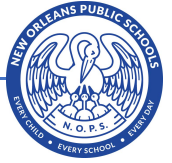
InspireNOLA offers a competitive salary for all staff members, determined by a scale that takes into account experience, degrees, certification, and need. Additionally, InspireNOLA provides a comprehensive benefits package and retirement plan, including coverage of 80% of employee only medical insurance premium costs; \$25,000 life insurance policy, short- and long-term disability insurance, and employee-only vision coverage at no costs to the employee; medical expenses and dependent care flexible spending accounts, tuition reimbursement up to 25%, 457 deferred compensation retirement accounts, and enrollment in Teachers’ Retirement System of Louisiana or Louisiana School Employees Retirement System. In addition, all InspireNOLA staff members are eligible for salary increases for each year that they return to InspireNOLA. Furthermore, teachers are eligible for annual performance-based salary increases, these stipends are calculated based on evaluation scores and student achievement.

InspireNOLA’s salary ranges will include:

- Teachers: \$42,000 - \$63,000 depending on experience
- Full-time support staff: \$24,000 - \$50,000, depending on role and experience
- Academy Principals: \$70,000 - \$95,000 depending on experience
- School Leaders: \$90,000 - \$110,000, depending on experience

School Leader Capacity

Note that the application should not refer to the experiences of an Educational Service Provider or another company (such as a back-office service provider) that will provide services to the school. Only the school leader OR a member of the school leadership team may respond to the prompts below. In addition to submitting their resume, the school leader must at least respond to prompts 1 & 2 or prompts 3 & 4.



- (1) Describe the school(s) or academic program(s) for which you, the proposed school leader, have been responsible. Describe your leadership role(s) and primary responsibilities at the relevant school(s) or academic program(s). The summary should describe the impact that these responsibilities had on the success of the relevant entity.
- (2) Provide multiple years of student performance data under your leadership. This data must include but is not limited to: proficiency and growth on either state or national standardized tests.
- (3) Describe a leadership position you have held in which you were responsible for the operations and/or finances of a program or organization. Describe your leadership role and primary responsibilities at the relevant program or organization. The summary should describe the impact that these responsibilities had on the success of the relevant entity.
- (4) Provide data or evidence that speaks to the organizational and/or financial viability of the program/organization for which you were responsible as a leader.

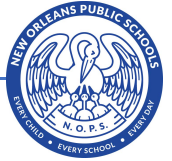
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Jamar McKneely’s educational philosophy is derived from a quote by Marian Wright Edelman: “The question is not whether we can afford to invest in every child; it is whether we can afford not to.” CEO and co-founder of InspireNOLA Charter Schools, Mr. McKneely is an accomplished educator who has demonstrated success as a school and organization leader.

Mr. McKneely earned a Bachelor’s degree in Finance and a Master’s degree in Educational Administration, both from Southern University in Baton Rouge, Louisiana. Prior to becoming an educator, he worked in the field of finance as a budget analyst for two non-profit organizations in Baton Rouge. He then served as a teacher and Assistant Principal at Edna Karr High School for seven years, after which he transitioned to Principal of Alice Harte Charter School in 2009. In 2013, while still serving as Principal of Alice Harte, Mr. McKneely co-founded and formed InspireNOLA Charter Schools.

Under his leadership during Mr. McKneely’s tenure as principal, Alice Harte and its students experienced numerous successes, including: increased School Performance Score by 25 points; improved structure and discipline; matriculated all 2011-2012 eighth grade students to the top five performing high schools in New Orleans; fulfilled 22 out of 24 school-wide assessment goals set from 2010-2012; ranked in top 10% of schools in New Orleans; earned a Value-Added score of 5 for academic growth; incorporated a belief that all students can achieve levels of basic or above on all state test and DIBELS; and added an Academic Games and student leadership program. During the last seven years, Alice Harte has been ranked as one of the top five charter schools in New Orleans. During the 2013-2014 school year, Alice Harte achieved an A letter grade, and has continued to achieve this exemplary grade since. Under his leadership as CEO of InspireNOLA, Andrew Wilson, InspireNOLA’s first turnaround school, achieved the highest academic gains of any school in New Orleans in 2015-2016 (its first year as an InspireNOLA school) and is projected to achieve a C letter grade for the 2017-18 school year.

	2009-10	2010-11	2011-12	2012-13	2013-14
SPS	92.9	101.0	112.5	94.2*	100.0
Letter Grade	C	C+	B	B	A
Notes			<i>Top Gains School</i>	<i>*New score and grade</i>	



				<i>calculation</i>	
<p>As Chief Executive Officer of InspireNOLA, Mr. McKneely currently focuses on creating a leadership pipeline and coaching mid-level and potential InspireNOLA leaders, supervising the administrative and instructional personnel of InspireNOLA schools and central office, and establishing and communicating a clear vision for the organization’s mission and goals. In addition, Mr. McKneely is ultimately responsible for the academic, financial, and operational success of the entire InspireNOLA organization and the 4600 students that it will serve in its 6 schools in 2018-19. Mr. McKneely has demonstrated success in all of these areas, as shown by the consistently steady and progressing state letter grades and performance scores, and by the sound fiscal position of the organization that has an annual budget of \$45 million and currently holds \$8 million in reserves.</p> <p>Mr. McKneely’s impact reaches far beyond InspireNOLA Charter Schools. Mr. McKneely founded the Alliance for Diversity and Excellence in New Orleans, and recently completed the Pahara Institute NextGen Leaders program, a national leadership development program for senior education leaders. He is also a member of LA Superintendent John White’s Visionary Committee and a founder of the NexusCity program in New Orleans. Additionally, he is also currently participating in the prestigious Broad Superintendents Academy.</p>					

Attachments

- (1) Attachment 20 (Optional) Updated Organization chart
- (2) Attachment 21: (Optional) School leadership team job descriptions
- (3) Attachment 22: Teacher Evaluation tool

Section III: Operations

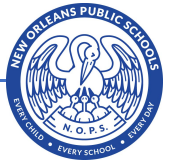
Facility

- (1) What is your plan for securing a facility?
- (2) What facility characteristics are required to serve your academic program?
- (3) How will the organization meet state, local, and OPSB standards¹ for facility safety and maintenance?
- (4) Please address how your school will plan to adhere to occupancy and fire/life safety codes and ADA standards.

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

Securing a Facility
 InspireNOLA will remain in the existing facilities and campuses that the turnaround schools currently occupy, as per stated OPSB policy that a Type 1 Transformation that is a full school takeover is eligible to remain in the target school’s current facility if they prioritize enrolling currently-enrolled students. InspireNOLA will work with OPSB and the existing operator to determine the appropriate timeline and transition of the facilities to InspireNOLA, with an exact date of no later than July 1, 2019.

¹ OPSB Facilities policies are located in OPSB Policy HD (Charter School Facilities Management)



For the fresh-start high school, InspireNOLA plans to use an existing school facility that is currently vacant or will become vacant due to previous school closure. InspireNOLA will work in collaboration with OPSB and as per the facility siting process to determine and secure the facility.

Facility Characteristics

InspireNOLA is planning to reallocate the current facility space in order to implement our model of academic success. The facility for the transformation elementary school will continue to house a pre-kindergarten to eighth grade school in order to support the educational needs of approximately 750 students. InspireNOLA’s academic design is to create two small academies within the school facility: one a Pre-K – 3rd grade academy and one a 4th – 8th grade academy. The facility will accommodate 29 direct instruction classrooms, 15 specialty classrooms (special education, intervention, music, computer lab, etc.), and 8 small breakout rooms for individual and small group instruction. The facility will also accommodate administrative offices, cafeteria, gym, and teacher and parent meeting areas. The facility will be compliant with the American with Disabilities Act.

The facility for the transformation high school will be very similar, as InspireNOLA will continue operating the school within the existing building the school was previously housed in. With a target enrollment of 800+ students, the facility will need to contain 40 direct instruction classrooms, 18 specialty classrooms (special education, intervention, band, computer, etc.) and 10 break out rooms (for individual and small group instruction. The facility will also contain administrative offices, cafeteria, gym, parent/teacher meeting areas, and hopefully an auditorium. If the direct instruction classrooms do not include classrooms that are conducive for STEM instruction, updates will be made to some spaces so that high-level and hands on STEM instruction can take place in them.

The facility for the fresh-start high school is more malleable in the beginning, as the school will only house 250 students in the beginning and therefore a smaller, temporary facility is possible for the first year or two. At full capacity, however, the fresh-start facility will need to contain the same facility components as the transformation high school.

Facility Safety and Maintenance Standards

InspireNOLA’s facility team consists of a Director of Facilities (DOF), Director of Operations (DOO), School Operations Managers (SOM), a Facility Maintenance Technician, and Building Maintenance Technicians (BMT). The goal of the facility team is to promote the longevity of equipment and buildings, control costs, and respond to facility emergencies.

The DOF is responsible for ensuring all maintenance and inspection requirements of the facility owner and authorizer are met in a timely fashion. The DOF also stays up to date with all contractual, local and state requirements as it relates to safety codes and occupancy regulations. These findings are communicated to school house staff via monthly professional development sessions. The SOM is located at the school facility and monitors any work being performed and is the point person for physical property inspections.

Facility preventative maintenance is managed through a combination of outsourcing and the in-house BMT staff. Vendors are vetted through an internal review based on licensure, insurance qualifications, and experience in working in the K-12 environment.

InspireNOLA strives to include DBE in contracted facility work as these vendors reflect the population that our

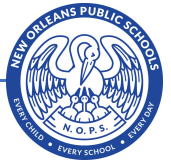


schools serve. The New Orleans Disadvantaged Business Enterprise System database, maintained by the City of New Orleans catalogues a database of qualified and certified DBE that we search when contracting services. Fire and Life Safety systems in all InspireNola facilities are monitored 24/7 by contracted service providers, and regularly scheduled maintenance and inspections of all systems occur at designated intervals. At InspireNOIA we understand the need for accessibility and accommodation as defined by the Americans with Disability Act (ADA), and make every effort to comply with state and federal standards. Supporting all users and guests is a priority for our organization and we continually work to improve accessibility and inclusion for all abilities within our school properties.

As an experienced operator in New Orleans, InspireNOLA currently manages three decades old facilities, brand new facility, and two recently renovated facilities. It is this experience that has helped InspireNOLA develop a comprehensive facility plan of action in order to respond to new and ongoing issues.

Financial Readiness

- (1) Include, as **Attachment 23**, your Financial Plan and Budget.
- (2) Include, as **Attachment 24**, your school’s budget narrative. The narrative should not exceed 3 pages (and should not include the network-level budget if applicable as this is covered in the Experienced Operator section), and should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Include:
 - a. Per Pupil Revenue. Use the figures in the Budget Template in developing your budget assumptions.
 - b. Anticipated Funding Sources. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school’s core operation depends.
 - c. Describe the resources required to support they key elements of your program. What are the expected costs of key program elements (including staffing model)?
 - d. How will you finance these costs to keep the school sustainable?
 - e. Describe the resources required to support they key elements of your program. What are the expected costs of key program elements (including staffing model)?
 - f. How will you finance these costs to keep the school sustainable?
- (3) Describe your approach to budgeting, including an explanation of your approach to cutting costs if faced (as schools so often are) with a budget shortfall. Specifically describe the roles of the governing board, CMO/organizational leadership (if applicable), and the school site leadership in the budgeting process.
- (4) Describe the accounting and control systems you will install, including essential checks, balances, and segregation of duties. Please indicate how a culture of proper financial controls and reporting will become an essential component of your organizational culture.
- (5) Describe the school’s plans and procedures for conducting an annual audit of the financial and administrative operations of the school. Who will select the audit firm, and to whom will they report?
- (6) Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.
- (7) Describe your organization’s process for awarding contracts including any processes to increase utilization of disadvantaged business enterprises.



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

Budgeting

The budget process is broken down into five phases beginning in the winter prior to the new fiscal year.

Phase I - The Budget Call

To start the process, the CFO delivers a preliminary budget to each school based on prior year actual and next year projections.

Phase II - Obtaining Input from Staff

Network departments (academics, strategy, communications, etc.) and school admin members have approximately one month to complete budget input forms and return them to the CFO. The CFO makes a complete analysis of the budget requests and assembles the financial information, goals and objectives, and statistical information into one document for the CEO to review.

Phase III - Review and Approval of the Budget by the CEO

The CFO meets with the CEO on several different occasions as each section of the budget is completed. Changes are sometimes made to the budget requests recommended and submitted by staff. Once the draft of the proposed budget is approved by the CEO, copies of the proposed budget are printed and a staff meeting is called to review the document before it is presented to the Board.

Phase IV - Public Meetings & Board Adoption of the Budget

At the board meeting in May, the proposed budget is presented to the Board. Board Members are encouraged to review the proposed budget and to attend the Finance Committee, which is approximately 2 weeks thereafter. This is also the first budget hearing that is held.

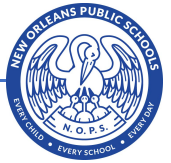
A brief review of the proposed budget is presented by the CEO and CFO at this hearing and is followed by questions and answers. The Board also holds one public hearing at its first meeting in June before a formal vote on the proposed budget is called. Any interested citizen can review the proposed budget and make comments and suggestions at the public hearing in June.

Phase V - Monitoring and Revising the Budget after Award

Once the Board approves the proposed budget, the CEO has the authority to spend taxpayer's money. He does this by placing controls and assigning additional responsibilities to various staff members associated with a specific program or department.

Staff members are held responsible for seeing that budget expenditures stay within the budget boundaries; however, overall execution and oversight is assigned to the CFO. The budget is monitored and reconciled periodically to determine if formal Board action is required to amend the budget.

InspireNOLA is in a very sound financial position, having accumulated over \$8.0 million in reserves since formation. These reserves allow us funds for contingencies and unforeseen events, the ability to avoid interest expense for short term cash loans, the ability to generate interest revenue, and ensuring cash availability when revenue may be delayed by external agencies. The school has arrived at that position by relying on the following key principles, all of which will guide the financial management of the InspireNOLA network:



- Being Conservative: We avoid budgeting by being overly optimistic that everything will turn out as expected. We build in safety factors by underestimating revenues and overestimating expenditures. We also build a contingency into our budgets.
- Utilizing Cost Analysis: Each year, total cost numbers are broken down into per pupil units. This helps convert big numbers to per unit costs which can help convey relative magnitude, allow for the consideration of spending tradeoffs, and help analyze comparable costs among numerous schools.
- Team Work: We work to gather input from all school stakeholders. This includes both internal stakeholders such as the network level, school admins, school staff, and external such as community and parents. Gathering this input reduces the variance and unknowns that arise in the school year. It also allows for buy in to the budget process.

In the event that InspireNOLA schools are faced with a budget shortfall a team of the CEO, CFO, CAO and Head of School meet to discuss the budget shortfall and plan of action moving forward. If the shortfall is projected to be significant, InspireNOLA may implement the budget crisis plan. The most important point to consider in this challenge is to ensure that integrity of educational programs remain high.

The budget crisis plan consists of the following strategies:

- Use of projected school or network reserves
- Delay or deferment of large capital purchases
- Hiring freeze or consolidation of positions
- Purchasing slowdowns including but not limited all non-instructional expenditures such as professional development consultant and travel, capital maintenance projects, performance or retention stipends
- Across the board cuts
- Targeted reductions

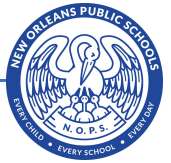
This plan's foremost priority is to stop or at least slow down the momentum of spending. Semi-monthly monitoring of all revenues and expenditures is required until the budget crisis has been resolved.

Accounting and Control Systems

Description: Describe the accounting and control systems you will install, including essential checks and balances. Please indicate how a culture of proper financial controls and reporting will become an essential component of your organizational structure.

InspireNOLA's governing board includes not only community members and former educators, but also finance professionals and attorneys. A number of these members sit on the finance committee and all participate in bimonthly meetings where the following financial reports are reviewed: budget to actual for each school site, trial balance for the entire organization, bank statements, and income statements. The finance committee exercises its oversight responsibilities by reviewing the monthly financial reports, asking for additional information as desired to fully understand the school's financial position and questioning any procedures or items on the financial statements. The finance committee reports to the Board of Directors who approves the annual budget and any large, non-standard purchases, and reviews the school's annual external financial audit.

InspireNOLA uses both school site personnel and Central Office staff to perform the financial and accounting functions for each school it operates. Each school has a School Operations Manager, who is in charge of a number of financial functions including new hire paperwork, time sheet collection and approval, purchasing, invoice



approval, student activity fund management, inventory management, and certain aspects of data management.

The InspireNOLA finance department includes a CFO for financial strategy, budget management and financial reporting, a Director of Finance to manage month-end and year-end accounting procedures and support staff who handle purchasing, accounts payable, and Special Revenue. Charlie Mackles, the CFO, is a licensed Certified Public Accountant (CPA) and a Certified LA Charter School Business Administrator (CLCSBA) as awarded by the LA Association of School Business Officials (LASBO). Our Director of Finance also holds the Certified LA Charter School Business Professional (CLCSBP) designation as awarded by LASBO.

ADP, an international payroll company, has been hired to manage payroll tax calculations and filings, benefit deductions, garnishments, and paycheck/direct deposit generation.

InspireNOLA uses Blackbaud, a computerized enterprise accounting system, and a chart of accounts consistent with the Louisiana Accounting and Uniform Governmental Handbook. The school uses an Excel based budgeting and budget management tool that has already been developed and customized to each school. The tool is used for day-to-day budget management and approval, scenario analysis, financial reporting, and grant management.

Annual Audit

InspireNOLA utilizes the services of Hienz & Macaluso, LLC Certified Public Accountants for annual organizational audits.

Financial Transparency

InspireNOLA follows the Louisiana Local Government Budget Act, which includes holding public hearing before adoption of the budget, multiple discussions of the proposed budget during finance committee meetings, and the budget being made available to the public by request at the InspireNOLA office.

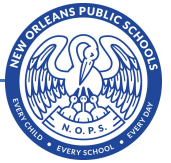
Process for Awarding Contracts

InspireNOLA follows best practices for the awarding of contracts, which includew obtaining multiple bids for contracts through an Request for Proposals (RFP) process and an expert team who individually evaluate bids as per a common scorecard. InspireNOLA awards additional points in aforementioned scorecard to applicants who are disadvantageded business enterprises.

Educational Service Providers

*An Educational Service Provider is defined as an entity that is providing primary education services for a school even though the entity is not the governing board that holds the charter. If your non-profit plans to use an Educational Service Provider (ESP), please complete this section and provide as **Attachment 25** a copy of the ESP contract that your nonprofit board will sign with the Educational Service Provider that you have selected. Additionally, please provide an independent audit of the ESP as **Attachment 26**.*

- (1) Personnel: Who (which positions) will be employed directly by the charter governing board? Whom from the ESP is accountable to the governing board? (teachers) building instructional leader (principal), CEO/Exec Dir or equivalent, and Qualified Business Professional?



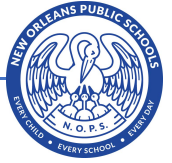
- (2) Finances/Operations:
 - a. Who is responsible for the preparation of the annual budget?
 - b. How will governmental funds allocated to the school be accounted for and held?
 - c. What steps will be taken to maintain accurate records regarding assets purchased in whole or in part with governmental funds?
- (3) Who is responsible for the annual audit? To whom (or what entity) will the audit be submitted?
- (4) Termination: What recourse does the governing board have if there is a breach of the ESP agreement?
 - a. Under what circumstances/terms can the agreement be terminated, and by which parties? How much time is required?
 - b. What financial penalties or consequences are incurred?
 - c. How will the security of student information (data) be maintained, and which records will be transferred to the governing board? How will the ESP comply with the provisions of R.S. 17:3913 and R.S. 17:3914 with respect to maintaining the privacy of personally-identifiable student information?
- (5) How will public assets (those purchased in whole or in part with governmental funds) be transferred to the nonprofit governing board? Who will employ the school's instructional staff

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

Not applicable

Attachments

- (1) Attachment 23: Financial Plan and Budget
- (2) Attachment 24: Budget Narrative
- (3) Attachment 25: (If applicable) ESP Contract
- (4) Attachment 26: (If applicable) ESP Audit



Experienced Operator Addendum

Experienced operators, as well as any new start or Type 3 conversion applicants with more than one full year in school leadership² are required to complete the Experienced Operator Addendum. 15 page limit.

Past School Performance

- (1) In your proposal overview you provided performance data on the schools your organization currently operates or has previously operated. If necessary, provide a brief accompanying narrative that describes your organization’s success educating a similar demographic population to the population you intend to educate in Louisiana. Please note that the OPSB may contact your other authorizers. In addition, describe the causes that led to and the current status of:
 - a. Any performance deficiencies or compliance violations that have led to authorizer intervention;
 - b. Any litigation involving your organization or a school that you operate; and,
 - c. Any material audit findings for your organization or a school that you operate.

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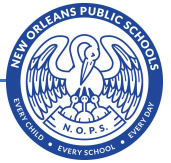
Performance Track Record

Founded in 2013, InspireNOLA Charter Schools currently operates five open-admissions charter schools in Orleans Parish, serving over 3,600 students in prekindergarten through twelfth grades. InspireNOLA students are representative of the students of Orleans Parish and Louisiana as a whole: 87% are economically disadvantaged, 98% are minority, and 14% receive special education services (including gifted and talented services). As the only CMO with two A-graded schools, InspireNOLA is the highest performing open-admissions charter school network in New Orleans.

InspireNOLA was formed with two foundation schools, Alice M. Harte Charter School and Edna Karr High School. InspireNOLA’s foundation schools routinely outperform other schools in the city, sometimes even outperforming selective admissions schools in some grades and subject areas. Alice Harte and Edna Karr were among the 5 most sought-after schools for enrollment before the upcoming 2018-19 school year, as measured by applications submitted through New Orleans’ centralized enrollment system (OneApp). More than 4,500 applications were submitted by parents for less than 400 open seats at the 2 schools, thus demonstrating parent demand and community need for high performing, open-admissions schools.

InspireNOLA recognized this need three years ago, and in keeping with the organizational mission of inspiring an educational movement, took over Andrew H. Wilson Charter School in 2015. A previously failing school whose charter was not renewed by the Board of Elementary and Secondary Education, InspireNOLA was chosen as the new operator of Andrew Wilson and has already experienced cultural and academic successes within the past three years. Wilson had the highest academic gains of any school in New Orleans in 2015-16 (the first year under InspireNOLA), and has made progress in the following two years as well.

² Experience leading or managing public schools is defined as one complete academic year in which one of the following is true: the individual held final building-level oversight of the instructional and operational performance of a public school (e.g., Head of School or Principal), or the individual served in a system-level role with direct supervisory responsibilities and accountability for the performance of a building leader (e.g., Chief Academic Officer, Area Superintendent, Supervisor of Principals)



Due to the success that the students of Andrew Wilson achieved and continue to achieve, parents, community members, and district leaders have asked InspireNOLA to continue turnaround work. After ensuring that it had the internal capacity and external support to do so, InspireNOLA took over operation of two additional schools for the 2017-18 school year: Eleanor McMain Secondary School and McDonogh #42 Charter Schools, both also located in Orleans Parish. InspireNOLA has only operated these two schools for one academic year, but academic and cultural gains and progress for students were actualized at both schools. Lastly, InspireNOLA was chosen as the new operator for Dwight D. Eisenhower Charter School for the 2018-19 school year; Eisenhower is also a transformation school whose charter was not renewed for failing to meet the minimum bar for renewal for academic performance.

Alice M. Harte Charter School

Serving almost 800 students in prekindergarten through 8th grades, Alice Harte received an A letter grade (100.6 SPS) for the 2016-17 school year – the fourth consecutive year of achieving an A letter grade. Though it is currently one of the top public elementary schools in New Orleans, Alice Harte was a D rated school in 2009 when Mr. Jamar McKneely, now the Chief Executive Officer of InspireNOLA, became principal. Under Mr. McKneely’s leadership, Alice Harte’s school performance steadily increased over the next five years and the school achieved an A letter grade during the 2013-14 academic year. During this time, Mr. McKneely implemented and established a set of practices and systems for whole school achievement, as well as for whole school turnaround, both of which are being implemented in InspireNOLA schools currently.

Mr. McKneely founded InspireNOLA in 2013 and transitioned out of Alice Harte in order to serve as InspireNOLA’s founder and CEO, but the success of the school has continued under his successor. Harte is one of the most sought after schools in New Orleans, and is consistently ranked as one of the top five open-admissions elementary schools in the city.

Recent Academic Accomplishments:

- Alice Harte’s CREDO effect size is a 0.37 in Math and 0.20 in Reading, translating approximately to an additional 275 days of learning in Math and 130 days in Reading that students gain by attending Harte.
- Since the 2013-14 school year, 100% of Alice Harte 8th grade students who took the Algebra I End-of-Course assessment scored “Excellent,” thus earning them high school credit.
- Almost three quarters of Alice Harte 6th graders scored “Mastery” or above on the Math LEAP 2025 assessment in 2017-18, compared to less than a 30% of students from Orleans Parish, East Baton Rouge, and the state.
- The percentage of students scoring “Mastery” or above on the ELA and Math LEAP assessments increased from 40% in 2016-17 to 45% in 2017-18, far exceeding Orleans Parish overall that decreased by 1% over this same year span.

Figure 1: 2017-18 LEAP Results for Math, % Mastery or Above

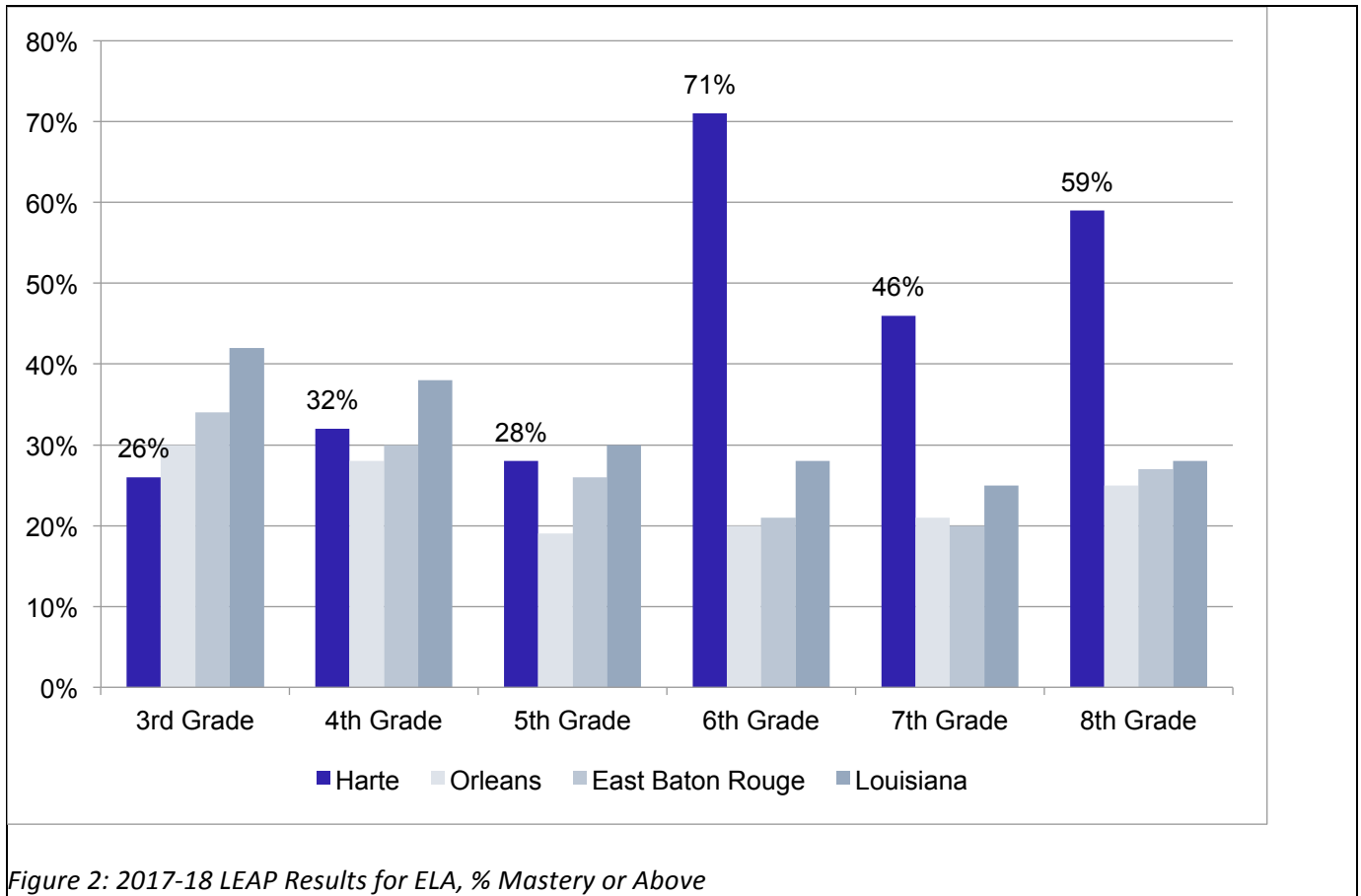
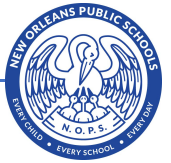
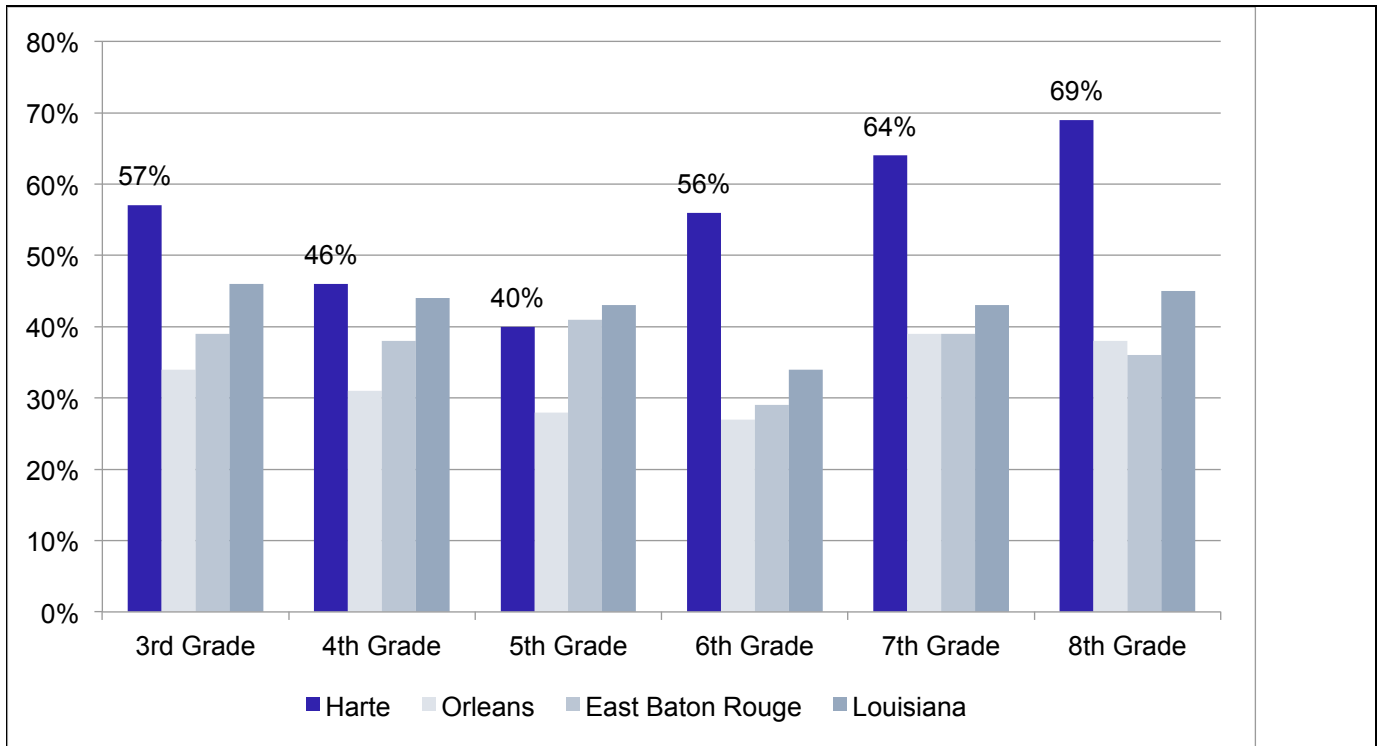


Figure 2: 2017-18 LEAP Results for ELA, % Mastery or Above



Edna Karr High School

Not only is Edna Karr one of the largest high schools in New Orleans, it is also one of the highest ranked open-admissions high schools, achieving an A letter grade and SPS of 104.3 for the 2014-15 school year. Before Hurricane Katrina, Edna Karr was a magnet high school with admissions criteria, but transitioned to being open-enrollment after the storm. Embracing serving all students, Edna Karr has continued its history of providing an exemplary education to high school students in order to best prepare them for college or career, and is demonstrating so through its increasing letter grade.

In addition to providing high school students a strong academic program, Edna Karr also provides its students with a holistic high school experience and options. Edna Karr offers three JumpStart pathways in which students are able to obtain industry credentials, and it offers dual-enrollment and AP course options. Karr offers over a dozen extracurricular clubs and extracurricular activities, including ecology club, dance team, robotics, and marching band. Furthermore, Karr has a comprehensive and competitive athletic program, as the Karr football team won the LHSAA football state championship for the past two years in a row, and the girls’ track team were also 2018 state champions.

Recent Academic Accomplishments:

- Edna Karr met or exceeded the district average for End-of-Course assessment results in every subject in 2016-17, and exceeded the state average in four of six subject areas.
- Since 2015, Edna Karr has achieved over a 95% graduation rate, significantly exceeding the district and state averages.
- Karr has achieved an ACT of greater than 18.1 for the past five school years, with more than 20% of the senior class scoring a 21 or above in 2016-17.

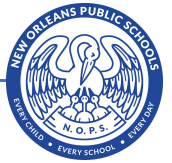


Figure 3: 2016-17 Cohort Graduation Rate

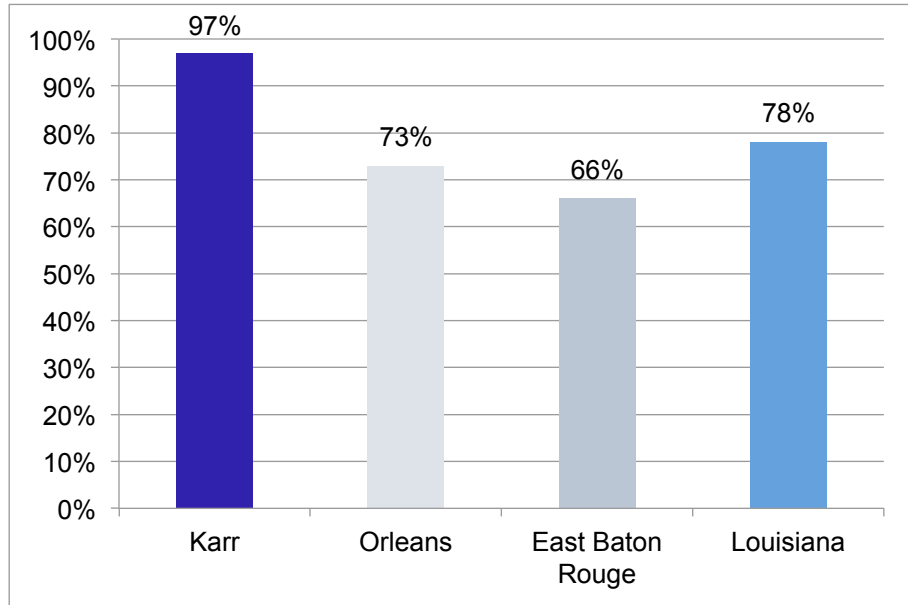
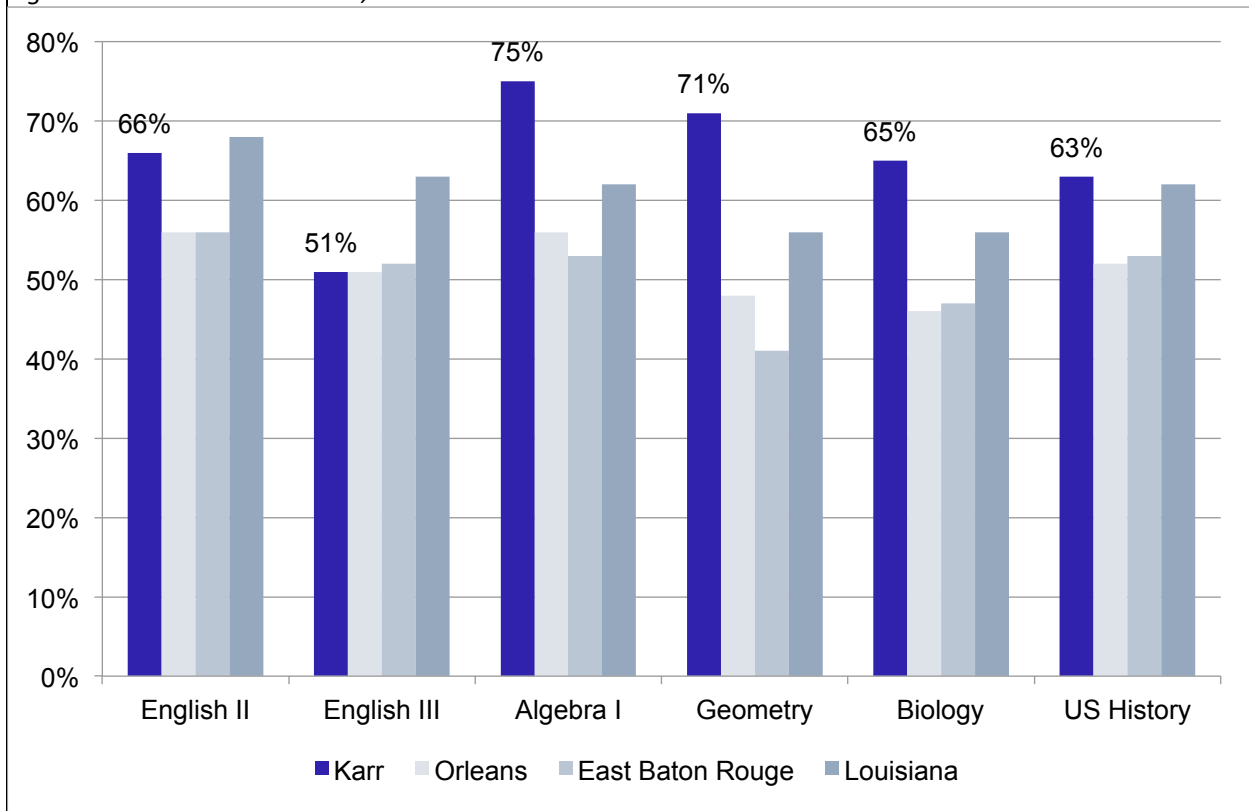
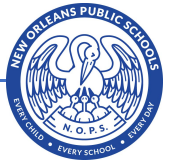


Figure 3: 2016-17 EOC Results, % Good or Excellent





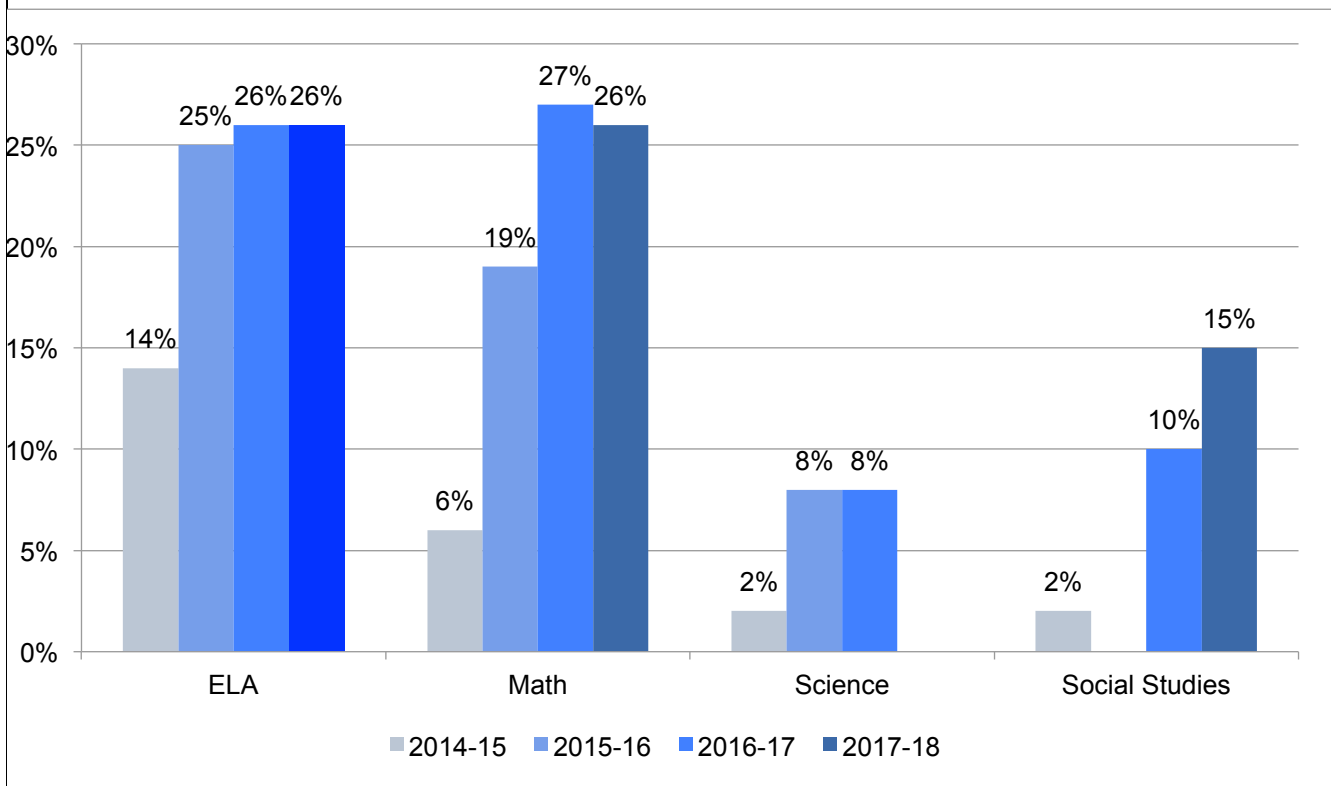
Andrew Wilson Charter School

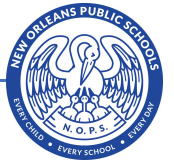
InspireNOLA has now operated Andrew Wilson for the past three years, after first assuming control in July 2015. Under its previous operator, Andrew Wilson received an F letter grade and an SPS of 39.7 for the 2014-15 school year, only one tenth of a point above the lowest performing elementary school in the New Orleans. Based on the proven success and consistent improvement that Alice Harte has sustained over the seven years under Mr. McKneely’s expertise and oversight, InspireNOLA has developed a model for whole school turnaround that includes cultural, academic, and community-based initiatives and strategies to transform the school into a positive, safe, and rigorous learning environment. The turnaround model was implemented at Andrew Wilson over the past three years, and significant changes are evident in the school.

Recent Academic Accomplishments:

- Previously ranked in the bottom 5% of schools in New Orleans, Wilson is now in the top 40% of schools, as determined by school SPS and the percentage of students achieving “Mastery” or above on LEAP assessments.
- Wilson achieved the highest growth of any school in New Orleans in the 2015-16 school year, increasing the percentage of students scoring “Mastery” or above by 14%.
- Wilson’s ELA and Math proficiency average on the 2017-18 LEAP assessment are meeting the Orleans Parish average.

Figure 5: Wilson LEAP Proficiency, 2014-15 to 2017-18



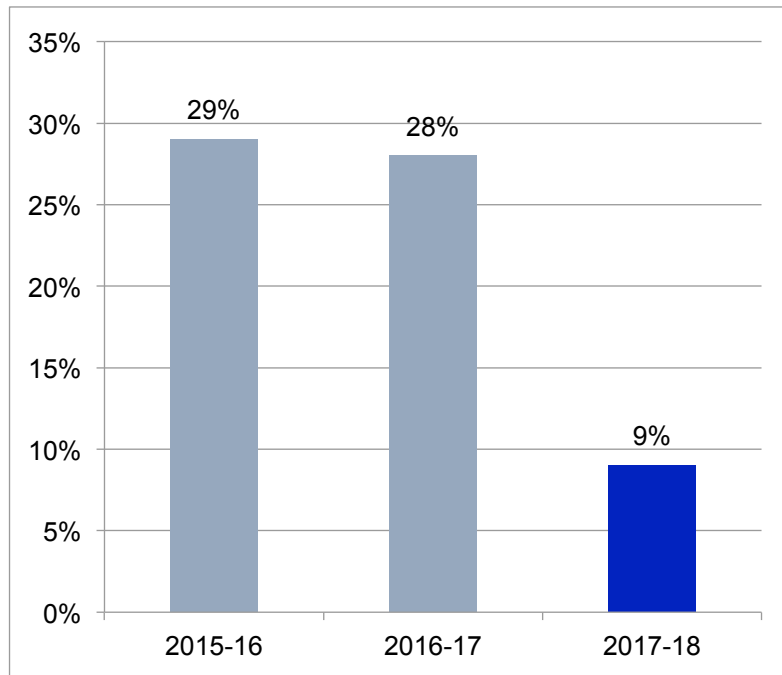


Eleanor McMain Secondary School

InspireNOLA is in its first year of operation of Eleanor McMain Secondary School, assuming control in July 2018. An 850 student high school, McMain had previously been directly operated by the Orleans Parish School district, and was one of the five remaining schools that OPSB operated. McMain had been struggling academically in recent year, slipping from a B letter grade to a C letter grade in 2016-17. McMain’s EOC proficiency declined over the previous two years, as the school averaged 50% proficiency in 2015-16 and only 42% in 2016-17 – the two previous years before InspireNOLA assumed operation. Given the historical significance of McMain and the similarities between McMain and Karr, InspireNOLA decided to apply for operation of McMain in late 2016, and was granted charter approval to begin operating the school in the 2017-18 school year.

With the shifts and changes of high school assessments for the 2017-18, InspireNOLA does not yet have comparative academic data to demonstrate the academic successes that McMain students achieved during the 2017-18. McMain had also been struggling culturally prior to InspireNOLA becoming its operator, with as shown through its high suspension rates. In its first year of operation at McMain, the cultural shifts to a positive and safe learning environment are demonstrated through the significant suspension rate decrease from 28% in 2016-17 to only 9% in 2017-18.

Figure 6: Eleanor McMain Suspension Rates, 2015-16 to 2017-18



McDonogh #42 Charter School

InspireNOLA is also in its first year of operation of McDonogh #42 Charter School, assuming control in July 2017 as well. McDonogh #42 has struggled since Hurricane Katrina, and InspireNOLA is now its 4th operator since the storm. The Recovery School District first directly operated the school after Katrina; a community group then



chartered the school, after which another existing charter management organization assumed operation, which was the most recent operator before InspireNOLA. The school’s charter was not renewed due to failing academic performance, and InspireNOLA was chosen as the 4th, and hopefully, final operator for the 2017-18 school year.

In just the first year, InspireNOLA has already seen academic and cultural gains at McDonogh #42. ELA LEAP proficiency increased by 5% and Math LEAP proficiency grew by 8%, resulting in McDonogh #42 achieving the largest LEAP proficiency growth of any school in Orleans Parish. Additionally, InspireNOLA was able to instill a positive, safe, and supportive culture at the school, leading to a decrease in the suspension rate from 32% in 2016-17 (the year before InspireNOLA assumed operation) to 14% in 2017-18. These two results are initial indicators of early success that InspireNOLA will be working towards continuing and improving upon even more in future years.

Figure 7: McDonogh #42 LEAP Results, % Mastery or Above

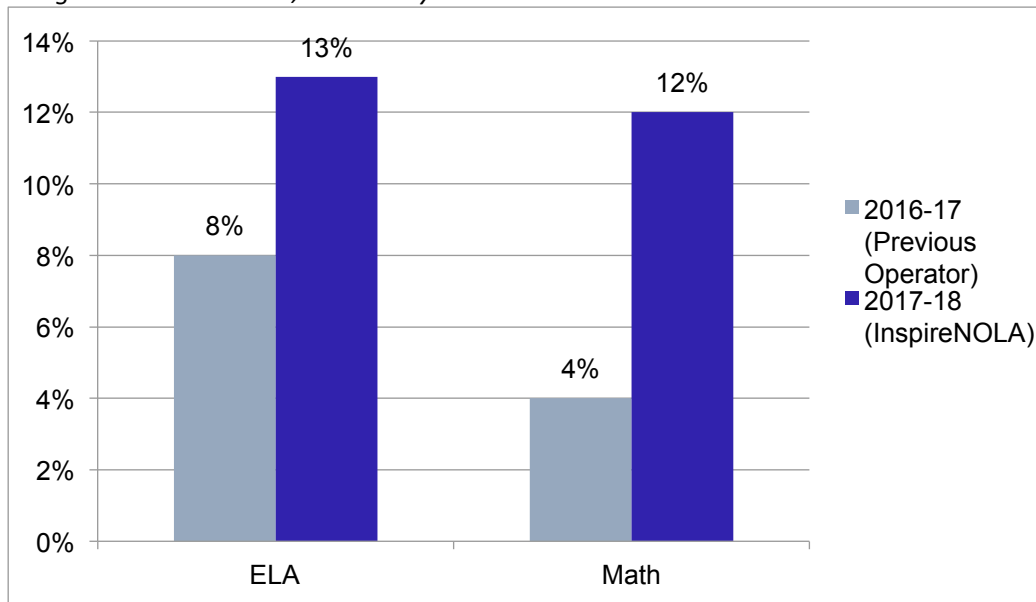
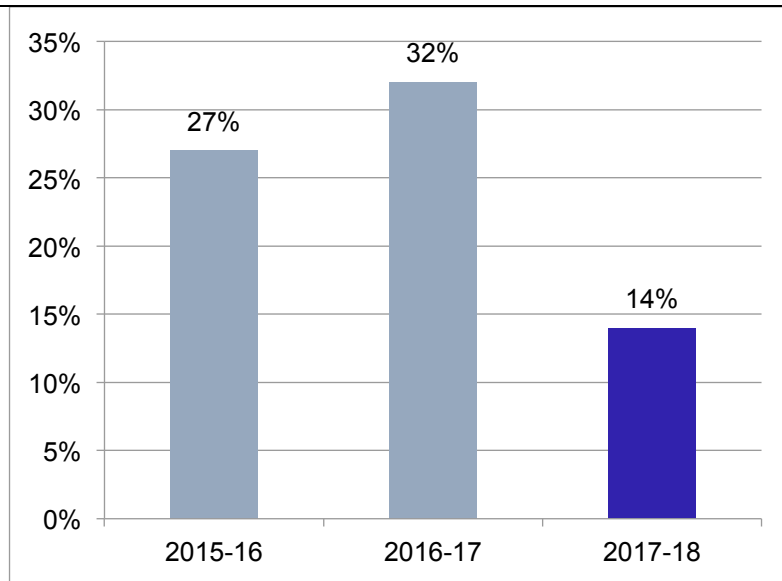
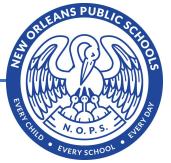


Figure 8: McDonogh #42 Suspension Rates, 2015-16 to 2017-18



In addition to state-issued School Performance Scores and state assessment results, InspireNOLA foundation schools (Alice Harte and Edna Karr) received CREDO (Stanford University’s Center for Research on Education Outcomes) data for the 2014-15 school year. Compared to other charter schools in 41 regions across the United States, InspireNOLA schools achieved statistically significant effect sizes in both reading and math, outperforming other charter schools nationally, and in 3 of 4 areas within the New Orleans region.³

Figure 9: CREDO Effect Size, 2014-15

	Reading		Math	
	Effect Size	Additional Days of Learning	Effect Size	Additional Days of Learning
InspireNOLA: Alice Harte Elementary School	0.20	144	0.28	202
InspireNOLA: Edna Karr High School	0.10	72	0.14	101
New Orleans Region (Elementary & High)	0.119	86	0.087	63
Average of All 41 Regions	0.055	40	0.039	28

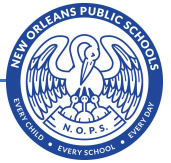
Current Status of Authorizer Intervention, Litigation, and Audit Findings

InspireNOLA received one compliance violation during the 2016-2017 school year for a violation of enrollment policy with regards to a student placed at Alice Harte in April 2017. InspireNOLA resolved the issue and no further issues or compliance violations have occurred.

InspireNOLA does not have any open matters of litigation.

InspireNOLA has not had any material audit finds for the InspireNOLA network or an InspireNOLA school.

³ “Urban Charter School Study Report on 41 Regions, 2015.” Center for Research on Educational Outcomes, Stanford University.



Growth Plan

- (1) Describe the specific student population that your proposed school(s) will serve. Identify the needs of your intended student population.
- (2) (Applicable to groups applying for multiple sites). Describe the number of schools that you plan to open in every year for at least the next five years, the year in which each school will open, and how the organization will adapt to meet changing community needs. If your network operates multiple models, identify the model that you will open in each location.
- (3) Does the organization have any approved or pending charters (not yet in operation) in any jurisdiction? If so, include the name of the authorizer(s) and include as **Attachment EO-1**, the official record of decision/approval from the authorizing authority.

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

Growth Plan

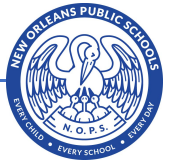
About 47,000 students currently attend 84 public schools in New Orleans that received received School Performance Scores for the 2016-2017 school year. (School Performance Scores and associated letter grades have not yet been released for the 2017-18 school year.) Thirty-four schools – or 40% – are D or F schools, while only 20 – or 24% – are A or B schools. Though InspireNOLA hopes that lower performing schools achieve results and gains for their students, InspireNOLA wants to ensure that, in the case that charters are not renewed, another operator is prepared to operate the potential turnaround schools. In addition, the number of students who will be entering high school in New Orleans in future years is increasing, demonstrating a need for additional high school seats – and InspireNOLA believes that these need to be high-quality seats so that our graduating students are prepared for post-secondary education and for their future careers and lives. Closure of failing schools can be traumatic and have negative consequences on the students who attend them and the communities that they are in. InspireNOLA hopes to meet the community and city-wide need, if presented, in acquiring additional turnaround elementary schools in future years, and thus providing a transformation to the students and communities that those struggling schools previously served.

InspireNOLA anticipates serving a student population that is representative of New Orleans as a whole, and is similar to the students that InspireNOLA currently serves at its existing schools. Based on data from potential transformation schools and citywide data, InspireNOLA has made the following assumptions regarding enrollment projections of student subgroups:

- 95% minority
- 12% special education
- 7% ELL
- 95% economically disadvantaged

Specifically, InspireNOLA seeks to provide additional high-quality school options to the students and families of New Orleans by acquiring one transformation elementary school, one transformation high school, and one fresh-start high school in 2019-20. InspireNOLA understands that this is rapid growth, but given knows that it is ready and capable because it already successfully grew from 3 schools to 5 schools in one year, and has proven through students’ academic and cultural results that it did so successfully.

After expanding to three additional New Orleans schools in 2019-2021, InspireNOLA will use Year 2 (2020-2021) as



a reflection year, not opening any new schools at this time, but instead ensuring that every school in the InspireNOLA network is performing at its optimal level by advancing its students, developing its teachers, and involving its community. (2020-2021 will also be used as a cushion year in case InspireNOLA must delay its opening plan for any of the three proposed schools to the subsequent year.) 2021-2022 will then be used as a year of planning and preparation for expansion of InspireNOLA to Baton Rouge, as InspireNOLA will be implementing and engaging in start-up activities related to operations and facilities, community engagement, student recruitment, and staff recruitment and hiring, and then it will plan to expand to Baton Rouge in 2022-23 and 2023-24.

Figure 3: Projected Growth and Enrollment

Start Year	2019	2020	2021	2022	2023
End Year	2020	2021	2022	2023	2024
# of New Schools (New Orleans)	3	0	0	0	0
Elementary/Middle	1	0	0	0	0
High	2	0	0	0	0
# of New Schools (Baton Rouge)	0	0	0	2	1
Elementary/Middle	0	0	0	2	0
High	0	0	0	0	1
Total # of Schools	9	9	9	11	12
Elementary/Middle	5	5	5	7	7
High	4	4	4	4	5

Approved Charters

InspireNOLA has been approved to open four schools in East Baton Rouge Parish. The official record of the board approval can be viewed in *Attachment EO-1: Charter Authorization*.

Scale Strategy & Risk Mitigation

- (1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the parent organization and the new school(s).
- (2) If your organization operates schools in other jurisdictions, compare your efforts to scale operations in Orleans to past scale efforts.
- (3) Identify the greatest new threats to your success and the steps you will take to minimize the possibility that the threats you identified will prevent you from achieving your targeted outcomes.
- (4) If your organization currently operates fewer than three schools, please clearly identify your plans for ensuring the continued success of your current school, should the proposed charter be approved.
 - a. Which staff members (instructional and administrative) will transition to the proposed school and what is your organization’s plan for replacing these individuals?
 - b. Which functions will become centralized?
 - c. How will you ensure success at both the existing and proposed (new) school?



Discuss the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. a. What is your Start-up and Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening?

- (5) Discuss the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. Provide your Start-up and Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.

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

Scale Strategy

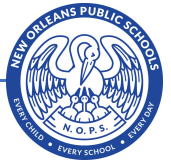
The executive and leadership team of InspireNOLA’s Network Office will provide support, training, and oversight to the leadership team of the transformation school during intensive spring and summer trainings and professional development. During the six-to-eight month (depending on the district siting decision timeline) planning and launch period, InspireNOLA network staff and newly hired transformation school leaders will focus mainly on identifying and meeting the specific needs of the transformation school community and assisting the implementation of InspireNOLA best practices and strategies that are shared across all schools. The InspireNOLA leadership team has extensive knowledge of and expertise in academics, finance, operations, strategy, and human capital, thus providing guidance and development to the new school and leaders as InspireNOLA expands its impact on a greater number of students.

InspireNOLA has already successfully led school turnaround efforts at Andrew H. Wilson Charter School, as proven by Andrew Wilson’s academic gains and improvement over the past two years as an InspireNOLA school. InspireNOLA anticipates that there will be many similarities between the turnaround efforts and experience at the future transformation school as well, including InspireNOLA’s most recent transformation effort at McDonogh #42 and Eleanor McMain. InspireNOLA created a turnaround playbook, which describes in copious detail the foundational elements of InspireNOLA schools, including instructional design and strategies, cultural systems and expectations, and parent and community engagement approaches and practices. Because InspireNOLA is currently operating a turnaround school that achieved notable and impressive growth in its first three years, new school leaders will observe and replicate the successes of Wilson, McDonogh 42, and Mcmain, and learn from the challenges experienced there as well.

InspireNOLA is constantly revising and fine-tuning its transformation model, and is learning from the successes and challenges of its existing schools – both foundation and turnaround. InspireNOLA is utilizing the turnaround playbook and lessons learned from the transformation of Andrew Wilson for the transformation of McDonogh #42, and the newly had experiences of doing a high school transformation at McMain, and will use the summation of both experiences when determining the best action plan and support for its next transformations. The InspireNOLA model is continuously progressing and improving as the network and its leaders gain additional experiences and results on what produces that highest positive impact for students, schools, and communities.

InspireNOLA Network Office

The leadership team of InspireNOLA’s network office will play an integral part in the development and support of newly acquiring InspireNOLA schools, particularly during their first years as turnarounds. The network leadership team consist of Jamar McKneely, Chief Executive Officer; Wylene Sorapuru, Chief Academic Officer; Charlie Mackles, Chief Financial Officer; Emily Hartnett, Executive Director of Strategy and Advancement; Juaquana Lewis, Executive Director of Curriculum and Instruction; Harold Juluke, Director of Operations; Sam Bear, Director of Facilities; and Katie Coburn, Director of Talent. The leadership team will ensure that the best practices that have



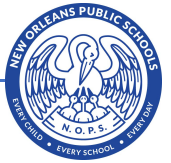
been successful and led to high student achievement and success in current InspireNOLA schools are utilized and implemented in additional InspireNOLA schools as well.

- *Academics and Instruction:* The InspireNOLA Network Office is responsible for setting the instructional model and academic components for all schools within the InspireNOLA network. Yearly and benchmark testing, content pacing guides, and professional development models are determined by the Network Office, with support and training given to school leaders and schools to implement and utilize them to achieve student progress and success.
- *Finance:* The InspireNOLA Network Office sets policies and procedures for all finance related functions including accounting, purchasing, and payroll, and assists schools in adhering to them. The CFO sets a preliminary budget for each school and works with the school leader and school operation manager to revise it to fund school specific programs and initiatives while maintaining compliance to the organizational budgetary model. In addition, the Network Office provides “back office” processing support in accounting and finance to assist the schools.
- *Operations:* The InspireNOLA Network Office handles all authorizer interactions as they relate to buildings and facilities. Additionally, the Network Office oversees the RFP process, vendor relations, information technology, transportation, and infrastructure so that schools can focus on educating students and building community relationships.
- *Strategy:* The InspireNOLA Network Office will support newly acquired schools with communication, external relations, and development initiatives. Large-scale communication and outreach initiatives will be led by the network office, including government grant applications and national fundraising efforts. The network also leads initial marketing and student recruitment efforts for newly acquired transformation schools.
- *Talent and Recruitment:* Though each school leader ultimately makes staffing and hiring decisions, the InspireNOLA Network provides guidelines and assistance throughout the hiring process and provides a school staffing model that has been proven effective in existing schools. In addition, the Network Office provides benefits and other human resources assistance to schools.

Lessons Learned from Past Scale Efforts

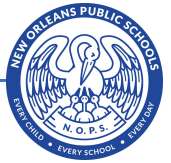
InspireNOLA Charter Schools has proven that the academic, operational, and financial theories and processes that it has developed and executed are effective in planning, initial, and ongoing phases of school operation, leading to increased academic achievement and future success for our students. The experiences from the past expansion during the whole school turnaround at Andrew Wilson, coupled with the knowledge that it have from operating two high-performing foundation schools, have allowed InspireNOLA to understand and develop priorities and strategies for future scale efforts. The recent acquisition of McDonogh #42 and Eleanor McMain have provided InspireNOLA additional opportunities to hone its transformation approach and plan, as it has and will continue to consider on the successes and lessons of each opportunity and school. Upon reflection of our past efforts and challenges, InspireNOLA has identified eight areas that are linchpins in ensuring success in future expansion efforts.

1. **Leadership pipeline and development** – During our previous expansion efforts, InspireNOLA recognized the need for additional exceptional leaders who are ready to lead a school or academy both culturally and instructionally. In order to replicate the proven success of existing InspireNOLA schools, we must develop a pipeline of potential leaders who are currently working within our schools as well as immerse new external leaders into our current schools over a prolonged period. InspireNOLA is in the process of creating an internal leadership pipeline with a three-pronged approach: 1) we hire and train principals-in-



residence who work within one of our existing schools as an academy administrator for at least one full year before assuming leadership of their own school; 2) we are designing a Leadership Development Program along with the Alliance for Diversity and Excellence in which a small number of high-potential midlevel leaders will participate by attending sessions and workshops, engaging in collaborative and real-life projects, and receiving individualized coaching; 3) when hiring new leaders from outside of InspireNOLA, we will require that they spend a significant amount of time within our existing schools, observing and interacting with the leaders and staff, to learn the culture, systems, and expectations of the InspireNOLA network.

2. **Recruiting and developing new teachers and staff** – Most of the nation is facing a shortage of teachers, and InspireNOLA is no different; thus, we make recruiting and developing exceptional teachers a priority. Our Network Office leadership team includes a Director of Talent and a Recruitment Manager who lead recruitment for the organization and supports the schools in finding, interviewing, and hiring high caliber teachers who will care about and produce results for our students. InspireNOLA has partnerships with local universities and certification programs to recruit new teachers into our network, including being a founding partner in the newly created Norman C. Francis Teacher Residency at Xavier University. Because we understand that novice teachers require additional support and training, in addition to the coaching and development that all teachers receive, InspireNOLA teachers with two or fewer years of teaching experience also participate in the New Teacher Inspiration Program during their first year with us, as it provides specific management, planning, and delivery techniques that newer teachers often struggle with.
3. **Separating schools into grade-level academies** – To increase ownership, accountability, and support for both staff and students, InspireNOLA transformation schools are divided into smaller academies, each being led by an Academy Principal. Separated into grade level cohorts, smaller academies allows for greater focus and more individualized attention for both students and teachers. A School Leader remains the overall leader and visionary for the entire school, with the academy principals ensuring that initiatives and best practices are being implemented within their grade-level academies to best meet the needs of their students and ensure their success.
4. **Establishing and maintaining school culture** – A key component of any InspireNOLA school is a safe, positive culture where students are invested and cared about. Every InspireNOLA school hosts summer orientations and open houses for students, parents, and families so that culture and expectations permeate beyond our school buildings. Schools also begin each year with a student induction, which is only a day at our existing schools but is an intensive and deliberate process that lasts over a week at our whole-school turnarounds, establishing a solid cultural foundation to build off of from the very beginning of the year. All schools integrate cultural resets at key points throughout the year and consistently implement positive behavior incentive systems to routinely engage students and keep them invested in meeting and exceeding expectations.
5. **Implementing interventions early** – During expansion and growth, the needs of individual students are largely unknown until they enter our schools, but we must be prepared from Day 1 to meet these needs. InspireNOLA employs a support team that, in addition to special education and ELL teachers, consists of a nurse, social worker, counselor, dean, and parent liaison. Intervention and differentiated instructional time is built into every student’s schedule so that students begin receiving services immediately. When implementing a whole-school turnaround or accepting students who have attended school elsewhere,



InspireNOLA gathers all academic, behavioral, health, and attendance data possible for incoming students to generate individualized support plans as needed, but we also anticipate that much of this work will occur once students come to us and therefore plan accordingly through staff placements and initial screenings.

6. **Setting goals and measuring progress toward them** – The needs of each school and its student population are unique, and therefore individual goals must be set for each school to measure the greatest-impact components that will add to its overall success. The goals of our foundation schools are different than those of our turnaround school, though all are rigorous goals that focus on improving aspects of student achievement, teacher efficacy, and positive culture. Because there are additional and more primary needs at our turnaround, we have also set goals around these objectives as well, including safety, parental involvement, and disciplinary incidents. InspireNOLA will continue to set long-term goals and benchmark progress toward them, with each school’s goals relating to their individual growth areas while connecting to our overall mission and objectives as well.

7. **Developing an effective Network Office** – The InspireNOLA Network Office must be effective, knowledgeable, and supportive so that schools are able to focus on their students and their priorities within their schools. The network office works to provide proven systems, structures, and guidance to the school leaders so that decisions can be made efficiently and correctly, best practices can be implemented, and variance across schools can be decreased.

8. **Ensuring consistent, quality systems and structures** – InspireNOLA has codified the systems and structures that must be implemented and utilized in all InspireNOLA schools, as they have been proven successful, maximizing resources, time, and outcomes at our existing schools. Replicating best practices from our current schools includes operational, financial, and instructional components, all of which decrease variance to ensure that, despite which school they attend, every InspireNOLA student is receiving a quality education.

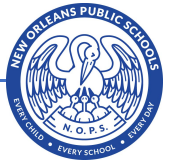
Contingency Plan to Meet Financial Needs

InspireNOLA has received funding from the Charter School Growth Fund for past expansion within New Orleans, and has commitments from them to increase and extend their support to additional schools as well. InspireNOLA was also awarded \$4 million through the federal Charter Schools Program Replication and Expansion grant. This grant specifically funds InspireNOLA’s expansion efforts within additional turnaround schools in Louisiana, with \$800,000 allocated per turnaround school. InspireNOLA will also apply for local, state, and federal grants that are applicable to the mission of InspireNOLA and connected to its expansion efforts.

In the event that InspireNOLA schools are faced with a budget shortfall a team of the CEO, CFO, CAO and Head of School meet to discuss the budget shortfall and plan of action moving forward. If the shortfall is projected to be significant, InspireNOLA may implement the budget crisis plan. The most important point to consider in this challenge is to ensure that integrity of educational programs remain high.

The budget crisis plan consists of the following strategies:

- Use of projected school or network reserves
- Delay or deferment of large capital purchases



- Hiring freeze or consolidation of positions
- Purchasing slowdowns including but not limited all non-instructional expenditures such as professional development consultant and travel, capital maintenance projects, performance or retention stipends
- Across the board cuts
- Targeted reductions

This plan's foremost priority is to stop or at least slow down the momentum of spending. Semi-monthly monitoring of all revenues and expenditures is required until the budget crisis has been resolved.

Model & Key Staff

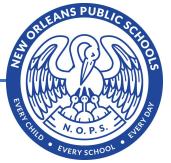
- (1) Provide as **Attachment EO-2** a CMO-level org chart (at least two layers out from the CEO), as envisioned at scale and clearly indicating which positions are currently filled, which are vacant, and which are new additions, AND
- (2) The job description and EITHER the redacted and unredacted resume of the current occupant, AND/OR the recruitment plan for the following "key" people:
 - a. As **Attachment EO-3**: The CEO or overall organizational leader (Agency Head, as defined in state statutes and for purposes of the organization's annual audit)
 - b. As **Attachment EO-4**: The CAO or lead instructional person accountable for the implementation of the academic model, including curriculum and instructional practices (if this is different from #1) – this is usually also the person responsible for direct day-to-day supervision of building principals, if that's not the CEO.
 - c. As **Attachment EO-5**: The organizational lead for special education services (Director of Special Education, or equivalent position, if this is different from #2)
 - d. As **Attachment EO-6**: The CFO and/or COO, or the lead person(s) in the finance and operations areas
 - e. As **Attachment EO-7**: The organization's Qualified and Competent Business Professional, accountable for the accuracy of the organization's financial statements as required by the LAUGH Guide
- (3) The succession plan(s) in place for each of the above-named key positions, including any internal development pipelines and/or external recruitment plans to identify and evaluate candidates (this may include, but doesn't have to identify, specific names)

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

Attachments EO-2 through EO-7 contain a CMO-level org chart as well as job descriptions and resumes for key CMO-level leaders.

InspireNOLA is continuously developing our existing staff members to assume additional responsibilities and future roles within the organization.

- Mr. Mackles, InspireNOLA's CFO, is currently developing his Executive Director of Finance, an individual with whom he has worked closely and cross-trained for the past 10 years and who has over 15 years of finance experience within the private and school-sectors, to be prepared to take over as CFO in the future.
- Dr. Sorapuru, InspireNOLA's CAO, works closely with her Executive Director of Curriculum and Instruction, to prepare her to potentially assume the position as CAO one day. The EDCI has over twenty years of experience within instruction and academics at schools, including multiple years as a successful school and



district leader.

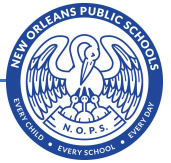
- Ms. Lewis, InspireNOLA’s Executive Director of Exceptional Student Services, is building out a team of individual who provide services to students with exceptionalities. She has two members of her team who directly support teachers and schools to ensure that all students who qualify for services or need additional supports receive them. Ms. Lewis will continue to develop these individuals’ capacities with the intent that one (or both) will be able to succeed her in the future.
- Mr. McKneely, InspireNOLA’s CEO, is currently working closely with his two existing chiefs to prepare them to lead the organization one day, as well as looking externally to determine who the best future leader for InspireNOLA might be. Mr. McKneely has extensive connections and relationships with proven leaders from New Orleans, from Louisiana, and from across the country, due to his participation in programs such as Pahara and Broad, and therefore is frequently considering who his successor might be.

In addition to internal candidates who are being developed, trained, and supported with the intent that they could potentially be promoted to a more senior leadership role, InspireNOLA also works closely with the Alliance for Diversity and Excellence, a minority leadership development group that consists of over 40 education individuals from across the Greater New Orleans area. InspireNOLA will continue to utilize this group for mid-level and senior leadership recruitment, and will continue to utilize its partnerships as we consider succession plans for our CMO leaders.

For Experienced Operators with Fewer than 3 Schools

- (4) A narrative (2 pages max) summarizing the intended “CMO” or Network Model:
 - a. Which functions will be centralized at the network level, both academically (curriculum/instruction) and operationally (including finances)?
 - b. Which functions will remain site-based?
 - c. What are the core elements of the network educational program or model?
 - d. Will the organization seek to expand by replicating its existing school(s), or by operating substantially new or different school models/designs at successive campuses? (e.g., if School 1 is a language-immersion model, will all other schools operated by the organization also be language-immersion?)
 - e. What will be the organization’s “non-negotiables”?
 - f. What are the degrees of freedom in key areas that are not “non-negotiables”?
- (5) CMO or Network Level Financial Model:
 - a. What is the budget and how is the initial stand-up of the CMO/network office being funded? How will its continuing operations be funded? Include CMO-level budget as **Attachment EO-8**.
 - b. Is there a structural deficit or gap projected at either the school or network level, and if so, how will this be closed?
 - c. How much will each school “pay” to the network office for services?
 - d. Who sets and who approves school-level budgets and expenditures?
 - e. Is there a standard staffing model or required positions, or is this at the schools’ discretion?

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



Not applicable

Attachments

- (1) Attachment EO-1: (if applicable) Authorizer approvals (for non-OPSB charters awarded, but not in operation)
- (2) Attachment EO-2: CMO-level Organization Chart
- (3) Attachment EO-3: CEO: Job Description and either Resume or Recruitment Plan
- (4) Attachment EO-4: CAO: Job Description and either Resume or Recruitment Plan
- (5) Attachment EO-5: Director of Special Education: Job Description and either Resume or Recruitment Plan
- (6) Attachment EO-6: CFO and/or COO: Job Description and either Resume or Recruitment Plan
- (7) Attachment EO-7: Qualified Business Professional: Job Description and either Resume or Recruitment Plan
- (8) Attachment EO-8: Network-level budget
- (9) Attachment EO-9: Audited Financial statements (most recent)
- (10) Attachment EO-10: Annual Report (most recent)
- (11) Attachment EO-11: (If applicable) Litigation documentation
- (12) Attachment EO-12: (If applicable) ESP contract

Transformation Addendum

Applicants seeking or potentially willing to seek a match to operate an existing Orleans public charter school or school facility, which is subject to nonrenewal, revocation, or voluntary relinquishment by the existing chartering organization should complete the Transformation Addendum. Complete this section only if your application proposes such a school. 15 page limit

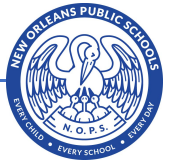
Transformation Overview

- (1) Please identify the type(s) of transformation (e.g., full takeovers, reconfigurations) that your organization is prepared to undertake.
- (2) Will all currently enrolled students be able to re-enroll next year? If your proposal does not provide for all currently-enrolled students to remain at the school, please provide a rationale for this decision, and explain how your organization will work to communicate with families in order to ensure that all impacted students are able to access high-quality schools.
- (3) How has your organization operated a transformation school previously? If applicable, what lessons have you learned, and how have they informed changes in your practice and in this proposal.

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

Transformation Type and Enrollment
 InspireNOLA will undertake a full takeover of the two transformation schools (one elementary and one high school), re-enrolling all students who currently attend the schools. InspireNOLA is committed to continuing to serve the existing student body while also welcoming new students who are placed through the OneApp enrollment process.

Lessons Learned from Previous Transformations
 InspireNOLA has experience operating transformation schools, and has proven academic results from each one. After taking over the operation of four different schools over the course of four years has resulted in InspireNOLA learning many lessons and always adjusting the transformation plan in order to learn from past growth areas,



while continuing to utilize the strategies that have been successful in the past. Some of the lessons learned from past transformations include:

- Engage parents early and often: Though it is often difficult to engage parents before InspireNOLA is actually sited the school, meeting and communicating with parents is the most important thing for InspireNOLA to do when it is sited a school. Immediately hosting parent meetings, sending out mailers and information, and holding parent informational sessions are key aspects of ensuring that parents feel comfortable and supportive of the transition to InspireNOLA as the operator.
- Focus on culture: Before academic instruction can begin, the school first needs to be a safe and positive learning environment. InspireNOLA has learned that cultural norms and expectations must first be taught and reinforced in positive and investing ways, and then a shift can occur to a more academic focus. The needs of each school is different, but the cultural shift takes between one and three months; adequate time needs to be dedicated, but urgency must remain as well.
- Staggered starts: InspireNOLA schools have moved to staggered starts for students, as this allows smaller academies to attend school on one day by themselves and thus have the support of the entire staff. To begin, 12th grade or 6th-8th grades only attend; the second, 10th-11th or 3rd-5th; and on the third, 9th or 1st and 2nd. After this, all 9th-12th or 1st-8th attend all together. (Kindergarten and prekindergarten begin later.) Staggered starts serve as mini-orientation days where staff can focus their attention on the grade levels who are there, and eases in the transition to new expectations, routines, and procedures.
- Additional summer professional development: InspireNOLA now provides an additional week of professional development for teachers and staff who are new to InspireNOLA, which includes all transformation school staff members. This additional week serves as culture bootcamp for new InspireNOLA staff so that they have adequate time to learn and internalize the systems and structures of InspireNOLA, before the rest of the veteran InspireNOLA staff join them for week two of PD.
- Full expanse of extracurricular and athletics: Though there are many things to figure out, determine, and focus on during a transformation, something that must not be forgotten is offering a full array of extracurriculars and athletics for students. InspireNOLA understands that these elective activities invest and motivate students, and they are imperative during a transformation.
- Invest the neighborhood: The transformation of a school does not solely involve the students, parents, and staff of the school – it also matters to the entire neighborhood and community. InspireNOLA has learned that it is imperative and worth the time and energy to proactively engage with the community and neighborhood of the school, including attending neighborhood association meetings, hosting community events, visiting neighborhood churches, and getting to personally know the neighbors who live in close proximity to the school.

Educational Program

- (1) What are the key tenets of your transformation model? Please identify the research base or other rationale supporting each identified tenet.
- (2) How will your transformation model support equitable achievement for all students? Please specifically identify how your model will support the learning of students with disabilities, English language learners, and other “at-risk” student populations (as this is defined in state law). Discuss any potential conflicts of interest between the corporate partner and the school.
- (3) How will your organization ensure a successful transition period and first year of operation? What steps will you take to ensure sufficient enrollment (by retaining existing students and/or recruiting new families),



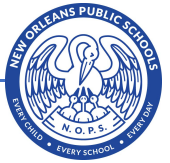
create a positive school climate and culture, and establish high expectations for students, teachers, and staff?

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

Key Tenets of Transformation Model

InspireNOLA has an inclusive transformation model that focuses on multiple strategies, not solely academic achievement. InspireNOLA focuses on the following components collectively, as it believes that they are integrated and work in collaboration with one another for success:

- **Increased Reading and Math Proficiency** (as measured by MAP and LEAP) – program components explained in earlier sections within this application
- **Increase Early Literacy Proficiency** (as measured by DIBELS) – program components explained in earlier sections within this application
- **Increased Student Investment and Culture**
 - Daily student attendance will average over 95%. – Student attendance will be tracked daily through PowerSchool with support from the data manager. For students who are absent, parents or guardians are called daily to reinforce expectations and verify absence reasoning. The social worker will work with the parents of students with repeated absences or truancy issues and design interventions to combat future attendance issues.
 - Student attendance at biweekly celebrations will average over 90%. – PBIS celebrations occur every other Friday, with students earning attendance at celebration individually through compliance and positive behavior aspects. Celebration attendance percentages are tracked biweekly through a master tracker, and academy administrators and the dean team create action plans and specific intervention plans to grade levels, classes, and individual students who are struggling to meet expectations for attending celebrations.
 - Behavioral infractions will decrease by 25%, resulting in no more than 10% of the student body suspended once throughout the year. – All behavioral incidents and infractions are recorded in the data-management system, PowerSchool and Hero, with immediate data and trends available at any time. The School Leader, dean team, and social worker collaborate to identify trends and areas of need. Data will be collected to identify location, teacher, time of day, infraction type, and student descriptors so that targeted support can be given to the teachers and students who required it.
 - Student retention throughout the year will be over 90%, with over 85% of students returning to the transformation school for the 2018-2019 school year. – The operations and data managers through PowerSchool will track student enrollment, in conjunction with a variety of staff members involved in academics, culture, and operations. Each group will be involved in efforts to ensure that student needs are met so that they are able to remain students of the transformation school both during the present school year and upcoming years. Because InspireNOLA recognizes that consistency positively impacts students, the school will strive to reenroll and retain current students each school year and will monitor this through the common enrollment system of EnrollNOLA, Salesforce.
- **Increased Parental Involvement**
 - Parent attendance at quarterly report card conferences will average over 80%. – Parental engagement, involvement, and support are integral parts of the turnaround success of the transformation school, and InspireNOLA plans to utilize and involve parents in multiple ways. The



school will implement quarterly report card conferences that will serve as a time for all parents to visit the school, speak with teachers and administrators about their students' academic and behavioral progress, and learn about additional school initiatives or avenues to become involved. Attendance at report card conferences will be indicated on homeroom sign in sheets, with overall percentages tracked through a master spreadsheet owned by the data manager. Phone calls and flyers will notify parents of all report card conferences and other meetings in advance, and all parent events will also be included on the school master calendar that is posted on the website and sent home repeatedly, as InspireNOLA realizes that parents need to plan in advance to make involvement at school a priority. Classes with low parent attendance at report card conferences and individual students whose parents fail to attend multiple conferences will receive personal calls and letters from the social worker to assess the difficulties and schedule other conferences, as needed.

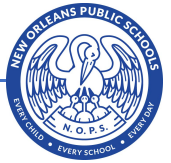
- At least 50% of parents will attend and participate in at least one Parent/Teacher Organization (PTO) meeting or parent night throughout the year. – Similar to report card conferences, parent attendance at PTO meetings or parent nights will be indicated though sign in sheets with overall percentages tracked through a master spreadsheet that is updated and owned by the school data manager. The PTO will host monthly meetings to involve parents and give them a voice in the improvement and success of the transformation school, while the school leaders will plan monthly parent nights and open houses to provide updates to parents and showcase the work and activities their students have been engaging in during school hours. Communication of the meetings and events will occur in the same manner as report card conferences, with additional communication coming from the parent officers of the PTO.

- **Increased Teacher and Staff Efficacy**

- Teachers will perform at the Proficient or Exemplary level on the TAP evaluation rubric by the end of the year. – Creating and developing strong cultural and instructional teachers will be one of the most important focus areas in the successful turnaround of Wilson. To verify that teachers are receiving support and improving their craft throughout the year and therefore improving student outcomes, teachers are formally evaluated on the TAP rubric four times throughout the year. In addition, teacher performance is monitored and evaluated informally through weekly observations. TAP evaluations are tracked through the NIET management system, CODE.
- Daily staff attendance will average over 98%. – An indicator of staff investment and achievement is their presence and commitment, often shown through attendance. InspireNOLA realizes that staff members have unavoidable absences due to illness, family issues, emergencies, and other reasons, but the operations team tracking daily staff attendance will ensure that staff and teachers are present and impacting students.
- Staff retention throughout the year will be over 90%, with over 80% of teachers who are asked back will return to the transformation for the 2016-2017 school year. – Building a strong staff culture and increasing the efficacy of staff members will be imperative to retaining effective staff members. To minimize disruption to the transformation students and families, the operations team will track staff retention during the year. Additionally, leaders will monitor the percentage of staff members who are offered reemployment for next school year, as InspireNOLA works to retain effective teachers and staff who are working for students and achieving results.

Equitable Achievement for All Students

InspireNOLA serves a student body that is representative of New Orleans, and ensures that all students have

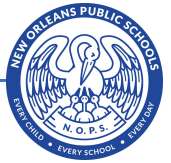


access to an equitable achievement. As noted above in previous sections, InspireNOLA utilizes a comprehensive plan that supports achievement for students with disabilities and English Language Learners. InspireNOLA conducts screeners at the beginning of each school year to identify students in need of support, as well as analyzes past academic data. Furthermore, InspireNOLA supports students socially, emotionally, and physically to ensure that other aspects of students lives' do not interfere with student's academic achievement.

Successful Transition

As described above, InspireNOLA employs a multifaceted approach to ensure a successful transition from previous operator into the first year of operation. InspireNOLA works as collaboratively with the outgoing operator as possible, and follows its start up plan to ensure all aspects of the transition are completed. Additionally, InspireNOLA focuses on the following:

- **Engage parents early and often:** Though it is often difficult to engage parents before InspireNOLA is actually sited the school, meeting and communicating with parents is the most important thing for InspireNOLA to do when it is sited a school. Immediately hosting parent meetings, sending out mailers and information, and holding parent informational sessions are key aspects of ensuring that parents feel comfortable and supportive of the transition to InspireNOLA as the operator. InspireNOLA encourages all parents to remain at the school, but also engages in multimedia marketing campaigns of the newly rebranded school in order to attract new parents and families as well.
- **Focus on culture:** Before academic instruction can begin, the school first needs to be a safe and positive learning environment. InspireNOLA has learned that cultural norms and expectations must first be taught and reinforced in positive and investing ways, and then a shift can occur to a more academic focus. The needs of each school is different, but the cultural shift takes between one and three months; adequate time needs to be dedicated, but urgency must remain as well.
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School Operations

- (1) Provide a brief addition to your staffing plan, explaining what additional steps you will take to recruit and retain highly-effective teachers and non-classroom staff.
- (2) Provide a brief addition to your budget and budget narrative, explaining any additional financial resources you have received or anticipate receiving to support transformation efforts. Has your school applied for LDE School Redesign Funding, or does your organization intend to apply?

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

Recruitment of Highly-Effective Teachers and Non-Classroom Staff

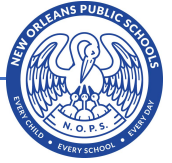
An additional InspireNOLA priority is staffing, and InspireNOLA will immediately begin recruiting, interviewing, and selecting school leaders, teachers, and support staff for the schools once notified that we are the new operator. Within one week of the selection announcement being made, InspireNOLA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

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

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

Financial Resources to Support Transformation

InspireNOLA, though only five years in existence, has already garnered the support of local and national partners and supporters. InspireNOLA received a \$3 million commitment from the Charter School Growth Fund in 2014 to support expansion to additional schools, and recently received an additional commitment of \$5.8 million for the continued expansion of additional schools in Louisiana. InspireNOLA also received the federal Charter Schools Program Replication and Expansion grant of \$4 million to aid in expansion to five additional schools in Louisiana. InspireNOLA also plans to apply for the LDE School Redesign Funding, and any other grants or funding opportunities that could benefit the students of InspireNOLA.



Metrics and Goals

- (1) How will your organization use data to set goals, and inform decision-making? How will you measure progress in your transformation efforts, and what steps have you taken to mitigate risks? What will you do if your transformation effort is off-track?

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

InspireNOLA has set rigorous yet attainable goals for the turnaround schools that it requests to takeover operation of. Projected annual goals are shown in *Figure 1*, though InspireNOLA will adjust these goals based on the actual performance data of the transformation schools from recent years. The yearly goals for the duration of the initial charter contract are set based on past progress achieved by InspireNOLA’s existing transformation schools that InspireNOLA currently operates which have similar student populations to the proposed transformation schools.

Baseline assumptions have been made from based on the actual achievement of potential transformation schools that are up for renewal and are in danger of not being renewed. These baselines will be adjusted accordingly once renewals have been issued and new operators have been chosen for transformation schools.

Figure 1: Academic Performance Goals for Years 1 -5

	<i>Baseline</i>	2019-20	2020-21	2021-22	2022-23	2023-24
Letter Grade	<i>D</i>	D	C	C	C	B
SPS	55	68	72	76	81	85
% at Mastery or Above	12%	22%	27%	31%	35%	38%

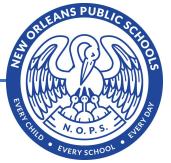
InspireNOLA will produce “dashboards” each quarter that show a school-level summary of progress and achievement. When reflecting on progress toward and achievement of goals, InspireNOLA will analyze both holistic school-wide data and subgroup data, ensuring that all students are growing and on track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

Community Engagement

- (1) Describe the specific strategies you will use for engaging the following stakeholders in the transformation effort: a) parents/guardians/families, b) residents of the community surrounding the school. What is the role of parents in your schools’ decision-making processes, and what venues will be established to articulate and elevate parent and community voice?

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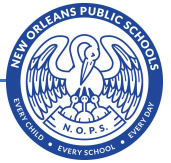
Engaging and investing families and communities of InspireNOLA schools is critical to the success of InspireNOLA students, their siblings, schools, and the organization. InspireNOLA knows that parents and community have a direct stake in school practices and outcomes and that their influence and support can be a significant factor in the perpetuation of a healthy culture and the academic success of students, and therefore involves parents by



providing multiple options and venues for them to participate within the school. When InspireNOLA prepares to assume operation of an existing, low-performing school, the leaders host multiple parent and community information and feedback sessions. Current and prospective parents and community leaders are invited to attend sessions that are held at different times and on different dates, to ensure that all interested parties are able to attend. InspireNOLA leaders gather feedback on both positive aspects of the school that parents wish to see continue or be expanded and on negative aspects of areas that could use improvement or revision moving forward. InspireNOLA then uses this feedback when planning for the takeover of the school so that they are meeting the specific needs of the students, parents, and community of that school. Forms for feedback will be located at the school site and will go directly to the School Leader and Network office personnel.

InspireNOLA leaders and staff members invite parents to the school on numerous occasions throughout the year. Each school hosts a parent welcome session in the summer and open houses in the fall and spring. Report card nights occur once a quarter, with parents coming to the school to meet with teachers and discuss their child's progress. Families are invited to attend biweekly school celebrations, field trips, performances, showcases, and extracurricular activities.

Information is provided to parents through a variety of ways, dependent on the information being disseminated. Announcements and basic school information will be sent home in written form every week on the school's designated "Communication Day" so that parents know when they will receive flyers, letters, and similar written communications. When operating a new school, InspireNOLA will also use automatically calling and texting systems as well for more urgent and/or pertinent informational dissemination. Parents are informed of news, concerns, and achievements for their individual child or children via personal letter, phone call, text, or email from teachers, leaders, and support staff as well.



Corporate Partnerships Addendum

If your school intends to participate in a corporate partnership in accordance with LA R.S. 17:3991 please complete this addendum. In order for a business to be considered a school’s Corporate Partner, it must individually, or as part of a consortium of businesses, donate one or more of the following to the school in an amount equivalent to at least 50% of the per pupil allocation: land, building space, renovations to existing school building, and/or technology. Complete this section only if your application proposes such a school. 15 page limit

Corporate Partnership Formation

- (1) Explain how and why the corporate partnership was developed.
- (2) Describe the nature of any donation(s), regardless of type that the corporate partner will make to the charter school and how they meet the requirements laid out in RS: 17 3991.1.

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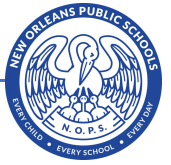
Corporate Partner Track Record

- (1) Explain the corporate partner’s past experience, if any, in serving student populations similar to the target population of the school, including any educational programming offered by the organization.
- (2) Provide, as **Attachment CP-1**, the most recent annual report of the corporate partner.
- (3) Nonprofit organizations:
 - a. Provide, as **Attachment CP-2** your most recent audited financial statements; and
 - b. Discuss any material audit findings for your organization or any school that you operate.
 --OR--
 - For-profit organizations:
 - a. Provide as **Attachment CP-2** your most recent financial statements to be reviewed confidentially; and
 - b. Discuss any material audit findings for your organization or any school that you operate.

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

Legal Relationships

- (1) Discuss any potential conflicts of interest between the corporate partner and the school.
- (2) Provide, as **Attachment CP-3**, the draft Memorandum of Understanding (MOU) between the board and the corporate partner, as well as the approved minutes of the board meeting at which the draft MOU was accepted by both the corporate partner and the board of the proposed school.
- (3) Explain the process for the required annual renewal of the corporate partner MOU. Describe the conditions that both the corporate partner and the school must satisfy for the MOU to be renewed. Describe the procedures for determining whether the MOU will be renewed. On what grounds can the corporate partner or the board terminate the MOU for cause (including provisions for notice to the other party)? What are any



conditions under which either party may terminate the MOU without cause? List any indemnification provisions in the event of default or breach by either party.

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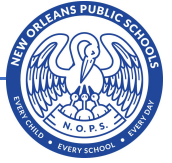
Organizational Structure

- (1) Describe the methods by which the corporate partner will support the charter school, including but not limited to any internships for students, career counseling, academic tutoring, or enrichment activities.
- (2) Describe the plan for the operation of the school in the case that the MOU is terminated or not renewed.
- (3) Specifically describe any proposed enrollment set-asides for this corporate partner. (These enrollment set-asides must align with provisions of and requirements of the Enrollment process and are subject to separate approval)

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

Attachments

- (1) Attachment CP-1: Annual Report (most recent)
- (2) Attachment CP-2: Audited Financial Statements (most recent)
- (3) Attachment CP-3: Draft MOU between the Nonprofit board and corporate partner



Virtual School Addendum

Applicants whose primary instructional environment is computer-based or virtual (defined as more than 40% of instructional delivery via technology) must complete the Virtual School Addendum. Please complete this section only if your application proposes such a school. 15 page limit.

Location

- (1) Facility: If students will be required to regularly or periodically attend a brick and mortar facility, specify such requirements and describe the facility.
- (2) Louisiana Office: Provide the address of and describe the Louisiana-based administrative office of the virtual charter school, including its size and staffing.

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

Educational Program

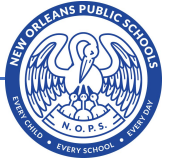
- (1) Describe the level of participation in instructional activities students will be required to meet to receive credit for successfully completing a course and receive a satisfactory grade for that course. The level of participation may include the amount of time students will be engaged in both online and other instructional activities in order to receive credit for a course. Please note the amount of time for the online and offline work by grade level and course.
- (2) Can a student enrolled in the virtual charter school program be enrolled in other instructional activities elsewhere and/or earn Carnegie units from another institution? If so, please identify the other institution(s).
- (3) Describe procedures to ensure the integrity and authenticity of student work product and assessment scores, including the use of an academic honesty and computer acceptable use policy.
- (4) Describe the intervention procedures the virtual charter school will take when students fail to provide authentic work product or assessment responses.
- (5) Describe what role parents/guardians will have in promoting accountability.

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

Instructional Staff

- (1) Describe what, if any, additional responsibilities will be required of teachers in the virtual environment (e.g. course development/design, research, website maintenance) and describe how the virtual charter school will communicate these responsibilities to teachers.

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



State and Federally Mandated Services

- (1) Describe how the virtual charter school will provide services to all enrolled students with exceptionalities, regardless of where the student resides.
- (2) Describe the virtual charter school's procedures for Individual Education Plan (IEP) meetings, including determining where such meetings will occur.
- (3) Describe how the virtual charter school will implement ADA and Rehabilitation Act standards for accessibility to web-based curricula.

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

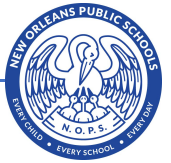
Evaluation and Assessment

- (1) Discuss the virtual charter school's plan and method for the administration of all required state assessments (iLEAP, LEAP, GEE) and other assessments set forth in the school's charter. The plan should address, test taking location(s), who will administer the tests, and test security procedures.

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

School Operations

- (1) Describe how the virtual charter school will ensure or facilitate student attendance at any in-person school activities.
- (2) Identify any non-teacher faculty members (paraprofessionals, guidance counselors, parent instructional coaches) and describe their roles and how they will function in the virtual charter school.
- (3) Describe the virtual charter school's policies regarding truancy, absence, withdrawal, issuing of Carnegie units, repeat/delete, credit recovery, and AP/dual enrollment.
- (4) Describe the intervention procedures the virtual charter school will take when students are not logging in and/or completing coursework as required.
- (5) Describe all technological equipment and services that the virtual charter school will provide, including hardware, software, connectivity, and media storage devices, and property controls and equipment tagging that will be in place. Specify any equipment or technological support that students and families will be responsible for purchasing or obtaining.
- (6) Describe the scope of technical support that will be provided, including where support staff will be located, and the hours (including weekends and holidays) and manner in which the support will be accessible to students and school employees.
- (7) Describe the virtual charter school's data retention, security, and confidentiality procedures.

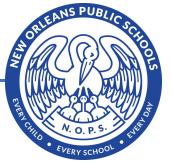


- (8) Describe procedures to deliver instruction when equipment, software, or connectivity at any location is lost or impaired. Specify who will pay for Internet connectivity and address minimum bandwidth and a course of action for areas of the state that do not have the minimum bandwidth.
- (9) Describe data protection and recovery procedures in event of catastrophic system failure (include offsite back-up).
- (10) Describe how the virtual charter school will provide for the health and safety of students and staff both in online and offline activities.
- (11) Describe how the virtual charter school will address the nutritional needs of students when appropriate.
- (12) Describe how the virtual school will administer the required Title 28, Chapter 11, §1119 Health Screening as part of enrollment and the ongoing functioning of the school.
- (13) Describe the school’s plan for delivering instruction in the event of technical and other course delivery problems which prevent normal course delivery.
- (14) Provide a summary of data protection and recovery procedures in the event of catastrophic system failure.
- (15) Describe how the school will provide professional development appropriate to the delivery method used and the acceptable use and electronic communication policies.

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

Parent and Community Involvement

- (1) Indicate the nature, frequency, and location of all required in-person meetings between parents and virtual charter school faculty/administration, such as parent/teacher conferences, parent-teacher meetings, field trips, etc.
- (2) Indicate the nature and frequency of all optional opportunities for in-person meetings and interactions, such as open houses and school community meetings.
- (3) Describe the procedures for parents to contact virtual charter school faculty and administrators with concerns of any nature and the procedures and required timelines for prompt and helpful responsiveness to such communications.
- (4) Explain how virtual charter school administration will communicate with non-English speaking parents/guardians.
- (5) Describe how the school will provide adequate, timely, and appropriate technical support to students, teachers, facilitators, and instructional coaches.
- (6) What is the role of the parents/guardians?
- (7) Are opportunities for parent/guardian training available?
- (8) How do parents access student grades and understand student progress?



- (9) Provide a plan for orientations to enrolled students, their parents, and their instructional coaches on the course delivery model prior to the beginning of the class.

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