



Orleans Parish School Board

Spring 2019

Request for Charter School Applications

Submitted by Lyceum Schools, Inc.



New Operator Application

Applications should include only the information requested below, saved in a single PDF file. Please clearly label each section of your application with headings that match the headings of the application. Applications should be no more than 50 pages, excluding the requested attachments, which should be no more than 200 pages. There are no page limits for individual sections except for the Executive Summary.

The finances template should be submitted as an excel file. All background checks should be submitted in a single PDF file. The eligibility form should be submitted as a PDF file as well.

The purpose of this application is to assess the readiness of charter applicants to produce high-quality student outcomes that meet, if not exceed, the expectations that charter schools must achieve to remain in operation.

School leadership plays a fundamental role in the success of any new charter school. This application process in its entirety is an assessment of the strategic thinking of the school leader, including school staff and partners to whom the school leader will delegate responsibilities in the operation of the school.

Executive Summary

Provide a two-page overview of your proposed school that addresses both of the following prompts:

- (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) Explain why your school would be important to the community in which you are proposing to locate.

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

Lyceum Schools, Inc. is excited to open The Delores Taylor Arthur School for Young Men - a free, open enrollment charter school designed to serve the young men of metropolitan New Orleans. in grades 9 - 12. The school will prepare students for college and/or career readiness through a program of challenging academics, social and emotional learning, robust extra-curricular programs, opportunities for student leadership, and a commitment to community service. We believe our school offers a compelling vision, long term goals, and an educational program that will serve the unique needs of young men in the Greater New Orleans community.

Mission Statement

The Delores Taylor Arthur School for Young Men is committed to preparing each young man to utilize his intelligence for the benefit of the community in which he lives.

Vision Statement

The Delores Taylor Arthur School for Young Men envisions a world where all young men have an opportunity to contribute to the communities in which they live regardless of race, ethnic origin, socio-economic position, or disability. We prepare students for success by increasing college readiness, career readiness, and 21st century learning skills of communication, collaboration, creativity, and critical thinking.

Long Term Goals: 10 years after graduation, our graduates will move purposefully toward positively impacting the communities in which they live through leadership, service, and economic and intellectual contribution. In more concrete terms, within 10 years of graduation from The Delores Taylor Arthur School, our students will:

- Complete a bachelor's degree, graduate from a professional school, or earn an advanced academic degree;
- Display the skills to be hired and keep a job;
- Be leaders in whatever forum they are in.

Informed by our work with the High Tech High Graduate School of Education New School Creation Fellowship, our team has remained committed to the following design principles:

1. Equity: Our practices of self-directed learning, relational agency and have students explore important questions will allow us to attain and measure success with results that promote equity.

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2. Personalization: Structures such as advisories, houses, flexible teacher time, agency regarding aspects of the schedule, student ownership, and co-design of projects meet the spectrum needs of each student.
3. Authentic Work: Our emphasis upon public display at work, projects that answer community issues and questions, public engagement through forums and organizations, as well as learning beyond the walls of the campus eradicates the barriers that education places between the student and the world we are preparing him to enter.
4. Collaboration: Project-based learning, debate deliberation and dialogue, and robust student activities develop the skills of working toward a common end with a cohort of individuals.

Our school is aligned with the school and program Development Priorities of the Orleans Parish School Board.

1. School Programs and serviced addresses the unique needs of diverse learners in inclusive settings. As an open-enrollment Type I Charter School in New Orleans we will intentionally work toward diversity. We will recruit students from the representative racial and socio-economic strata in the city. Working closely with OPSB, our team will provide a special education utilizing an inclusion model. We have explicitly discussed our special education program on our current school website.
2. Schools, programs, and services addressing youth ages 15-21 (MS and HS). Our program will provide opportunities for under credited and overages students to earn credits through flexible scheduling an platform such as Edgenuity which will enable credit recovery through computer assisted instruction. In addition, as a school serving grades 9-12 we would add 600 high seats over the next four years.

Our education program has been intentionally designed to help address several challenges in Orleans Parish according to data from 2018. First, of the 22 open-enrollment schools that are classified as High School or Combination, 68% received a school performance score of a “C”, “D” or “F” in 2018 (LDOE Data Center). In New Orleans, the average ACT score for African – American students in 17.5 while their White peers score a 25. In all, the average ACT score of SPED and Economically disadvantaged students remains well below the Louisiana average and failing to meet college readiness benchmarks.

Parents in Orleans Parish strongly believe that communication skills are the 2nd most important skills that students should learn prior to graduation (OPSB Citywide Education Survey 2017). Our response has been to not only require two speech courses for graduation but utilize debate, deliberation and dialogue across the curriculum.

Students leaders named robust extra-curricular opportunities as an essential experience that should be included in every school (Superintendent’s Student Advisory Committee Vision Document). Further, co-curricular activities have been shown to increase educational outcomes and student engagement and be correlated with positive post-high school outcomes (National Federation of State High School Associations). As a result, we will offer music, athletics, student government, a nationally competitive debating and speech team and various other student organizations.

Students

- (1) Through the use of data demonstrate that the student population that you wish to serve currently 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.

Attachment 1: Student Recruitment Evidence

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

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

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process.

Our target population is a significant population in Orleans Parish Schools. Based on 2018 – 2019 enrollment figures 44,479 students were enrolled in schools (Louisiana Department of Education 2019).

	Male	Female
Total	22,707	21,772
Economically Disadvantaged	18,898	18,207
Black	18,663	17,940
White	1,647	1,578
Hispanic	1,617	1,559

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

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

DTASYM Class/YEAR of Entrance	2020	2021	2022	2023	2024
Current Number of Males	1,797	1,811	1,900	1,889	1,776
Economically Disadvantaged	1,502	1,514	1,588	1,579	1,479
Black	1,478	1,490	1,480	1,563	1,461

(2) While we are applying to be a Type 1 Charter located in Orleans Parish, the school will be part of the One App enrollment process. We will have as our priorities for admission:

1. Economically disadvantaged or “at risk” for up to 80% of the seats available;
2. Siblings;
3. Geography; and
4. All other applicants.

All students deserve a quality education regardless of emotional or physical challenges. As such, we would see anywhere from 15-20% of our students in need of special education services with 5-10% of the population being classified as English Language Learners (These numbers are based upon the latest demographic information available through the Louisiana Department of Education.)

The Delores Taylor Arthur School for Young Men will employ a multifaceted approach to recruiting students. The first priority will be to engage families in the collaborative process of school design. We have developed relationships with a number of elementary schools in the area as well as community groups that will enable us to reach the students that we plan to serve. The strategy will be to articulate the school’s mission and vision with consistency and frequency. This approach will be done in the following phases listed below. This timeline assumes approval in June 2019.

Activity	Person Responsible	Additional Team Members	Begin Date	Target Completion
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Face to Face meetings with community opinion leaders and those with school-age boys	B. Arthur	Board Members	January 2019	On-going
Finalize corporate Identity and complete promotional materials	B. Arthur	L. Clement	June 2018	September 2018
Finalize Recruiting Budget	B. Arthur	J. Gerrets and C. Bridges	January 2018	Complete
Reserve domain name	B. Arthur		Jan 2017	Complete
Develop a list of community organizations and affinity groups	L. Clement		May 2017	On-Going
Schedule presentations to groups and community organizations	L. Clement	Board Members	March 2019	On-Going
Collect letters of interest from families who fit the target population	M. Swift	Board Members	May 2017	On-Going
Engage a media consultant to “pitch” the story of this unique educational opportunity	B. Arthur		September 2019	On-Going
Development of school website	B. Arthur		June 2017	Complete
Paid Media Campaign	B. Arthur	Media Consultant	November 2019	On-Going
Schedule information sessions in strategic locations.	L. Clement	Board Members	November 2019	May 2020
Utilize our neighborhood partners/captains to schedule meet and greet sessions at individual homes	B. Arthur	Advisory Board Members	September 2019	May 2020
Facility Tours	B. Arthur		December 2018	On-Going
Develop a list of families with boys and provide them with useful information about raising boys via email or post card	B. Arthur	L. Clement and M. Swift	August 2019	On-Going

As the awareness campaign continues, the student enrollment process is explained below. It assumes that the One App timeline is consistent with prior years.

Early November 2019	Application Launches	
November 2019 - January 2020	Open Houses	The strategy is to have members of The Leadership Team who have been identified as well as Board Members host an Open House at strategic locations around the city to pass out information and discuss the unique elements of our educational program one night each week for three weeks. If our lease negotiations are complete, we will streamline these and have them on campus if possible.
December 15, 2019	Early Application window closes	
February 23, 2020	Standard Application window closes	
April 9, 2020	Notification letters are mailed out	

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April 14, 2020, April 21, 2020, April 28, 2020, and May 5, 2020	Registration Days	Parents and Students will be asked to attend a Pre-Orientation session where they will return their seat acceptance letter as well as other documents required by Orleans Parish and the State of Louisiana.
May 12, 2020	Deadline for Acceptance of seats from Round One Placements	
May - July 2020	Late Round Placements	
July 2020 - August 2020	Registration Days	Based upon need and logistics we will establish additional days for acceptance of seats and submission of paperwork.

Academics

- 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 the baseline data necessary to establish these goals.
- For all core content and mission-related subject areas:
 - Identify the curricula that your school will use and your reasons for these choices;
 - Identify the interim assessments you will use and how these align to the curricula;
 - Describe your professional development plan for teachers and how this plan is linked to the curricula and assessments.
- Describe the system by which your instructional staff will design interventions for all students. If you are applying for a virtual school, additionally describe the system by which struggling students will receive in-person instruction, including the location for providing these services, the transportation services that will be available, and a plan for evaluating struggling students.
- [If applicable]* If you are proposing a specialized school, describe the concrete structures, policies, and practices that will differentiate your school from options already available to the community you propose to serve.
- [Applicable to applicants proposing to serve grades 9-12]* Provide an example of a daily schedule for a student attending your school as well as your school's academic calendar.

Attachment 2: Data or Research supporting your academic model

Attachment 3: Weekly Student Schedule

Attachment 4: Daily Schedule (9th-12th grade only) + School Calendar

Attachment 5: Pupil Progression Plan Template

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

Overview of Academic Program

We have chosen to embrace the work of Transforming Education and New Schools Venture Fund in establishing an Expanded Definition of Student Success. The definition has four categories Germane to this section of our application is A Strong Academic Foundation. Success in this area means that young man exhibits 1) Extra-ordinary pattern of growth; 2) Superior rates of proficiency compared to local district averages; 3) On-time high school graduation rates; 4) Academic preparation for college or the ability to earn a high-value career credential (New Schools Venture Fund 2016).

To reach these ends, the foundation of not simply the academic program but the school in its entirety are the three basic concepts of love, rigor and relationships.

(1) Performance Goals

We will know if we've achieved this vision if, 10 years after graduation, our graduates will move purposefully towards becoming relevant and useful men. In more concrete terms, within 10 years of graduation from The Delores Taylor Arthur School, our students will:

- Complete a bachelor's degree, graduate from a professional school,

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- or earn an advanced academic degree;
- Display the skills to be hired and keep a job;
- Be leaders in whatever forum they are in.

To ensure that we are on the path to achieving our long-term goals, The Delores Taylor Arthur School for Young Men will set and measure progress toward our performance goals using the following metrics: graduation rates, ACT scores, and LEAP 2025 (subject level end-of-course exams). In all areas, we aim not only to outperform district performance, but also to achieve standards meeting college- and career-readiness.

Unfortunately, there is inconsistent gathering of data specific to young men of color. To that end, we have had to look to a different methodology for establishing baselines in a number of areas.

Graduation Rates: Though our first class will not graduate until 2023, we will open our doors with this first graduating classes' goals in mind. We will use state-published graduation rates as our key data point. Our targets, compared to current state and district graduation rates as a baseline, are described in the chart below. The numbers below are representative of four-year charts of black males in Orleans Parish.

2015	2016	2024	2025
OPSB - 67.5	OPSB - 72.6	DTASYM - 85.0	90.0

ACT Scores and College Readiness: Our ACT goals are offered below. We arrived at these numbers by looking at the five-year ACT performance of the five highest performing, non-selective schools in Orleans Parish. We committed to the highest amount of growth that any one of the schools experienced for each year:

Baseline	2022-23	2023-24	2024-25	2025-26	2026-27
17.5	17.8	18.1	18.7	18.8	19.0

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

End of Course Exams (LEAP 2025): The most comprehensive data for these exams is parish wide for the 2013, 2014, and 2015 Tests. We will look to the data for economically disadvantaged students in Orleans Parish for each of the years. The percentage of students scoring Good or Excellent is shown below.

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

The numbers for African-American students are not dramatically different, so we are willing to take the higher numbers as our base line.

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The students who enroll in The Delores Taylor Arthur School for Young Men will take the new 5-level LEAP 2025 tests to assess subject-level proficiency. We will collect state-published scores for our school and all surrounding schools in our area to assess our schools' growth over time. These are our goals and metrics for the first five years of our charter contract.

	2021	2022	2023	2024	2025
English I	48	53	58	63	68
English II		58	63	68	73
Algebra I	40	45	50	55	60
Geometry		45	50	55	60
United States History			52	57	62

Student Baseline Data: We will collect data on all students as a part of our standard enrollment process. Information collected will include a middle school transcript, LEAP test results, work from 8th grade particularly writing samples. We will also administer a practice ACT within the first two weeks of school.

Setting and Tracking Goals: Each student will have a Personal Learning Plan that will establish goals. Working with an advisor, guidance counselor, and parent/guardian, the student will establish ACT practice test goals, mastery goals aligned to constant standards, credits needed for graduation, practice LEAP 2025 course exam scores, goal setting related to college and/or career, CTE practice test goals if applicable.

In order to measure progress, we will evaluate ACT performance, evaluation of mastery, credits earned, LEAP 2025 end of course results, college acceptance rates, any applicable CTE certification exam results and mastery of CTE industry standards.

(2) Curriculum

(a) The curriculum at The Delores Taylor Arthur School for Young Men is developed with an eye toward the 21st century learning skills specifically the domains of Learning Skills and Literacy Skills. For all core-content and mission-related subject areas the curricula, courses, and practices we plan to implement are listed in the chart below:

Content Area	Curricula	Courses	Practices	Evidence/Rationale
Mathematics	Great Minds - Eureka Math	Algebra I, Geometry, Algebra II, Pre- Calculus, Calculus, Applied Algebra, Financial Literacy, Math Essentials, and Computer Science	The strategies employed in the math department include hands-on learning with teacher demonstration; cooperative learning, routine, one-on-one assistance and games.	LDOE Tier 1
English	Pearson Education - Perspectives and Edgenuity for those in need of English I credit recovery or remediation	English I, English II, English III, English IV, AP English Language and Composition, AP English Literature, and Technical Writing	Heterogeneous groupings with a blended rubric for writing assignments. Literature will be a mix of classic works of literature and contemporary and modern works. Given the demographics (primarily urban males) storytelling, movement, and oral history will be important techniques.	LDOE Tier 1
Social Studies	In -House Curriculum aligned with Louisiana Standards Choices Program (Supplemental) DBQ (Supplemental) Gilder-Lehrman (Supplemental)	World History, Western Civilization, AP World History, AP Human Geography, United States History, AP United States History, Civics, AP United States Government and Politics	The emphasis in Social Studies will be historical documents, current events through the use of periodicals research using scholarly publications and solving community problems. A significant emphasis will be placed upon debate, deliberation, and dialogue and assignments will take on a variety of modes including paper writing, using media (commercials), civic engagement, and mock trials.	Choices, DBQ, and Gilder-Lehrman are LDOE Tier 1

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Science	Activate IQWST	Physical Science, Biology, Chemistry, Physics, Environmental Science, AP Biology	At the heart of our approach to science will be the 5E method of scientific inquiry. Students will be asked to Engage, Explore, Explain, Extend, and Evaluate. 5E is consistent with the approach to the other disciplines and most important appeals to the kinesthetic learning style of the male.	Aligned with NGSS and Common Core. Currently under LDOE review.
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Selecting Curricula

The Louisiana content standards have driven our selection of curricula. Those rated as Tier 1 by LDOE were given the highest consideration. If multiple Tier 1 curricula existed, we evaluated whether or not the curriculum supported our practices such as the 5E method in Science.

Currently, there are no Tier 1 Social Studies curricula or core subject benchmark assessments for high schools. To ensure the highest quality curricula and assessments, the school will use the state's Instructional Materials Review rubric as a guide in design any in-house curricula and assessments. In addition, the school leader's participation in the High Tech High Fellowship and other training programs will allow us to borrow tools that have been successful in other schools with the same or similar demographic and design curricula and assessments that are aligned with the Louisiana rubric.

As we designed our school, our team decided to utilize two pedagogically sound methods for delivering curricula in a way that not only achieves mastery of Louisiana content standards but gives students 21st Century Learning skills necessary for college and career success.

Project-Based Learning

While *Brown v Board of Education* addressed racial segregation in American schools, traditional education has continued to perpetuate segregation in three ways. First, schools group students based upon perceived academic ability. In addition, curricula tends to separate academic and technical teaching and learning. Finally, and quite ironically, schools isolate students from the adult world that they are charged with preparing them for (Riordan 2013).

Our design intentionally eliminates that segregation guided by the following principles:

1. Heterogeneous groupings of students increase student learning and engagement (Riordan 2010);
2. Teaching methods must marry the mind and the hands;(Riordan 2013) and
3. Students should be given the agency to create authentic work that should be shared with a broader and more public audience (Berger 2015).

Project-Based Learning (PBL) accomplishes those ends and at the same time moves the student toward mastery of the Louisiana Student Standards in the appropriate content areas.

The elements of PBL are clear.

1. Learning is motivated by driving question(s) that students explore and answer through a project;
2. Students learn by working on a series of projects that address concepts that are central to the content areas and builds success skills;
3. Students are engaged in in-depth inquiry and in the construction of knowledge; and
4. Learning is supported by "scaffolds" -methods that help learners succeed at different tasks independently (Quinn and Condifffie 2018).

We have reviewed much of the literature and had limited residencies at High Tech High where they have utilized PBL successfully for the last 18 years and the results are promising across a number of disciplines. Social Studies students



across a series of school districts in the Southwest found that students who were taught using PBL had a 99% pass rate on state social studies assessments. This included strong pass rates for sub-groups (African -Americans 97%, Hispanic 99%, and socio-economically disadvantaged 98%) who had traditionally struggled on this exam (Summers and Dickinson 2012). In Michigan Project-Based Science students at a racially and socio-economically diverse alternative school outscored the National Assessment of Education Progress (NAEP) national sample on 44% of test items (Schneider et al. 2002). In the UK, students in PBL performed as well or better than traditional students on rote math knowledge. While it is noted that they did not necessarily have greater knowledge of math facts, procedures, and rules, they were able to make more use of math in a wide range of situations (Boaler, 1997; Kingston, 2018).

PBL will be an effective means to teach our English Language Learners. A study of 9th graders in Bogata, Columbia revealed that students were able to increase their competency in speaking English through the oral communication demanded by PBL. It resulted in decreased insecurity, anxiety, and tension as a result of peer and teacher support (Torres and Rodriguez, 2017).

It has been shown that PBL is an effective method to help students develop the 21st century learning skills of communication, collaboration, creativity, critical thinking, engagement, improved technological skills, increased sense of responsibility and time management. (Lin et al. 2015)

Sample Humanities Project

Healing our Humanity

Driving Questions

How do people talk about race and hear each other?

What power lies in demographics?

How does each person's story contribute to the larger narrative of New Orleans?

Product	Student Magazine	An interactive session that will answer the question "How can we honestly heal our humanity?"	A community summit on Healing our Humanity that is student produced and student -run.
Elements	Each student writes an individual article that contributes to answering one of the questions; One student serves as Editor in Chief and coordinates the articles, visuals, and cover.	Art Sessions (gallery walks) Culinary experiences (dinner conversations, sharing culture over food) Impact endeavors (campaigns, donation drives) Performances (Dance, rap, acoustic)	Conversations within the 9 th grade class Summit involving members of the larger community including students from other high schools Student leadership positions including Director of Event, VP of Marketing, CFO, Operations Manager, Visual Manager, Head of Public Relations/

An example of how a 90-minute classroom session might be used to work on a portion of this project and how that would relate to Louisiana content standards.

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Day 1 Introduction	Day 2 Project Launch	Day 9 Instructional Day
General introduction to topic and discussion of what success looks like in the final deliverables.	Specific project guidelines and expectations as well as discussion of first issue	Students gather information from written texts (ELA Reading Standards for Informational Texts)
Students visit McKenna Museum of African-American Art (60 Minutes)	Analyzing the news of Charlottesville VA (25 minutes)	Instructor Opening (5 minutes)
Share impressions in small groups (10 minutes)	Media deep dive in small groups (20 minutes)	Instructor lesson on how to read for evidence (25 minutes)
Journal writing about the experience (10 minutes)	Free write on discrimination (15 minutes)	Read "The Case for Reparations" by Ta-Nehisi Coates (30 minutes)
Closing (10 minutes)	Small group share on writing (20 minutes)	Students are asked to share one argument from the article and cite where it is found (15 minutes)
	Instructor wrap-up (10 minutes)	Students will be asked to reduce their argument and evidence to writing (10 minutes)
		Instructor wrap up (10 minutes)

An example of a project that is rooted in STEM and the Humanities

Toys

Driving Question:

How do we make play a part of therapy for children with disabilities?

PRODUCT	Research	Design and Creation of a Toy	Public Presentation
ELEMENTS	<p>Each team of three students is assigned a child as a client. As part of Humanities, the team will do research on the disability of the client.</p> <p>An interview with the child, parents, and therapist is conducted.</p> <p>Students are also asked to debate topical issues related to children and toys</p>	<p>Teams use a design software (i.e. Google Sketchup) to create a design for a toy that could aid in the child's treatment process.</p> <p>Created over a four-week process with review by engineers and the child's therapist</p>	<p>A special exhibition is planned.</p> <p>Student writing and research is on display for the community to see.</p> <p>Each team creates a two-minute video documenting the interview, design, and creation of the toy.</p> <p>After the video, the child is invited up to receive his or her toy.</p>

Debate, Deliberation, and Dialogue

Debate, deliberation, and dialogue is integrated across our educational model. This is executed in several ways. First, speech instruction is part of the required course of study in grades 9 and 10. This instruction will include basic expression,



public speaking, oral interpretation of literature, debating, logic, and rhetoric.

Second, competitive debating will provide our students with opportunity to engage bright minds from other schools. Currently, the only all-male schools in the New Orleans metropolitan area with robust debating programs are St. Augustine, Jesuit, Archbishop Shaw and Holy Cross. Of these schools only, Holy Cross has a national profile. Unfortunately, all of these schools are supported by tuition and all have selective admissions. Currently only one school that is part of OPSB competes against students across the state and none compete consistently in tournaments outside of Louisiana. The positive impact of debating in lives of at-risk students is well documented.

In a study of Chicago public schools from 1997-2007. The researchers placed students into five groups based upon their risk of not completing school. This revealed that **debaters overall are 3.1 times more likely to graduate** irrespective of the risk group. For students in the highest risk group, 72% of debaters graduated versus only 43% of non-debaters. The authors offered the following analysis of the impact upon college-readiness:

“Students who participated in debate had significantly higher scores on all sections of the ACT after adjusting to demographic and risk variables. It is noteworthy that debaters in every risk index group were more likely to reach the college readiness benchmark on English, Reading, and Science sections of the ACT” (Anderson and Mezuk 2012).

A study of middle- and high-school students who participated in the Boston Urban Debate League from 2008 to 2012 (Winkler & Fortner 2015) also reported that debate participation had a positive impact on academic outcomes. The study revealed that debaters significantly improved their student growth percentile scores in English/Language Arts, their overall academic GPAs, their subject area GPAs in English/Language Arts and Social Science and their number of AP exams in comparison to a similarly matched group of non-debate peers. Each of those significant findings held for debaters who were Black and Hispanic, as well as for those qualifying for special education status (Davis et al 2016).

Our approach takes the competitive framework for debate and adapts it for use in the classroom. “Debate Across the Curriculum” is a multi-disciplinary instructional strategy that puts students in the forefront of learning (Davis et al, 2016). Classroom debate can address many critical causal factors predicting the decision to drop out: disengagement, boredom, and lack of challenge (Wade and Zorwick, 2009). A recent study of 326 high school teachers who are members of the National Speech and Debate Association- strongly associated Debate Across the Curriculum instructional methods with implementation of Common Core State Standards, which build critical thinking skills. Classroom debates allow students to grow and develop a powerful sense of self and voice, as well as belief that learning matters and that their actions can make a difference (Zorwick & Wade, 2015).

Debate will increase student relationships with adults on campus. Alumni of debate programs that serve students who attended some of the largest school districts in the nation indicated that debate improved their interactions with authority figures (Winkler, Fortner, & Baugh-Hams, 2013). There are several reasons for this. First, debate requires students to have ownership of their learning through articulation and defense of their own views (Firmin, Vaughn & Dye, 2007). It also teaches students to either support their own views or adjust them when they can no longer be defended (Healy, 2012; Green & King, 1990; Omelicheva & Avdeyeva, 2008; Kennedy, 2009).

The National Speech and Debate Association has designed a professional development tool that would support teachers in implementing debate activities in their classrooms. Evidence Based Argumentation (EBA) has been implemented in select Boston Public Schools and reviewers studied students at two of those schools. An analysis of Pre- and Post Common-Core aligned EBA assessments found significant increase in student skills as outlined in the College and Career Readiness

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Anchor Standards. They would include a 27% increase in students who could evaluate an argument, claims, and reasoning on a text; a 35% increase in students who could write arguments to support claims using valid reasoning; and a 32% increase in students who could cite specific textual evidence to support conclusions (National Speech and Debate Association, www.speechanddebate.org).

Debate in every classroom at The Delores Taylor Arthur School for Young Men is consistent with PBL. Both practices provide student agency and involve the concept of deeper learning, allowing students to think, question, pursue, and create to take ownership of their own learning (Briceno, 2013). Catherine Beane argues “Debate is an instructional method and student engagement strategy that flourishes at this intersection between student agency and deep learning (Davis et al., 2016).

Debate, deliberation and dialogue would be an important part of the STEM project on Toys discussed earlier. The first thing is that the teachers planning the debate would do so with the following five guiding principles as a starting point: Listening, Explanation and Evidence, Assigned Advocacy, Reading and Research, and Note-Taking (Writing). The instructors can design a resolution (topic). Resolved: The toy industry should prioritize the design and manufacturing of therapeutic games and toys. The students could be divided into groups of four with two students responsible for defending the resolution and the other two in opposition.

(b) Interim Assessments

The Delores Taylor Arthur School for Young Men is committed to be a data-driven school. We will gather data in two significant ways. First, the curricula we have selected for English and Math both have imbedded assessments that will allow us to track student progress toward mastery of the curriculum and its skills as aligned with Louisiana Content Standards:

Course	Source	Frequency
Algebra I	Great Minds - Eureka Math - LDOE Tier 1 curriculum provider	<ul style="list-style-type: none">• Start of School Year• Mid Module - every three weeks, End of module - every six weeks
English I	Pearson - My perspectives LDOE Tier 1 curriculum provider	<ul style="list-style-type: none">• Start of school year• Mid-Year• End of Year• Unit tests as part of six week check ins.

We will also administer the LEAP 360 to measure student progress toward success on the end of course exams in Algebra I and English I as included in the LEAP 2025 taken at the end of the school year. The practice ACT will also be administered.

(c) Professional Development

Preparing teachers to deliver the academic program is the most important task of school leadership. The Academic Director is responsible for the implementation of the professional development program. Teachers new to the profession will receive 80 hours of PD prior to the start of the school year with a focus on classroom management, student engagement, grading, use of data, professionalism, ethics, and other areas integral to the teaching profession. Veteran teachers will receive 80 hours of training with a focus on the mission of the school, policy and operations, strategies unique to teaching urban males, blended learning strategies, project-based learning strategies and then content area training and strategies. The objectives of pre-school in-service is to properly acclimate new teachers to the profession and to make certain that all staff is on the same page in terms of culture, teaching strategies and

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expectations. During the school year, PD will be delivered on a weekly basis in professional learning communities. Teachers will be divided into communities of English/Reading/Humanities and Math/Science. The content of these sessions will be determined in three ways:

1. A survey of teacher needs conducted each month;
2. Teacher evaluation to determine areas that need improvement; and
3. Data from student assessments.

In addition, teachers will meet in professional learning communities three times each week before school.

The chart below outlines several of the areas of PD and who will be responsible for delivering them.

Area	Competencies	Source	Notes
Debate Across the Curriculum	Student Engagement; Managing Discussion in the classroom; Research strategies	The Glen Pelham Foundation	
Project-Based Learning	Developing a challenging problem or question; sustained inquiry; authenticity; student ownership; reflection; critique and revision; public product	The Buck Institute	
Teaching Males	Using graphic and visual learning tools; skills training in time management; skillfully utilizing the competitive nature of the student while creating a collaborative environment; and utilizing space and movement.	The National Center for the Development of Boys; The Gurian Institute; The International Coalition of Boys Schools; The Coalition of Schools Educating Boys of Color and Dr. Tommie Curry	
Subject Area	Varies according to discipline	Pearson (English), Eureka (Math), Brown University (Social Studies)	The priority for selection of providers will be 1) The author of the curriculum; 2.) The ability of the vendor to provide an introduction to the curriculum as well as on-going support.

Students with disabilities and struggling students. The school will work with Futures Education, a nationally known professional development provider vetted by the Louisiana Association of Public Charter Schools as a suggested providers in the area of special education. Futures offers a number of a la carte staff trainings. For example, the school will engage in the following development opportunities:

- Leadership Trainings: Special Education Legal Issues and Principles; Budgets and Financial Management of Special Education; Special Education Eligibility and Exit Criteria
- Teacher Trainings: Using curriculum standards to develop effective IEP's; Differentiated instruction; Behavior management in the classroom; Universal design for learning; Student Assessment; Developing Efficient and Effective IEP's; Special Education in the General education classroom.

English Language Learners. In addition to the time devoted to English Language Learners by in other areas of professional development described in the application, the school will contract with WIDA to provide support in providing standards-based instruction. This will include workshops such as Differentiated Learning for Linguistically Diverse Students and Purposeful lesson Plans for English Language Learners. In addition, PD will be provided regarding specific instructional practices in general education classrooms that enhance the learning of English Language Learners (i.e. modeling, rate of speech, proper seating arrangement, encouraging development of the home language, etc.). These strategies are designed to help the classroom teacher to carry out effective differentiated instruction while enabling the ELL to remain in the

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classroom with his peers who are native speakers.

(3) At-Risk Students

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

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

Below is a description of the screening and identification process for identifying and providing interventions for at-risk students, including responsible individuals:

Action(s)	Individual(s) Responsible
Prior to the start of school, we will prepare to support all students by: <ul style="list-style-type: none"> • Convening a committee to review data and make recommendations for instruction and intervention • Scheduling regular diagnostic screenings for every child • Planning special education and intervention professional development for all teachers 	SPED Coordinator
Screening: Within 1 week of school start, we will administer a screening assessment to every child to determine individual academic levels and needs. (The appropriate assessment(s) will be selected from the LADOE list of screening tools upon hiring a SPED Coordinator).	SPED Coordinator and IEP Team
Intervention: Following screenings, the committee will craft a comprehensive intervention plan that includes individualized goals and regular parent and teacher communications.	SPED Coordinator and Committee
Data Collection: Each week, students receiving interventions will be evaluated to determine progress toward goals and assess necessary adjustments to interventions plans, discontinuation of interventions, or referrals for formal evaluations.	Classroom Teachers and SPED Coordinator

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

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

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

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



the school.

Our approach to intervention also focuses upon the structures, practices, and professional development that are designed to make certain that students feel well-known, supported and feel a sense of belonging in The Delores Taylor Arthur School for Young Men community. In practice, we will use an Advisory system that will allow students to work in small groups with a staff member which will serve as a group of extended support. The House System provides a larger grouping but as described in the culture section of the application, we will provide a group where camaraderie and teamwork will be emphasized. The Skills Tutorial will be an avenue for Tier 2 intervention placing students in fairly homogenous work for skill development in ELA and Math as needed. Finally, the schedule has a number of opportunities for one on one intervention including “Zero Period” from 7:45 - 8:30, the lunch period (60 minutes in length with 30 minutes for lunch and 30 minutes for tutoring if necessary), times designated as Free, Office Hours, and Saturday Academy.

The Delores Taylor Arthur School for Young Men relies on high-dosage tutoring from an elite group of tutors called The Delores Taylor Arthur School for Young Men Ground Crew.

The Ground Crew is completely integrated into the academic program and will be overseen and supported by teachers and The Delores Taylor Arthur School for Young Men Ground Crew Director.

A tutorial setting is best for addressing individual students’ areas of struggle, developing strong relationships with each student, and giving students who are excelling the opportunity to expand their understanding. Tutorial content is designed by the classroom teacher as part of the lesson-planning process. Tutors are trained in interpreting student achievement data and included in the data review meetings that take place after each interim assessment to better understand their students’ progress and needs.

Tutors will be recruited from a pool of retired teachers, graduate and undergraduate students in the area, and other volunteers who have the appropriate academic background to assist our students.

Part of the expanded definition of student success is the area of Social and Emotional Competences. This encourages the young men to demonstrate: 1) A Growth Mindset; 2) Intellectual Curiosity; 3) Perseverance; 4) Self-Awareness; 5) Self Efficacy; 6) Self-Regulation; and 7) Social Awareness.

We will utilize our advisories, the House system, extra-curricular involvement and student involvement on school committees to help students reach these ends. Our approach to social and emotional learning is highlighted in the Culture section of this application.

(4) All-Male School Model

The Founders have made the decision to educate boys. What our experience tells us is that boys have a different approach to learning than girls. The research confirms the distinction. Troy Kemp, Executive Director of the National Center for the Development of Boys provides a compelling introduction to the argument. “While I describe boys as “objects moving through space,” another educator friend of mine more bluntly described how boys learn and grow: “by crashing into things, whether they are physical objects, ideas, or authority figures.” That is motion, indeed! When you are constantly in motion, you will likely crash into rules, boundaries and sometimes each other. But you also crash into ideas (Kemp and Gurian 2018).

To best educate these young men and maximize the body of research supporting male-educational environments,



the following pillars will inform our school structures, policies and practices:

1. **Our teachers will make space and movement a part of the learning process.** This will be accomplished through classroom arrangements that are not in the traditional rows of desks with limited use of the aisles. In addition, class time will be apportioned in such a way that collaboration and multiple activities will prevent the brain from entering the “boredom state.” “Without understanding the assets of the male brain, many schools, social programs, early childhood centers, and family-supportive agencies create zero tolerance policies for physical touch that start boys onto the school-to-prison pipeline very early. They avoid dealing with the fact that, by nature, boys move, touch, bump, aggress, and often do not use words the way some people think they should. As the psychologist Michael Thompson, author of *Raising Cain*, has noted: millions of males are sent to the assistant principal’s office then moved to suspension and expulsion because we do not understand them. Some boys, of course, are misbehaving and need discipline, but after 30 years of research in schools worldwide, Thompson concluded: “Girl behavior is the gold standard in schools. Boys are treated like defective girls” (Kemp and Gurian, 2018).
2. **Classes will engage boys through collaboration and competition.** This will be accomplished through our school-wide emphasis on debate, deliberation, and dialogue and through project-based learning where students will have opportunities to collaborate to solve problems.
3. **Literacy programming will incorporate the things that our students love into the reading and writing process.** Our approach to the humanities will not only expose students to great works of literature and history, but also include contemporary issues and aspects of popular culture that are germane to the course of study.
4. **Our school culture will inspire boys to feel confident enough to be vulnerable and engage in intellectual discourse.** With the social pressures of the traditional school environment mitigated, our boys will feel comfortable expressing ideas. This is the vulnerability that is often never recognized in males of color and it requires the creation of an environment where the BMOC feels safe sharing his ideas with others.

As the only public high school in the metropolitan New Orleans area serving only young men our school model in and of itself provides a unique option currently unavailable to the community. The structures, policies, and practices we’ve adopted to support our all-male student body are borrowed from the best practices of the nation’s most innovative and successful boy schools. Important structures to support the model are:

- **Small Group Support.** We will use advisory and house systems (described in detail in the Culture section) to facilitate camaraderie, teamwork, and teacher-supported learning. Additionally, our schedule allows for small groups to support interventions and specific skill development in core content areas. This work will occur during skills tutorials, “zero period”, Free Period, and, outside of the regular school day, afterschool and Saturday Academy.
- **Mission- and Model-Oriented Professional Development.** As detailed in the Professional Development section, above, The Delores Taylor Arthur School for Young Men will support our teachers not only in the typical areas of development - classroom management, data analysis, curricular design - but also provides support in serving our unique student population and implementing our specific model. For example, all teachers will participate in Evidence-Based Argumentation, a professional development program designed by the National Speech and Debate Association, to support teachers in the creation of “a classroom environment where students regularly practice the 21st century skills of critical thinking, analysis, questioning, and problem solving.” Further, our teachers will all continue their learning in the teaching of young men via development sessions utilizing resources of the Gurian Institute, The International Coalition of Boys Schools, the Coalition of Schools Educating Boys of Color, The National Center for the Teaching and Development of Boys and Dr. Tommy Curry of Texas A&M University.

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- (5) Our team sought to accomplish four objectives when designing the daily schedule.
1. A later start time to the instructional day which is consistent with a large body of research (Watson, 2017).
 2. Foundational or core courses taught in longer blocks during the morning hours; to accommodate PBL activities and skills work in English and Math;
 3. A significant block of time for Foundation course teachers to plan in teams; and
 4. An hour-long lunch period for the entire school community.

We examined the bell schedules of a significant number of schools across the country and found that model closest to our objectives at Brooklyn Generation School. Their schedule, which has largely informed ours, has improved attendance, graduation rates, and course completion. In 2016, 100% of the graduating class was admitted to college. This is impressive since 85% of the entering the school or behind and in some cases significantly behind (Piersee 2014).

At The Delores Taylor Arthur School for Young Men students are allowed on campus at 7:45 each day for breakfast, tutoring by members of the Grounds Crew, or collaborative time with peers as needed.

From 8:35 – 8:55 students will gather in community in one of two ways. On Monday and Friday, the school community will assemble for the purpose of celebration and receiving important announcements. On Tuesday – Thursday, students will meet in their Houses. The House concept is further explained in the culture section of the application.

The morning (9:00 – 12:10) is divided into two 90-minute blocks where the Foundation courses are delivered. These courses include English, Math, Science, and Social Sciences. The students will take a Humanities block (English and Social Science), a STEM block (Math and Science) or Skills (Direct instruction in English and Math).

12:10 to 1:10 is the lunch hour. Which is divided into 30-minute halves to allow for lunch, organization meetings, tutoring, intramural sports, or student free-time.

The afternoon (1:15 – 3:55) has three 50-minute studio courses, A studio course would include: Speech, World Language, PE, Music, Advisory or Free Time. On Fridays, the final two periods are devoted to Community Showcase which is a time for student exhibitions of learning.

Special Student Populations

- (1) Describe your plan to identify, evaluate, and serve Students with Disabilities. Include your staffing plan for serving Students with Disabilities.
- (2) Will the curricula proposed in Academics Question (2)(a) be used to instruct and support Students with Disabilities? If not, please describe the curricula used.
- (3) Describe your plan to identify, evaluate, and serve English Learners. Include your staffing plan for serving English Learners.
- (4) Will the curricula proposed in Academics Question (2)(a) be used to instruct and support English Learners? If not, please describe the curricula used.

Attachment 6: Special Education Staffing Plan

Attachment 7: English Language Learner Staffing Plan

Attachment 8: Job Descriptions for staff performing Special Education evaluations and/or services

Attachment 9: Redacted & Unredacted resumes for staff performing Special Education evaluations and/or services

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

The Delores Taylor Arthur School for Young Men will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, or foreign language or academic achievement. Given the demographic makeup of public-school students in Orleans Parish and the surrounding



communities, we expect and are excited to serve a significant population of students with disabilities and English Learners.

1. The Delores Taylor Arthur School for Young Men is committed to providing full access to appropriate procedures and mechanisms for students and their parents or guardians to resolve any disputes or disagreements related to the provision of FAPE or LRE by either The Delores Taylor Arthur School for Young Men or Louisiana Department of Education. Our approach replicates high-performing urban schools serving similar populations of students with disabilities, language proficiency barriers, and special circumstances that put them at risk for academic failure. We aim to minimize the impact of a student's disability while maximizing his/her access to support services and the general college-preparatory curriculum. Students in need of special education services at The Delores Taylor Arthur School for Young Men will receive a Free Appropriate Public Education (FAPE) and will be offered appropriate evaluations and assessments. To the maximum extent allowed by each student's circumstances, IEP, and all applicable federal and state laws - including Title II of the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), section 504 of the Rehabilitation Act of 1973, Louisiana Act 833 and LAA1 - The Delores Taylor Arthur School for Young Men will educate students with disabilities in the least restrictive environment (LRE) with their non-disabled peers. Students with disabilities and their families will be involved in the development of and decisions regarding their IEPs.

Decisions about an individual student's LRE begin with consideration of full inclusion in the general education classroom with necessary accommodations and/or modifications. For the majority of students with learning disabilities, a well-prepared general education teacher can provide supports and adjust instruction to meet the needs of students in achieving the same standards as peers who are not identified as having a disability. For those students who have severe cognitive disabilities or low incidence disabilities that might require specialized staff (e.g., blindness or deafness), "push-in" services (with the special education teacher or other specialized support staff joining the general education classroom) are preferable to "pull-out" services (with the child being removed from the class to receive special education services) or alternative placement in a self-contained classroom. Only when data shows that the full inclusion placement is not in the best interest of the child will the IEP team then carefully and methodically look at the continuum of alternative placements available, while keeping in mind how much productive time in the general education setting is possible. Beyond the general education classroom, school-wide strategies that effectively support students with disabilities in meeting high expectations include counseling services, tutoring, after-school clubs, and intervention programs that are specifically focused on school completion and dropout prevention (National Council on Disability 2004).

Further detail about our special education plans are detailed below:

The process for screening and supporting students with disabilities that adheres to the framework in the *Guidebook for Supporting Students with Disabilities*.

Strategy	Key Actions
Identify Disability Early and Accurately	Establish a School Level Building Committee; Screening each student during the first week of school; PD for all staff on screening and intervention; Establish parent communication protocol; Develop resource partners for families.
Provide High-Quality Instruction to Ensure the Achievement of Ambitious IEP Goals	Involve Special Education teachers in curriculum process; Emphasize high-yield instructional strategies; set ambitious goals for IEP's; Utilize Universal Design for Learning Framework
Strengthen Instruction with Specialized Support and	Create a Master schedule that allows for common

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Related Services	planning time and protects core curriculum instruction; identify staffing needs based upon a full continuum of services;
Coordinate Effective Transition Planning and Implementation	Involve student in IEP planning process; Identify appropriate graduation pathway; encourage self-determination and self-advocacy.

Recruitment and Enrollment: The Delores Taylor Arthur School for Young Men will recruit and serve an equal or higher proportion of students with disabilities than the surrounding district. We believe our educational model will attract families with children who have disabilities. Additionally, The Delores Taylor Arthur School for Young Men will reach out to parent organizations and other community organizations within its region to inform them of its desire to serve students with disabilities. During outreach events, the school will have an official present who is intimately aware of the special education programs present at the school who will actively seek to engage interested parents of students with disabilities on the services offered and connect these parents with the school's team to ensure all relevant concerns can be addressed. The school will make a specific effort to recruit into the lottery applicant pool no less than the percentage of students with disabilities who live in Orleans Parish. However, due to the somewhat random nature of the common enrollment process (One App), we do not know exactly how many students will require special education services or the exact types of accommodations and modifications that we will need to provide. We will serve all students qualified to attend public school in Louisiana admitted through the One App process as well as our own process, including those with disabilities, regardless of the type or severity of their disability, and we will not discriminate in admission and enrollment practices based on any student's having or being suspected of having a disability. In the recruitment process, we will indicate in writing that we are a free public charter school providing education to all students welcoming those who are English Language Learners and have a wide range of disabilities.

Identifying students with disabilities: Once all students have been enrolled, all prior school records, including IEPs, will be obtained. The Delores Taylor Arthur School for Young Men staff will then work to properly transition all identified students with disabilities. This process will include a meeting with the student's guardian to discuss how services will be delivered consistent with the IEP. In all instances, The Delores Taylor Arthur School for Young Men will ensure that all services recommended by the IEP allow the student to advance appropriately toward attaining annual goals, to become involved in the general curriculum, and to participate in extracurricular and other non-academic activities. Students without an IEP who exhibit signs of having a disability beyond the initial three-week period may be considered for referral to the District for testing. All referrals will state the reasons for the referral (including any test results), describe attempts to remediate the student's performance (including supplementary aids or support services), and describe the nature and extent of guardian involvement. A copy of this referral, along with the procedural safeguards notices described in 34 CFR §300.504, will be sent to the student's parent or guardian. In addition, a meeting with parent or guardian will also be held.

The Special Education Coordinator will be responsible for initial evaluations, reevaluations, and exit determination, and they will design, review, and revise all IEPs with participation on the IEP Team from The Delores Taylor Arthur School for Young Men faculty members.

Special education support service provision and staffing: As part of the Orleans Parish School Board LEA, The Delores Taylor Arthur School for Young Men will be supported by District personnel and resources in providing a full continuum of services. In Year 1, The Delores Taylor Arthur School for Young Men will hire a full-time special education professional who will serve as Special Education Coordinator. The Special Education Coordinator will oversee the Special Education Program. He or she will work with the appropriate teacher(s) to form the School Building Level Committee that will determine whether or not current supports and services are meeting a student's instructional needs. In Year 1, we will have

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at least one additional full-time teacher certified in special education for students with mild or moderate special needs. These individuals will be responsible for implementing classroom-based IEP services and ensuring access to the general curriculum for all students with IEPs. Certified special education teachers will focus on providing classroom-based inclusion services and other services when required by an IEP. The Special Education Coordinator will also serve as the Section 504 Officer. If, through the One App process, a student is admitted who has profound or severe disabilities, The Delores Taylor Arthur School for Young Men will ensure that the student has the appropriately certified aides and teachers working with him to provide necessary services.

When a student arrives at The Delores Taylor Arthur School for Young Men with either an IEP or 504 plan, the Special Education Coordinator will be immediately responsible for ensuring that the services indicated in the plan are available. All of the student's teachers will be provided with relevant sections of the IEP and they will work with a special education teacher to ensure appropriate compliance with the plan. Training and PD will be provided by a combination of OPSB professionals, the Special Education Coordinator as well as outside consultants when necessary to support implementation of IEPs or 504 plans.

The Delores Taylor Arthur School for Young Men has budgeted for a full-time social worker to be on staff and will work with OPSB personnel to provide on-site special education services including occupational therapy, physical therapy, speech therapy, and other services specifically indicated in students' IEPs that cannot be managed by in-house staff. All special education services will be provided by appropriately trained, certified, and licensed providers.

2. Specific programming for exceptional learners: The Founders understand that no single practice is going to be effective for all learners. The evidence-based practices in special education are proven to be generally effective but not universally effective (Cook 2015). The challenge that we faced in designing a program to meet the needs of these students in our school was to find the approach that would provide students with significant intellectual disabilities the requisite transition, social communication, and academic skills. To address this concern, The Delores Taylor Arthur School for Young Men will utilize the Unique Learning System which is currently used in the Jefferson Parish School System. Unique is an online, standards-based curriculum specifically designed for students with special needs to access the general education curriculum. Course materials are differentiated allowing all students to participate.

AREA	Evidence-Based Practice in Unique Learning System
Computer-Assisted Instruction	<ul style="list-style-type: none"> Shown to increase reading fluency and basic math computations
Modeling and Guided Practice	<ul style="list-style-type: none"> Included as part of the Instructional Routines (except reading)
Prompts	<ul style="list-style-type: none"> The established Prompt Hierarchy used on assessments and rubrics
Reading Specific	<ul style="list-style-type: none"> Visual Support symbol support (depending on support level) 1:1 Teacher/Paraprofessional/Volunteer tutoring with phonics emphasis-shared or guided reading activities Social narratives and schema-based instruction all books/stories have some component of these Reinforcement - iDoc interactivity built in for reinforcement (highlighting, incentive audio)
Math Specific	<ul style="list-style-type: none"> Visual Support - manipulatives to represent a concept Self-Regulation - Clues Guides (Middle School/High School Algebra Lessons) allow students to complete a problem with a checklist, following sequential steps Schema-Based Instruction - all math is real-world/real-life scenario based

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	<ul style="list-style-type: none"> Reinforcement - iDoc interactivity built in for reinforcement (highlighting, incentive audio)
Student-Focused Planning (EBP – Moderate)	<ul style="list-style-type: none"> Introducing Me activities Transition planning Goal setting (core materials) Student/Teacher review of data collected in GPS (student monitoring of own progress) Transition Passport
Task Analysis	<ul style="list-style-type: none"> Core Materials Transition Passport

Further, we believe our school environment is one that will facilitate learning for all students, including those with disabilities. The Delores Taylor Arthur School for Young Men will foster a structured, disciplined, and predictable school culture, minimizing chaotic environments, which are especially detrimental to those students with disabilities including autism spectrum disorders, ADD/ADHD, and Down syndrome. The creation of uniform behavioral expectations across the entire school means students will know what to expect and what is expected of them at all times.

Assessment and reporting of special education information: We anticipate that a number of students will enter 9th grade two grade levels behind. The Delores Taylor Arthur School for Young Men's entire model incorporates supports for students struggling academically, not just those with disabilities. To ensure that all students meet academic performance goals as outlined in their IEPs, The Delores Taylor Arthur School for Young Men employs curriculum that meets students where they are and allows individuals to move at their own optimal pace to master CCLS skills. The Delores Taylor Arthur School for Young Men's educational program will avoid pullout from core courses, when possible. Instead, we will provide individualized assistance during daily scheduled 1:1 or small group tutoring time.

Each student with an IEP or 504 plan will be monitored by a special education teacher to ensure compliance with his IEP. The Special Education Coordinator will regularly check in with classroom teachers to ensure they are making effective progress in all subjects or to find out why progress is not being made. The Delores Taylor Arthur School for Young Men will review students' IEPs annually. When necessary, the Special Education Coordinator will arrange to re-evaluate the student and revise the IEP as needed.

All of The Delores Taylor Arthur School for Young Men students with IEPs will take the same state and interim assessments as their non-disabled peers. Students with IEPs or 504s will receive appropriate accommodations as identified in their IEPs and parents/guardians will receive reports on their students' progress at least as often as non-disabled students. Parents/guardians will receive three IEP progress reports each year in addition to report cards, and personal contact from teachers.

Pathways to Graduation: The Delores Taylor Arthur School for Young Men will work with students and families to ensure that students with disabilities are on course to graduate. There are three pathways available to these young men.

DTASYM Pathways to Graduation		
1.	Tops University Diploma	English - 4 units, Math - 4 units, Science - 4 units, Social Studies - 4 units, Foreign Language - 2 units, Health and PE - 2 units, Arts - 1 unit, Electives - 3 units
2.	Jump Start Career Pathway	English - 4 units, Math - 4 units, Science - 2 units, Social Studies - 2 units, Health and PE - 2 units, Jump Start Career - 9 units

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3.	LAA1 (courses taken in this pathway can be applied courses)	English - 4 units, Math - 4 units, Science - 2 units, Social Studies - 2 units, Health and PE - 2 units, Electives - 2-4 units, Jump Start Career - 7-9 units
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There are three levels of eligibility for each of the pathways according to the State of Louisiana.

Category of Disabilities	Requirement	Eligible Pathways	Assessments
Students with Disabilities	IEP	Tops University or Jump Start Career Pathway	LEAP(EOC), or Credential Assessments, ACT (Junior Year) WorkKeys
Students with Persistent Academic Difficulties (Act 833)	Either - 1. Failure to meet benchmarks in two of the last three state assessments - 6 th , 7 th , or 8 th grade OR 2. Did not earn a score of Fair, Good, or Excellent on two attempts to pass the same EOC exam.	Jump Start Career Pathway	LEAP(EOC) and ACT WorkKeys
Students with Significant Cognitive or Adaptive Disabilities (LAA1)	Student functions 2.3 or more standard deviations below the mean in cognitive functioning and/or adaptive behavior	Jump Start Career Pathway	LEAP(EOC), Reading - Free Vocational Interest Inventory, Employability Skills/Life Skills Assessment.

Discipline: Students receiving special education services are subject to the same rules and regulations concerning appropriate conduct as all other students at The Delores Taylor Arthur School for Young Men. All disciplinary actions shall be in accordance with Louisiana Department of Education Bulletin 1760. In all instances, the student behavior in question will be evaluated to determine whether or not it is a manifestation of his disability or condition.

If a student with a disability is removed from school for fewer than 10 days, he will be provided with the same services as his non-disabled peers. A student can be removed from his setting for more than 10 days if the behavior is not a manifestation the disability. If he is removed, in-home services will be provided on the 11th day.

In some instances, (bringing drugs or weapons to school) the student can be placed in an alternative setting for up to 45 days.

Confidentiality of student records: The Delores Taylor Arthur School for Young Men will comply with the Family Educational Records Privacy Act regarding confidential student records. The Delores Taylor Arthur School for Young Men procedures will maintain confidentiality of records with restricted access to authorized personnel who have a specific “need to know.” An access log will be maintained to track the movement and use of confidential records. Staff will be trained in policies and procedures in special education service provision as well as records maintenance, family rights, and disciplinary expectations for students with disabilities. As required by 34 CFR 300.750, The Delores Taylor Arthur School for Young Men will provide an annual report to the State Department of Education including the number of students with IEPs and 504 plans, the specific nature of each student’s disability, and each student’s placement and educational setting. The Delores Taylor Arthur School for Young Men will also submit all additional reports required by federal, state, and local



authorities.

Monitoring of the special education program: The President/CEO will be charged with monitoring the Special Education Program to ensure equity and appropriate provision of services. His evaluation of the program will consider but not be limited to the following:

1. The percentage of students with disabilities served as compared to the OPSB district wide percentage;
2. The expulsion rate of students with disabilities compared to their non-disabled peers;
3. The out of school suspension rates of students with disabilities compared to their non-disabled peers;
4. The representation of special education Level 3 and Level 4 students;
5. The rate of transfers and mid-year withdrawals of students with disabilities compared to their non-disabled peers;
6. The proportionality of special education levels of need.

3. English Language Learner (ELL) Program will be driven by the Language Proficiency Assessment Committee (LPAC).

ELL students will be identified in the initial literacy screening assessments administered during the first week of school. Students will be selected to take the assessment if they are foreign-born or do not speak English in the home. A home survey will also be conducted. The assessment will determine a student's proficiency in the English language. Once the assessment results are collected, LPAC will review those and gather other relevant information to make a proper determination of where the student should be placed. The Academic Director will work with the appropriate teachers to create an instructional plan for the student. The instructional plan will integrate scaffolding methods to address the ELL and set goals for achieving proficiency. As prescribed by the Louisiana English Language Development Standards (ELDS), intervention will be administered that facilitates growth in English mastery, while promoting content knowledge.

The Delores Taylor Arthur School's Academic Director will meet with teachers of ELL students and review the results of the Language Assessment System (LAS) test. The teachers will identify what LEP students should learn at five levels of English language proficiency in the domains of language, listening, speaking, reading, and writing based upon the Proficiency Level Expectations (PLEs) outlined in the ELDS. Each ELL student will have an individualized annual plan of sequenced benchmark goals based on the student's entering level of proficiency and a rigorous plan for growth in proficiency during the school year. Once the measurable benchmark goals are identified, the Academic Director will work with the general education teachers as well as external tutoring resources to plan additional instructional supports to ensure ELL students reach their goals for English proficiency. The Delores Taylor Arthur School will utilize the LAS Benchmark Assessments at least once every quarter, modified as necessary to ensure alignment to PLEs, in order to monitor the progress of ELL students in achieving their interim proficiency goals throughout the year.

The Delores Taylor Arthur School does not believe that ELL students should be assigned special education services simply because of their English Language abilities. Because the end goal is to ensure our young men demonstrate proficiency in English before they leave us, we will employ a system of structured immersion to facilitate language fluency. ELL students will be expected to attend class with their English-speaking classmates and must meet the same academic demands. The school commits to providing robust support so that each student has the opportunity to succeed. In order to do this, our teachers will be trained to utilize a number of research-based strategies, including:

1. Use of images to convey concepts and/or target words
2. Scaffolded instruction that takes into account a diverse population's needs

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3. Small heterogeneous group instruction that allows students to learn from each other and capitalizes on their relative strengths
4. Small group and one-on-one support beyond academic classes

When each ELL student reaches his goal of mastery of the English language, the student will no longer be considered ELL. Mastery is defined as passing both the oral and written portions of the Language Assessment System and reaching a proficiency level of 5 on the English Language Development Assessment (ELDA). Once the ELL designation is removed, the school will continue to monitor the progress of each student. Should it be determined that the student is struggling based upon standardized testing, daily classroom performance, and other factors, the ELL status could be revisited.

The school understands that an ELL program will require additional resources. These include, but are not limited to, after school resources for homework assistance, professional development opportunities for all faculty in the areas of language proficiency and some of the cultural implications involved, as well as translators to aid in producing communications for parents and guardians with limited English proficiency. Given the demographics of Orleans Parish, which represents a growing number of Spanish-speaking students as well as a significant Vietnamese population, the need to provide communication multiple languages is critical. Additionally, Title III monies are allocated to specifically fund programs that increase the language proficiency of those who are currently limited. Though significant, these dollars may not cover the full cost of a strong ELL program. In the event federal and local dollars are insufficient, the school commits to fully funding our ELL programming, either through reallocations of flexible dollars or through philanthropy.

School Staff

- (1) Provide an organizational chart. Include job descriptions that summarize the scope of work for all staff on the school leadership team.
- (2) Describe your administrator and teacher recruitment strategy.
- (3) Describe the expectations for teachers, how you will clearly communicate these expectations, and how you will ensure that teachers stay on track towards meeting expectations.

Attachment 10: Organizational Chart

Attachment 11: School leadership team job descriptions

Attachment 12: Redacted & Unredacted school leadership team resumes

Attachment 13: Teacher Evaluation Tool

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

(1) Organizational Chart

The Delores Taylor Arthur School for Young Men will be under the leadership of the President/CEO who will ultimately have the following direct reports: Director of Finance and Operations; Academic Director, and SPED Coordinator. An organizational chart for Year 1 can be found in Attachment 10. Job Descriptions for each member of the Leadership Team can be found in Attachment 11.

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

- ✓ Holds a strong commitment to the mission and vision of The Delores Taylor Arthur School for Young Men
- ✓ Is committed to building a culture of high expectations, accountability, and forward thinking
- ✓ Has a willingness to discuss and debate issues critical to the continuous improvement of the school community
- ✓ Approaches his or her administrative colleagues with a willingness to build a team characterized by mutual respect, personal consideration, and collaboration
- ✓ Promotes innovation to improve the entire school from within
- ✓ Has no fear of the unknown, understanding that discovery and curiosity fuel innovation and progress
- ✓ Understands that this is a vocation and not an occupation

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- ✓ Believes the teacher is the most important player in the pursuit of academic excellence and high student achievement
- ✓ Is committed to the idea that The Delores Taylor Arthur School for Young Men will always benchmark itself against the very best schools in the nation until it is recognized as such
- ✓ Realizes that in the end it is always about what is best for our young men

Three members of The Delores Taylor Arthur School for Young Men Leadership Team have already been identified. **Byron Arthur** will serve as the President/CEO of The Delores Taylor Arthur School for Young Men. **Dr. Joseph H. Murry** will serve as the Academic Director and **Cynthia J. Bridges** will be the Director of Finance and Operations. Evidence of their work is presented in the School Leader Capacity section of this application and their resumes are offered as Attachment 12.

(2) The Delores Taylor Arthur School for Young Men will approach the staffing process by thoughtfully crafting a Human Capital Strategy. In education, human capital refers to the administrators, teachers, and staff who have contact with students and impact their education process. A comprehensive human capital strategy will include:

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

The school will implement a comprehensive recruitment strategy aligned with national best practice to fill all open positions. A high-level overview of this strategy, which highlights several already successful tactics, is outlined below:

Phase	Action Items
1. Develop Recruitment Calendar	<ul style="list-style-type: none"> By September 1, backwards map a calendar of all following stages that prioritizes getting an early start to ensure a fully staffed school by July 1
2: Build Online Marketing Plan	<ul style="list-style-type: none"> Utilize social media, school website, and targeted online advertisements to attract potential staff Post job openings on targeted job boards, such as National Alliance of Public Charter Schools, LA Association of Public Charter Schools, teacher.net, teach.com, indeed.com, and local classified pages Early evidence of success: A trial post on indeed.com yielded more than 50 applications from candidates with experience in traditionally hard-to-staff areas such as Science, Math, ELL, and Special Education.
3: Engage with Pipeline Programs	<ul style="list-style-type: none"> Formalize partnerships with College and University teacher prep programs (Colorado College, Texas A&M University, University of New Orleans, University of Holy Cross, Xavier University, Southeastern University, University of Louisiana Lafayette, & Southern University) and other teacher prep programs (TNTP & Brothers Empowered to Teach). Early evidence of success: We have existing relationships with Dr. Michael Edmonds at Colorado College and Dr. Tommie Curry at Texas A&M.

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4: Participate in Job Fairs	<ul style="list-style-type: none"> Attend recruitment opportunities held by universities and local teacher job fairs; including, but not limited to, the New Orleans annual teacher job fair
5: Implement Rigorous Hiring Process	<ul style="list-style-type: none"> Our hiring process will include an application, phone interview, in-person interview and sample teach, and reference check.

Our process is informed by national best practices described in the National Alliance for Public Charter Schools report, National Best Practices: Teacher Recruitment and Pipelines.

Marketing: In addition to our unique, all-male school model, The Arthur School plans to market the following critical differentiators that we believe make our school a great place to work:

- **Work Environment** - Just as we have been very intentional in developing a model that will meet the academic, social, and emotional needs of our students, we have given that same level of thought to creating a work environment that will make The Delores Taylor Arthur School for Young Men a vibrant and fulfilling place to work.
- **Competitive Benefits and Salaries** - The salary scale for our teachers will begin at \$43,000. DTASYM will pay 80% of employee health insurance and provide short-term disability, long-term disability, and life insurance. Employees will have an opportunity to purchase dental and vision. We will also offer participation in a 403(b) retirement plan. Additionally, DTASYM will offer teaching faculty Thanksgiving, Winter, Mardi Gras, Spring and Summer breaks in addition to 10 days of paid annual leave.
- **Staff Appreciation and Recognition** - The Leadership of DTASYM will involve employees in decision-making; gauge employee satisfaction through surveys; and recognize employees for years of service and professional growth and accomplishment.
- **Leadership Stipends** - DTASYM will offer stipends for leadership positions and extra duty; paid summer work; athletic coaching opportunities; and activities monitoring.
- **Comprehensive Professional Development** - Teachers at DTASYM will have several professional development opportunities including paid professional development days; a program for new teachers; weekly professional development sessions; on-going coaching and evaluation; peer coaching; and career advancement opportunities.

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

1. A Bachelor's or Master's degree from an accredited college or university;
2. A belief in the mission of The Delores Taylor Arthur School for Young Men;
3. Teacher certification or a commitment to completing same;
4. Demonstrated willingness to take part in school life beyond the classroom;
5. A record of significant professional achievement or academic achievement in undergraduate and/or graduate school;



6. An ability to work collaboratively in a high-functioning environment;
7. A desire to work with economically disadvantaged students;
8. An understanding of the role that data plays in increasing student achievement; and
9. A willingness to embrace the holistic approach to educating boys.

Yes, our goal is to retain our teachers for as long as we can to provide stability for our school. This means that we must figure out a way to avoid the high turnover that seems to plague a number of charter schools. On the other hand, we are missing a tremendous opportunity if we are not preparing the next generation of school leaders if we do not afford aspiring teachers the tools to grow their own careers. If done correctly, after some years, these teachers will look to assume leadership positions. Some will have an opportunity in our building while others will receive offers elsewhere. If the latter is indeed the case, we will support them in any way that we can, excited to know that we will have a collaborator in another school building and that the great things that we are doing will be shared with other young people.

(3) Plans for Setting and Meeting Expectations

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

Teachers will set goals prior to the start of the school year. This will be done in a meeting with the Academic Director. In addition, each teacher will have an Evaluation Committee designed to help hold him or her to his goals in the areas of Scholarship and Service in particular. This group will consist of at least two teachers (one veteran and one new) and in some instances even a parent or community member. The following goals are illustrative of our approach:

	Goals/Expectations	Measures	Impact on Student Achievement/Experience
Scholarship	Demonstrated knowledge of research and best practices.	Articles collected in teacher portfolio;	Knowledge of researched based strategies and innovation will serve to improve teaching and as a result improve learning.
Teaching Effectiveness	Demonstrated success in raising student achievement	1. Growth in student performance on interim assessments; 2. Student progress on IEPs	This expectation guides the instructional practice and strategies and allows Leadership to work with classroom teachers to ensure that the most effective practices are used for each student.
Service	Participation and/or Leadership of internal professional development activities	Peer observations; sharing of strategies and best practices during PD	Professional Learning Community is established and enhanced with results in sharing of knowledge and best practices.

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

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We offer the above to make evident that the school understands the importance of a strong evaluation process. We will use the COMPASS evaluation rubric.

Culture

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

Attachment 14: Calendar of Special Events

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

Our priorities for establishing a positive and healthy culture are: rigorous expectations; sense of belonging; student engagement; teacher-student relationships; and school safety. The student culture at The Delores Taylor Arthur School for Young Men will be one firmly rooted in values that Aristotle would argue to be essential in any community:

- **Justice** is defined as “giving each his due.” The practical application of this in school culture will be reinforced by the Code of Conduct (discipline) and in the distribution of honors to those who have earned them. It is our belief that justice underlies all human relationships and that our students must understand the concept fully.
- **Friendship** is the “spontaneous sharing of external goods with others.” Aristotle is clear that perfect friendships are those of pleasure and utility. In the school community, this is seen in our student service requirement, a willingness to mentor others, or simply sharing in the enjoyment of the company of one’s friends. We believe that the human spirit found in young males must be allowed to breathe and soar and must never be stymied.
- **The Gentleman** is described by Aristotle as one who possesses “greatness or magnificence of soul and is worthy of honor.” At The Delores Taylor Arthur School for Young Men, acting as gentlemen must be the norm. The gentleman is one who is a respectful, disciplined leader who exudes a confidence that is almost regal. This practice is reinforced by the Honor Code, the Dress Code, and the Code of Conduct that are “writ large” in the school community.
- **Excellence** is a habit and that will be practiced each day. This will be done in the classroom, on the athletic fields, and in academic competition. In addition, the Monday and Friday assemblies will be a venue for the recognition of excellence throughout the school community. Support, coaching, and recognition will form the basis of our pursuit of excellence. The beauty of this environment is that there will be room for expression and individuality in word and thought. The arts and opportunities to articulate one's thoughts throughout the curriculum will satisfy the young man's need to establish his identity. The dress code and expectations of excellence in behavior remind them that they are part of something that is worthwhile and larger than any one person (Aristotle, Nichomachean Ethics).

These values will be reinforced through a number of artifacts and rituals that will be at the core of our school.

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



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

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

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

Giving students a sense of belonging is critical to success in the school environment. We have created several structures to accomplish this end.

The House Model: The house system has long been utilized at schools in the English-speaking world, having its origin in England. At The Arthur School, each student will be assigned to one of ten houses each with its own symbol and color named in honor of an exemplary male figure in government, sports, civil rights, and the arts. The houses are intended to be a "family within the school" but also the groups for competition in academic and athletic pursuits. Points will be assigned for success in planned competitions, academic recognition, school attendance and community service. At the conclusion of the school year, the house with the highest point total will be awarded the Founder's Cup.

Three days each week the whole school will go to their respective House area for their meeting. At House meetings, the Heads of House and House staff make every effort to make the students feel comfortable and involve them in House activities. This helps the student to know all the students in this House and engenders a healthy spirit. Appropriate honors are also issued to recognize students who have performed particularly well. On the last day of the Spring Term, the Founder's Cup is presented to the winning House at the Spring Convocation.

Advisory: The Advisory groups will meet at least once each week. Like the House, students in a grade level will have an opportunity to develop relationships with students in other grade levels. This structure creates a community of learners and plays a role in school improvement and prevention of bullying (National School Climate Study, 2012; DeWitt, 2012).

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Assemblies: The Morning Assembly will take place on Monday and Friday mornings. This time will enable us to celebrate the successes of individuals and teams as well as acknowledging personal milestones such as birthdays.

Each week there will be a showcase which will give students an opportunity to display a talent, creation, or exhibition of learning in front of the entire school community. Every young man will have at least one opportunity to do so each year.

Devoting time to student's social and emotional learning is an important part of achieving a sense of belonging. We will leverage the resources of Transforming Education as well as measuring SEL (a national collaborative of individuals and organizations committed to provide best practices in the area of social and emotional learning) to administer a survey to all students at the start of the school year, a protocol for ongoing assessment and curriculum to be delivered through the House and the advisors.

Student Engagement has been demonstrated through our selection of Project-Based Learning and Debate across the curriculum as part of the academic program. This engagement is further supported by several structures intended to engage our students outside of the classroom.

The Arthur School will offer an athletic program that will offer a myriad of benefits including community representation; fitness; improved academics; persistence; patience; practice; teamwork; positive mentors; social relationships; leadership skills; time management; and a success mindset (Chen, 2018). Our students will compete for The Arthur School in a number of sports to be phased in over a four-year period. These include Baseball; Basketball; Bowling; Cross Country; Golf; Lacrosse; Soccer; Swimming; Track; Tennis; and Wrestling.

We will offer many opportunities for students to explore their interests through clubs and organizations. While many will be developed as a result of student interest, we are committed to establishing the following. Academic Games, Band, Chorus, Debate, Mock Trial, Newspaper, Quiz Bowl, Robotics, Student Ambassadors and Theater.

Student voice and leadership are priorities for us. As such, we are moving away from the typical high school student council structure and creating two organizations that mirror a more collegiate approach. The Programming Board will be responsible for planning and executing events (ie. Dances and other community building activities). The Board will have 10 members (one from each House). That Board will choose its Chairman. The Student Government will have a voice in school policy, the chartering of all clubs and organizations, and nominating students to serve on school committees such as PBIS. The Student Government will have a President, Vice President and two representatives at large elected by the entire campus. Each of the ten houses will elect representatives to serve.

In order to ensure diversity and opportunity a student may not serve on both Student Government and the Programming Board in the same year.

Strong teacher-student relationships are critical to our culture. Students who have strong relationships with their teachers are not only more likely to do well in school but are also impacted outside of the classroom (Cornelius – White, J., 2007). Our model is intentionally designed to build these relationships through Project Based Learning; Debate; Advisories; House; Extra-curricular Activities; community lunch period and office hours. All provide students an opportunity to engage their teachers in smaller settings and one-on-one.

To properly equip our teachers to effectively engage our students we will establish three clear expectations for that



relationship.

- Be Warm – accept each student for who he is and in many ways be in loco parents not strictly in the legal sense. Let each student know he is a priority.
- Stand in his shoes – make every effort to understand how students think and feel about what is going on in their environment.
- Be Present – be attentive to your students both physically and mentally when they need to engage.

Teachers will understand these expectations in three ways. 1) Senior Leadership will model these three norms in relating to teachers; 2) Professional Development that helps teachers to understand the challenges of the demographic we serve; and 3) Ensuring that teachers are not distracted by lack of resources or unnecessary meeting and activities so that their time is spent being present for students.

School leadership understands that building a successful high-performing school culture relies upon the staff. We commit to building a school culture that reinforces and supports the following characteristics and practices:

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

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

1. **There must be consistent communication.** The President/CEO and other members of the Leadership Team must establish a system to share information and decisions with the staff. While there will be daily dissemination of information from the appropriate leaders in the school, the President/CEO will send a weekly email that updates staff on their progress and on major issues in the school. Some weeks it might simply be a congratulatory message related to something he observed or some event that took place. In the end, the staff must feel that they are not “in the dark” about important events or issues impacting the school.
2. **Communication must be a “two-way” street.** Faculty meetings must not be “sit and get” experiences. It is important that teachers have an opportunity to express opinions and bring concerns.
3. **Teachers must be involved in decision-making and problem-solving.** Often school leaders will avoid hearing the concerns of teachers and dismiss them as “whining.” We view that very differently. In a culture where a teacher feels free to complain, it is likely that he or she will have some idea of how to solve the problem. While



school leadership will not abdicate the responsibility of decision-making, it will involve staff in the thinking that results in a solution to the problem.

Investing teachers in the culture is a multi-step process. Our school leadership team will also commit to:

1. **Be clear about communicating the mission, vision, and values from the very beginning.** The website, Facebook page, printed materials, and job descriptions must include the mission, vision, and values. The responsibility for this rest upon the President/CEO.
2. **Hire the right people.** While it might be tempting to hire the best academician available, it is more important to find a strong academician who fully embraces the mission of the school. Part of satisfying this step is to recruit from schools of urban education since those students have entered that degree program with the purpose of working with the population we seek to serve. In addition, the interview process must be rigorous and focus significantly on the mission and culture of the school.
3. **Clear, uniform rules with consequences.** A significant portion of the student culture will be supported by discipline and consistency. The teacher is unable to invest in a culture where he/she is unclear on the procedures that give it framework or if leadership is inconsistent in enforcing these rules. The Student Code of Conduct as well as the Faculty/Staff Handbook will provide guidance in this area. In the end, leadership will hold all staff accountable for enforcing these rules.
4. **Include teachers in the culture discussion.** Though the school leader establishes the culture and its expectations, it is important that teachers be involved in the on-going conversation of how to protect and advance that culture.
5. **Establish teacher leadership in the building.** Teachers become invested when they have a leadership stake. The Delores Taylor Arthur School for Young Men will work to establish teacher leadership by establishing subject area leaders. Because these grade-level leaders are also in the classroom each day, they will have a unique credibility and influence with their colleagues. To this end, they are key players in investing teachers in the culture.

School safety is defined as schools and school-related activities where students are safe from violence, bullying, harassment and substance use (National Center on Safe Supportive Learning Environments retrieved 2/17/2019 safesupportivelearning.ed.gov).

To provide appropriate levels of support for each of our students, The Arthur School will implement a comprehensive guidance counseling program utilizing the model of the American School Counselor Association (ASCA). Our school counselor to student ratio of 1:150 is superior to the ASCA model (1:250) (ASCA 2019). A full-time social worker on campus will work with community partners to offer prevention programs in the area of substance abuse.

We have several structures to support school safety. First, our implementation of a social and emotional learning program as described earlier. Our heterogeneous classroom groupings have been demonstrated to reduce bullying (Bainbridge 2018). Competitive debating activities have improved student behavior and decreased disciplinary referrals (Winkler, 2011; Winkler, 2009).

Important is how the school will approach discipline.

In compliance with our school values, vision and an effort to comply with the model master discipline plan required by RS:

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17:252, The Delores Taylor Arthur School for Young Men will implement a plan with a focus on positive behavior intervention. Positive Behavior Intervention and Support (PBIS) is a process for creating school environments that are more predictable and effective for achieving academic and social goals. A key strategy of the PBIS process is prevention. Through instruction, comprehension and regular practice, all members of the school community use a consistent set of behavior expectations and rules. This process is supported by the Louisiana Department of Education. Our discipline policies, including a specific timeline for implementation as well as the category of offenses is outlined below.:

Timeline for Implementation of the PBIS

Time	Activities	Parties Responsible
March 2020	PBIS School level leadership team is selected. The team will consist of 5 members - one from the School Leadership Team and four from the faculty.	President/CEO
April 2020	Weekend Meeting to establish the positive behaviors desired and the necessary code of conduct that should support those behaviors	PBIS Team
May 2020	Interventions and appropriate consequences are established	PBIS Team
June 2020	A PBIS School Committee will be established. It will consist of 9 members including 5 faculty members 2 parents. This group will be expanded to include 2 students when school starts.	President/CEO and Chair of PBIS Team
June 2020	PBIS School Committee will review the Code of Conduct and offer suggestions to the PBIS Team. Any changes will be approved by the President/CEO and his leadership team.	PBIS Team
August 2020 – May 2021	PBIS Team will meet with groups of stakeholders to determine the effectiveness of the Code of Conduct.	PBIS Team

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

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

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

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

Incident	Intervention
<ul style="list-style-type: none"> Using or possessing alcohol Using or possessing tobacco and/or a lighter Leaving school without permission Use of force 	Suspension

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- Theft without force
- Using objects to inflict bodily injury
- Bulling
- Cyberbullying
- False fire alarms
- Improper use of a cell phone
- Improper use of a computer
- Forging a signature
- Academic dishonesty

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

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

Our expanded definition of student safety includes threats from fire, gas leaks, active shooters, and any physical harm that might result from structural issues on the campus property. The Director of Finance and Operations will work with the appropriate agencies to create an Emergency Plan that will outline procedures to be followed by the school community when faced with any events that threaten our students and staff. Faculty and Staff will receive the plan during the Summer Institute and will have a follow-up session in the Spring. Students will practice (drill) regularly. To make certain that the school building(s) are free of hazard, we will comply with all safety inspections and requirements mandated by parish, municipal, state, and federal agencies.

Mission Critical Partners (if applicable)

Applicable only to groups with mission critical partnerships. Mission-critical partner organizations are organizations that will play a significant role in the operation of the school and its progress toward its mission and vision. These organizations should provide services that align with the school's educational model. For example, an arts organization that provides services to students in an arts integration model charter school would be considered a mission critical partner.

(1) [If applicable] Describe the mission-critical partnerships that your school has established and the terms of these partnerships.

Attachment 15: Mission Critical Partner MOU/Contracts (If applicable)

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

(1) We are confident that our Leadership Team has built the capacity to execute our model and as such have no “mission-critical partners”. The development of our school model, however, has been influenced by collaboration and relationships with a number of organizations/individuals that will continue to work with us in some capacity.

Organizational

- Camelback Ventures:** Our President/CEO is a Camelback Fellow having completed the program in September of 2018. This significantly increased his capacity in the areas of design-thinking, crafting and delivering a pitch, stakeholder engagement, hiring and managing teams, and fundraising. This also resulted in start-up funds.

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- b. **Louisiana Association of Public Charter Schools:** We joined the LAPC this year in an effort to make certain that we are in compliance with Louisiana Charter laws and are apprised of policy changes and opportunities.
- c. **4th Sector Solutions:** We work with 4th Sector Solutions to provide support as our Director of Finance and Operations builds the capacity of her office.
- d. **Charter First/Arthur Gallagher:** We will be fully insured with the highest-rated companies through Charter First.
- e. **BoardOn Track:** BoardOn Track supports our Board of Trustees through training and best practices for CEO Support and Evaluation.

Academic

- a. **High Tech High Graduate School of Education:** Our President/CEO is part of the New School Creation Fellowship and has been critical in informing our work in the area of project-based learning.
- b. **Glen Pelham Foundation:** We have worked with members of this organization to design the Debate, Deliberation, and Dialogue across the curriculum and will utilize their expertise for professional development in this area.
- c. **The Power Courses:** We will utilize this company and its Founder Alex Gershanik to design and implement a test prep program for our students.
- d. **The Center for Development and Learning:** We plan to work with CDL to assist us in initial assessments of our students upon entry and work with teachers to develop strategies for diverse learners.
- e. **Loyola University College of Law:** Loyola will work with in a number of areas including programming for our students interested in law, sponsoring and co-hosting part of our annual debate competition, legal research and guidance related to the legal requirements of our special education program and sharing resources on trauma-informed educational programming.
- f. **Dr. Michael Caplan:** Michael Caplan, has a PhD in Chemical Engineering and has taught at Arizona State University and currently, at Phoenix Country Day School. He will work with our teachers in designing projects that are STEM related.
- g. **Professor Rob Garda:** We have utilized Professor Garda as we designed our Special Education program for his expertise in the legal requirements related to the provision of services.
- h. **The Global Debate Symposium and The Institute for Speech and Debate:** Both of these entities will provide summer institute experiences in debating for our students in a living and learning environment on a university campus.
- i. **Education Unlimited:** A company that will provide our students with academic summer programming.
- j. We will work with several organizations that are dedicated to best practices in educating those students who are aligned with our mission. These include **The International Coalition of Boys Schools, The Coalition of Schools Educating Boys of Color (COSEBOC), and The Gurian Institute.**
- k. **IMM Schools:** We will utilize the expertise of this organization to develop our approach to designing a program that is sensitive to the needs of our undocumented immigrant population.
- l. **School Performance Consultants:** As we work to build a program that provides opportunities for college credit for our students, this company has experience in building an effective College Level Examination Program (CLEP).

(2) To determine which entities might best fit our program, we seek organizations with the expertise and resources to either increase student achievement or increase college and career readiness. In the vetting process, entities would need to demonstrate the following:

- ✓ A track record of successful partnerships with other schools or similarly situated non-profit;



- ✓ Financial resources to sustain the program over the life of the agreement;
- ✓ Leadership that is established and has the expertise to manage the project on their side of the partnership.

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

When the charter agreement is signed, agreements with mission-critical partners will be finalized. The agreement will contain very clear recitals as to the obligations of all parties. Made part of that agreement will be some very specific goals and performance measures appropriate for the nature of the service provided. It is expected that there will be monthly communication as a matter of course and with greater frequency as issues and opportunities arise. The President/CEO will oversee this process through his designee. A copy of the Memorandum of Understanding that we intend to use with any and all mission-critical partners can be found as Attachment 15.

Board Readiness

- (1) Describe the roles necessary on the board, the responsibilities that align with each role, and identify who will play that role on the board. As Appendix B, provide a one-page resume for each of your identified board members. One-page 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. 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; and,
 - The process by which the board will evaluate information and make decisions.
- (4) Describe the process by which your board identifies potential conflicts of interest before making decisions.
- (5) Develop the process by which you will develop and train your board.

Attachment 16: Charter Board Roles Template

Attachment 17: School Leader Evaluation Tool

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

1. Roles and Responsibilities

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

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

The Board currently has nine members but plans to expand to 15 by the time the school opens in 2020. The priorities for new members will be: (1) a parent representative (as required by Louisiana Charter law), (2) an individual who understands Finance and investments, and (3) an individual with a background in construction and/or facilities. These three new additions will be handled by the Governance Committee. They will develop a list of candidates and meet with those who have the capacity to serve. Once the committee determines they have a suitable candidate, the

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name will be presented to the Board for approval. Resumes of current Trustees were submitted with our Eligibility documents.

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

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

The public business of Lyceum Schools, Inc. will be performed in an open and public manner, so the constituents of The Delores Taylor Arthur School for Young Men will be advised of and aware of the performance of the school and the deliberations and decisions that go into making school policy.

2. Performance Monitoring

The Board of Trustees will evaluate success of The Delores Taylor Arthur School for Young Men by ensuring it sets goals and reviews key metrics regular to ensure the school is: faithful to the terms of its charter, organizationally and financially viable, and delivering superior academic results. The Board of Trustees will monitor progress and ensure quality through routine review of the school's performance. Monthly board meetings will provide detailed performance reports including:

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

3. School Leader Evaluation

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

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	Summary of Standards/Questions	Data Collected/Information Collected	Structure to Collect Information
Academics	1. Has the school met its goal of growth in student achievement?	1. Evaluation of data from baseline, interim, and year-end assessments in reading and math. 2. Percentage of students meeting and exceeding individual growth plans. 3. Graduation Rates 4. National Testing Performance ie ACT, WorkKeys, AP. 5. School Performance Scores	1. Reports generated by the Academic Director. 2. Access to reports generated by literacy and math platforms.
Financial	1. Has the school maintained fidelity to the approved operating budget? 2. Has the school managed its finances in a manner that will allow it to build reserves and invest in capital projects in the future? 3. Has the President/CEO created an executed an effective fundraising plan?	1. Financial reports generated on a monthly, quarterly, and annual basis. 2. The results of the annual audit. 3. A written fund-raising plan created by the President/CEO at the beginning of the fiscal year.	1. Financial reporting will be generated by the Director of Finance and Operations and submitted to the Board Treasurer. 2. The results of the annual audit received by the Treasurer.
Management	1. Does the President/CEO have clear expectations for direct reports? 2. Has the President/CEO clearly conveyed the mission, vision, and values of the school to all members of the staff? 3. Is the President/CEO viewed as encouraging collaboration?	1. Anonymous evaluations of the President/CEO by his direct reports. 2. Anonymous survey completed by members of the staff.	1. Survey data will be collected by an individual designated by the Chair of the President/CEO Support and Evaluation Committee and then reported to the Board as a whole.
Board Relations	1. Does the President/CEO provide accurate and timely reports to the Board of Trustees? 2. Does the President/CEO remain consistent and timely communication with the Board Chair?	1. Written evaluation completed by each Board member.	
Stakeholder Relations	1. Does the President/CEO establish and maintain relationships with school stakeholders? 2. Is the President/CEO effective in communicating the mission, vision, and values of the school to stakeholders? 3. Does the President/CEO encourage involvement in the school community by stakeholders?	1. A media/marketing plan developed and executed by the President/CEO. 2. The number of media impressions resulting from the media plan. 3. The results of an anonymous survey completed by parents and students. 4. The number of individuals who commit to serving as volunteers at the school. 5. The quantity and quality of strategic partners of the school.	1. The person or firm engaged to do media relations will collect the media data. 2. The President/CEO's will maintain records of volunteers and those who attend special events.
Policy	1. Does the President/CEO promulgate rules that are consistent with Board policy? 2. Is the President/CEO effective in ensuring that the school is in compliance with the charter agreement as well as local, state, and federal policies where appropriate? 3. Is the school in compliance with all reporting requirements?	1. Any communications or reports indicating that the school is outside of compliance with appropriate regulations.	1. The Board Chairman will designate the appropriate Board member to gather this information from the Director of Finance and Operations.
Culture	1. Is the mission of the school evident to the school community? 2. Are the values of the school clear and operationalized?	1. This data will be collected by the anonymous survey of staff and parents.	1. The Board Chairman will designate the appropriate individual to gather and compile the data from the surveys.

In the event that any of the above standards are not met, the Committee and Chairperson will follow these steps:



1. Work with the President/CEO to formulate an improvement plan with concrete deliverables, due dates, and metrics.
2. Submit the improvement plan to the full Board of Trustees for approval
3. Present the improvement plan to the President/CEO to review deliverables, due dates, and metrics and sign their commitment to fulfilling the plan.
4. Schedule regular(quarterly) check-ins with the CEO, Chairman of the Board, and CEO Support & Evaluation Committee.
5. Report at regular meetings of the Board on the progress toward the goals outlined in the improvement plan.
6. Recommend retention or termination of the CEO dependent upon appropriate progress toward the deliverables & goals.

4. Conflicts of Interest

The Board has a policy for dealing with conflicts of interest which has been included in the corporate by-laws in section 6.3. The text of which follows:

Section 6.3 Procedure is as follows:

- (a) Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating to the Board of Trustees and members of the committees with Board-delegated powers considering the proposed transaction or arrangement.
- (b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof; the interested person shall leave the Board of Trustees or committee meeting while the financial interest is discussed and voted upon. The remaining Board of Trustees or committee members shall decide if a conflict of interest exists.
- (c) Procedures for Addressing the Conflict of Interest.
 - (1) An interested person may make a presentation at the Board of Trustees or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.
 - (2) The Chairman of the Board or chairman of the committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - (3) After exercising due diligence, the Board of Trustees or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
 - (4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Trustees or committee shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into a transaction or arrangement in conformity with such determination.
- d) Violations of the Conflicts of Interest Policy.



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

5. Board Development and Training

The board member recruitment strategy will begin with an analysis of skill gaps in current board membership and the development of a job description aligned to filling these gaps, with guidance from BoardOnTrack. Then, the board and leadership team will work to build a pipeline of potential members, by leveraging personal networks, the state charter school association, and fellowship programs attended by school leadership. Following an interview and selection period, prospective members may be asked to first join board committees prior to full board membership. This period of committee service is designed to create a pool of interested and involved candidates when positions on the Board are vacant.

Lyceum Schools, Inc. has contracted with BoardOnTrack, Inc. to ensure the Board is operating efficiently and, in a manner, that is legally compliant. The training process begins with the orientation of new members. Their nationally utilized approach is as follows:

Phase I - Recruitment: In the recruitment stage, a prospective board member will receive printed materials such as the charter application, relevant information regarding the educational program and financial data, and any other pertinent background information. The prospective member will also receive a list of expectations of a board member, including the schedule of board meetings, committee assignments, length of board term, and an idea of the required time commitment.

List of Materials:

- Executive Summary from the charter application
- Organization chart of board and school leadership
- Board member biographies
- Overview of the U.S. charter school movement
- Overview of our state's charter school movement

Phase II – Orientation: New board members will attend a mandatory orientation session, which will be conducted by the board chair, the President/CEO, and the chair of the committee to which the new member would be potentially added. The session will be held before the board meeting following the member's election to the board and will last for approximately one hour. The orientation session will comprise three elements.

- 1) A **comprehensive review** of the mission, vision and values of the organization, the history of the board and founding of the organization, roles and responsibilities of the board and the President/CEO, the administrative calendar with the board meeting schedule and other major activities of the board, an organizational chart that includes the list of current and planned committees, how the board conducts meetings, including relevant actions from Roberts' Rules of Order.
- 2) A **broader discussion** about the external environment the organization operates within (information about political, economic, demographic, legislative, competitive trends and changes that have significant impact on the

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organization and the children it serves), financial information, and detailed information about the educational program.

- 3) A **more detailed conversation** about the role of the new member on an existing committee, current issues and topics being examined by the committee, tasks and an action plan being executed by the committee, and any other information that would be helpful to the new member about committee work.

In addition to this session, a school tour arranged with and given by the President/CEO to introduce the new member to the school site and allow him or her to meet some of the Leadership, Faculty, and Staff at The Delores Taylor Arthur School for Young Men. After the initial orientation session has taken place but within the first three months of tenure, a follow-up meeting will be held comprising the new board member and either the board chair or the governance committee chair or vice chair. The purpose of this meeting is to give the new member an opportunity to discuss any outstanding issues and or questions that he or she may have regarding the board governance process or a particular topic relevant to his or her committee work. While the orientation session, the school tour, and follow-up meeting should provide a solid foundation from which the board member can successfully perform his or her duties, we will also provide a mentor to the new member. A mentoring program will help build a sense of teamwork and support for new members. A mentor will be a skilled and reliable board member who will work closely with the new member to help him or her better understand board procedures, talk through basic issues and questions, and be available for any other support that the new member might require.

List of Materials:

- Final Charter Application
- Bylaws
- Board member resumes and contact information
- Staff resumes (CEO and other members of the leadership team)
- Board Policy Manual
- Board agendas and minutes from the previous year
- State Disclosure Forms

BoardOnTrack will work with board members to establish and maintain a procedure for the execution of duties of the Board.

Task	Explanation	Due Date	Status
Conduct a Board Assessment	We will utilize BoardOnTrack's built in Board Assessment Tool to get a sense of our board's strengths, areas to improve, and an accurate understanding of where your board is on its path to excellence	On - Going	Current Board Members have already completed the assessment
Create a structure for success	Establish officers with clear job descriptions and have them in place.	January 2017	COMPLETE
President/CEO Objectives & Key Results	Establishes what the President/CEO will deliver. These are driven by the charter contract and accountability plan. These will be vetted by the appropriate board committee.	June 2019	Pending approval of the charter.
Board Committee Objectives and Key Results	Each board committee establishes its objectives and key results many of which are driven by those of the President/CEO	June 2019	
Board Retreat	Board meets for additional training and to review objectives and key results of the President/CEO and the board committees.	October 2019	
Board approves Objectives and Key Results.		November 2019	
Objectives and Key Results entered into Dashboard	The final objectives and key results will be tracked in the BoardOnTrack dashboard. For the board goals assign tasks to individuals to clarify expectations of who is doing what to	November 2019	

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		achieve the key results. The Board will use the dashboard to review the objectives and key results at each board meeting and committee meeting.			
	Review Objectives and Key Results each quarter	The Board will take the time to review progress and evaluate how adjustments can be made.	March 2020, June 2020, and September 2020		
	Annual Review	The Board will annually evaluate the progress that has been made and what might not have been accomplished. The latter will be included in establishing objectives and key results for the next year.			

Financial Readiness

- (1) 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.
- (2) To whom will your financial manager or back-office service provider report: the school leader or the board?
- (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.
- (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.

Attachment 18: Qualified Business Manager/ Financial Manager Resume

Attachment 19: Financial Manager Contract

Attachment 20: Financial Template

Attachment 21: Budget Narrative Template

Attachment 22: ESP Contract (If applicable)

Attachment 23: ESP Audit (If applicable)

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

1. The Delores Taylor Arthur School for Young Men's financial stewardship will consist of the Board of Trustees, the Finance Committee of the Board, the President/CEO, and the Director of Finance and Operations. In addition, The Delores Taylor Arthur School for Young Men plans to hire 4th Sector Solutions to provide financial management and reporting services under the direction of the Director of Finance and Operations. 4th Sector has nine years of experience serving Type 1, 2, 3, and 5 charter schools across the state of Louisiana. Its services include financial management and reporting, human resources administration, school operations and compliance reporting support, foodservice administration, and facility financing. 4th Sector's founder and CEO has more than 20 years of experience serving the charter school sector nationally. 4th Sector Solutions will report to the Director of Finance and Operations, Cynthia Bridges, whose resume is included as part of Attachment 12.

2. The Board will review and approve The Delores Taylor Arthur School for Young Men's annual budget each year. In the third fiscal quarter (January - March), the 4th Sector finance team will meet with the President/CEO and Director of Finance and Operations to review potential enrollment, staffing, and funding scenarios, and discuss any new educational program initiatives that the school leadership team is considering. The budget model used by 4th Sector is extremely comprehensive, allowing for person by person budgeting and detailed other than personnel projections. Based on The Delores Taylor Arthur School for Young Men leadership input, along with historical accounting data, the finance team will prepare draft budgets for review by the President/CEO and Director of Finance and Operations. The finance team will continue to work with The Delores Taylor Arthur School for Young Men leadership team on different scenarios to optimize spending on school priorities. The agreed upon budget will be presented to the Finance Committee of the Board for review. The finance team will then make appropriate adjustments based on input from the Finance Committee of the Board, and present a final version to the Board, for the Board's approval and adoption in May or June.

The Board will comply with the Louisiana Local Government Budget Act (Rs. 39:1307) by ensuring that (i) the public has an opportunity to participate in the budgetary process prior to the adoption of the budget, (ii) it publishes a

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notice stating the proposed budget available for public inspection and stating the date, time and place of public hearing, at least 10 days after the notice, (iii) the budget is adopted after at least one public hearing; and (iv) it has published a notice certifying completion of these actions. All actions to adopt, finalize, amend and implement the budget will be discussed and approved in Open Meeting.

Proposed budgets will include a contingency, which is designed for two purposes:

1. to minimize the effect to the program for negative events such as mid-year MFP adjustments, emergency facility repairs, enrollment shortfalls or unforeseen education needs; and
2. to build a reserve for future emergencies or facility financing needs.

The goal of The Delores Taylor Arthur School for Young Men is to build reserves over time equal to at least 10% of annual expenses, and in every year exceeding the Financial Performance Score Indicators included in the Louisiana Charter Schools Performance Compact - specifically, a fund balance of 2% in year one, increasing to at least 6% by year 5 and 7.5% thereafter. The Delores Taylor Arthur School for Young Men will also seek to over-enroll students at the beginning of the year if possible, to account for any normal attrition or mobility. Once The Delores Taylor Arthur School for Young Men has an operating history, budgets are built with attrition assumptions consistent with past practice.

After the budget is adopted, 4th Sector's finance team will meet monthly with the President/CEO and Director of Finance and Operations to review actual accounting data, any revenue and expense changes that have occurred, and update its forecast model for the balance of the year. In the event the forecast is worse than the budget, the finance team will work with The Delores Taylor Arthur School for Young Men leadership team to identify expense reductions (e.g., non-personnel expense reductions that are least critical to academic performance, non-replacement of any open positions, staff reductions, and use of contingency) that would re-balance the forecast. As part of this process, school educational priorities are always considered to minimize any negative educational effects from a budget shortfall. In the event that the forecast is better than budget, the finance team will work with The Delores Taylor Arthur School for Young Men leader to determine if the additional resources should be re-deployed on current year priorities or saved for future year. 4th Sector's finance team has extensive experience supporting school leaders in this process, having conducted hundreds of such monthly budget reviews over many years.

The Board will then receive a standard monthly financial reporting package that will include a financial dashboard (including income statement, balance sheet, enrollment and staffing indicators), a contextual narrative summary of The Delores Taylor Arthur School for Young Men's finances, a year to date budget vs. actual comparison, a revised forecast for the balance of the year, a balance sheet and monthly cash flow projection. This financial package will be reviewed in detail by the Finance Committee of the Board prior to each monthly Board meeting. Any proposed actions to re-balance the operating budget will be reviewed and discussed with the Finance Committee of the Board.

3. The Delores Taylor Arthur School for Young Men will use a chart of accounts that is consistent with the Louisiana Accounting and Uniform Governmental Handbook (LAUGH). By using the account codes consistent with LAUGH, The Delores Taylor Arthur School for Young Men will be able to export its financial data from its accounting system and report it accurately and in the proper format for quarterly submissions and in the Annual Financial Report (AFR). In addition, the 4th Sector finance team has extensive experience complying with generally accepted accounting principles and providing financial information to authorizers and other government authorities in the proper format. The Delores Taylor Arthur School for Young Men will retain a third-party audit firm approved by the Legislative Auditor and experienced in independent charter school audits to review the school's financial information and adherence to the school's financial policies and express an opinion on the financial statements. The report also includes a report to management detailing any issues and corrective action needed.



The Board of Trustees will exercise its oversight responsibilities by reviewing the periodic financial reports, requesting additional information as needed to understand The Delores Taylor Arthur School for Young Men's financial position fully and question any procedures or items on the financial statements. The Board will approve the annual budget and any large, non-standard purchases, as well as review the school's annual financial audit. The Board Treasurer will oversee the Finance Committee of the Board. The Board Treasurer and Finance Committee of the Board will ensure that the Board monitors The Delores Taylor Arthur School for Young Men's finances. 4th Sector Solutions will not have any signature authority over any bank accounts

The finance team will perform a series of reconciliations, including monthly bank account reconciliations, throughout the year to ensure that employees are being paid their agreed upon amounts, that amounts paid are consistent with forecasted expenditures, that all payments to vendors are fully recorded in the school's accounting system and that all cash receipts are both recorded and consistent with amounts owed to it by state, federal, and local sources. The finance team will keep track of expenditures that meet its capitalization thresholds and will perform periodic inventories to ensure that The Delores Taylor Arthur School for Young Men has proper control over these physical assets. The finance team will also conduct a mid-year internal audit to ensure accurate accounting and adherence to The Delores Taylor Arthur School for Young Men's adopted fiscal policies and procedures.

There will be a segregation of duties to ensure effective internal controls. In general, the approval function, the accounting/reconciling function, and the asset custody function will be separated among the 4th Sector finance team members. A specific example of segregation of duties implemented by the school is that the person who approves purchases will not be the person who issues the vendor payments, and the person who issues the payments will not be the person who performs the monthly bank reconciliation. In the unusual situation when there are functions that cannot be separated, a detailed supervisory review of related activities will be required as a compensating control activity.

The Board will utilize the following fiscal controls and financial management policies to remain informed and oversee The Delores Taylor Arthur School for Young Men's financial position:

- **Review and approve the school's Financial Policies and Procedures:** The Financial Policies and Procedures will be drafted by 4th Sector based on existing charter school best practices and using input from the Director of Finance and Operations and Finance Committee of the Board. It incorporates the latest EDGAR requirements for federal grants. The base document is over 60 pages, including over 50 detailed policies and over 25 detailed procedures. The policies cover such areas as Internal Controls, Financial Management, Assets and Liabilities, Revenue, Cost Accounting, Property Management, Procurement, Travel, and Consultants and Contractors. The procedures include General Accounting, Cash Management, Grants Management, Payroll, Internal Controls, Property and Equipment, Accounts Payable, and Management Reporting. The Board will set appropriate thresholds for contract or purchase approval, check signing authority, bank account opening requirements, and asset capitalization. These procedures will become part of the LEAPP Manual.
- **Monthly meetings between the Finance Committee of The Board, President/CEO and the 4th Sector finance team:** The Board Treasurer and/or Finance Committee of the Board will meet monthly with the finance team and the Director of Finance and Operations to review The Delores Taylor Arthur School for Young Men's financial records in detail, including the most recent variance report of actual versus budgeted revenues & expenditures and balance sheet data. The Finance Committee of the Board can express any concerns they have at this time and make additional report requests as needed to ensure that they are comfortable with the financial information and financial condition of The Delores Taylor Arthur School for Young Men.

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- **Review of monthly financial statements:** The Board will review the school's financial statements, including a balance sheet, income summary, detailed statements that compare actual versus budgeted expenses, statement of cash flows, and financial forecast at the monthly board meeting.
- **Annual budget approval:** The Board will review and approve The Delores Taylor Arthur School for Young Men's annual budget each year.
- **Audit compliance:** The Board will retain a Certified Public Accountant with experience in LA charter school financial audits to perform an annual audit of the school finance in compliance with state law. The Board Treasurer, with the support of the 4th Sector finance team, will prepare the management's response to any audit findings (if applicable).

Overall, the culture of financial control and discipline will be established by having qualified finance staff implement appropriate control procedures and produce complete and accurate financial statements. This culture will also be enhanced by having a finance team with extensive experience supporting and responding to educational program initiatives desired by the school's leadership team while always maintaining a balanced budget. Working with an established financial management and reporting contractor also creates redundancy, so the school is not dependent on any single individual like a school business manager. The 4th Sector finance team also ensures transparency and segregation of duties, providing an additional level of control to protect the school and the Board.

Returning Applicant Groups (if applicable)

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

- (1) [If applicable] 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.

Since our application one year ago, our team has increased our capacity and readiness to successfully open and operate a quality school by taking a number of measures. As discussed earlier, the President/CEO, Byron Arthur, has worked to increase his capacity to lead the school through completing the Camelback Ventures Fellowship focusing in on the core competencies of design thinking, quality pitching, stakeholder engagement, hiring and managing effective teams, and fundraising. In addition, he is currently part of The New School Creation Fellowship offered by the High Tech High Graduate School of Education. As part of this cohort, he has the opportunity to learn about innovative school design through exposure to experts in the field as well as school visits. Next, the President/CEO has identified Dr. Joseph H. Murry, Jr to serve as the Academic Director of the school. The Founding Team is confident that Dr. Murry's in leadership positions in public and private high schools complements the skillsets of the rest of the Leadership Team. The school's public profile has grown through the launch of its website. This platform has allowed the Leadership to credibly launch its effort to engage philanthropists. Last spring, OPSB indicated concerns about the application's failure to demonstrate the cohesiveness of the academic model. Since that time, we have invested ourselves in understanding the theory and practice of Project-Based Learning and as such have worked to demonstrate to the authorizer how PBL and DAC will work in practice each day. Finally, the Team has developed relationships with key organizations including Loyola Law School, the Glen Pelham Foundation for Debate Education, and the Center for Development and Learning.

School Leadership Team 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. All responses in this section must speak specifically to the school leadership team that will be employees of and oversee the operation of the proposed school.

- (1) Provide (as part of Attachment 12) the resume for every member of the school leadership team. These should only be the senior most individuals responsible for the academic, organizational, and financial operations of the school who report either directly to the board or the school leader.
- (2) Describe the school(s) and/or academic program(s) for which the school leadership team has been responsible. Describe their leadership role(s) and primary responsibilities at the relevant school(s) and/or academic program(s). The response should describe, using data where possible, the impact that these individuals had on their previous school(s) and/or academic

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- program(s).
- (3) Describe relevant leadership positions that the proposed school leadership team has held in which they were responsible for the operations and/or finances of program(s) and/or organization(s). Describe the leadership roles that were held and primary responsibilities for the relevant program(s) and/or organization(s). The summary should describe the impact that these responsibilities had on the success of the relevant entities.
 - (4) Provide multiple years of student academic performance data under the proposed school's leadership team. This data must include, but is not limited to, proficiency and growth on state and national standardized tests (where available), and data on graduation rates and growth for applicants proposing to serve high schools.
 - (5) Provide data or evidence that speaks to the organizational and/or financial viability of the program(s) and/or organization(s) for which members of the school leadership team were responsible as a leader.

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

(1) Resumes are provided in Attachment 12.

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

Outside of education, Byron is a practicing trial attorney and it is the belief of the Board of Trustees that this background will aid the leadership in its ability to make decisions that will not expose the school to liability. His career as a corporate communications professional, specifically as the Press Secretary/Communications Director at the Louisiana Department of Revenue demonstrated to us that he will be an effective and skilled messenger for The Delores Taylor Arthur School for Young Men. His time as Director of Debating at Holy Cross School has given him an opportunity to raise monies to sustain a nationally competitive program which he has done by leveraging existing relationships and establishing new ones.

To further expand his capacity to serve as the President/CEO, Arthur was named a Camelback Fellow by **Camelback Ventures, Inc.** After an application process that included 530 men and women hoping to join the cohort, he joined 12 other entrepreneurs who received one-one coaching and group instruction in critical competency areas such as stakeholder engagement, public relations and marketing, hiring and human resources, raising capital, and design thinking. Each fellow also received \$40,000 in capital.

When the Camelback Fellowship was completed in September, Arthur began the New School Creation Fellowship offered by the **High Tech High Graduate School of Education**. The fellowship is a two-year hybrid program that includes individual coaching and cohort work on designing a school that educates traditionally underserved student populations with an eye toward equity. As part of the Fellowship, he will have three extended visits in High Tech High model schools as well as two additional schools. It is here that he had benefitted from the mentorship Mr. David Hardy who was the Founder of Boy's Latin School in Philadelphia, an urban charter that serves a demographic similar to the one that The Delores Taylor Arthur School for Young Men seeks to serve. Each fellow receives \$10,000 in capital.

At Holy Cross, Arthur designed and directed the Brother James Mc Donnell Scholars Program. In the process he created and taught new courses in Philosophy, Public Policy, Logic and Argumentation and worked with the Principal to select and oversee the faculty who also taught in the program. The goal of the program was to move a small cohort of young men (no more 20) through a four-year classical program that demanded seminar style leadership, writing, and dialogue while reading

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primary sources that were tackled in some of our nation's most selective universities and in some instances graduate programs. Two cohorts have completed the program and their offers of academic monies and college acceptances exceeded the performance of other very bright students who were not part of the program.

Graduation Year	# of Students	Academic Scholarship Monies	College Acceptances
2017	17	6.8 Million Dollars	University of Notre Dame, University of Virginia, Wake Forest, Emory University, University of Southern California, Tulane University, Norwich University, United States Naval Academy, United States Merchant Marine Academy, Washington University in Saint Louis, University of North Carolina Chapel Hill and Pomona College
2018	13	4.3 Million Dollars	University of Notre Dame, University of California Los Angeles, Baylor University, Boston College, United States Merchant Marine Academy, Tulane University, Loyola University, and Fordham

The Academic Director is Dr. Joseph H. Murry, Jr. He will be responsible for the daily academic activities of the school including but not limited to curriculum, teacher evaluation and professional development, assessment, and other functions that are traditionally assigned to the school Principal.

In 1996, When Dr. Murry took the helm of Abramson high school as principal, he discovered school with many needs. He quickly mobilized a leadership team composed of administrative staff and key teachers, who went about the business of "taking back their school." The team implemented four basic programs: 1) a comprehensive safety and security program; 2) the 4 x 4 daily schedule; 3) a schoolwide reading program; and 4) career academies. The initial efforts in the first four years of his leadership led to a more orderly school one which provided more opportunities for student achievement and one which prepared students for career opportunities. Results of the first year of the 4 x 4 were dramatic. There was a 22.9% reduction in expulsions and a 31.7% increase in the honor roll. There was more focused work in the improvement of the GE and IOWA test scores which became stable over the next seven years. In 2001, the school reached the highest graduation rate in the previous 10-year history, graduating 300 students. From the community aspect, Dr. Murry partnered with greater St. Stephen Church and Methodist Hospital and opened a school-based health clinic which dramatically reduced absenteeism and provided more needed social services to the student body. The school became a member of the New Orleans East Economic Foundation which gave its students an opportunity to participate in a schoolwide community pride campaign. The school became part of the Metro Visions' Small Learning Communities grant and was awarded \$100,000 to implement learning academies. Dr. Murry's leadership team became part of the Johns Hopkins Talent development model and implemented the first Freshman Academy. Additional academies were added like the Travel and Tourism Academy, The Culinary Arts Academy and the Finance Academy. The final achievement in Dr. Murry's tenure was the initial qualification for Title I funds which impacted the school with a \$500,000 award. During his tenure and through his leadership, Dr. Murry laid the groundwork for future student and achievement at Abramson High School.

When Dr. Murry first arrived at Holy Cross School as Principal in the Spring of 2004, he began to focus his attention on ACT prep by implementing an ACT program. The results from 2004-2005 were poor and his team soon realized that they had a lot of work to do. As he continued to focus on the ACT and increasing test scores through test prep, Katrina derailed that progress. Night school at Dunham was a challenge as classes were combined with Cabrini High School.

With a new campus, a new strategic plan was drafted, and the team set out to become "a world class school." The board wanted the school to be an attractive academic institution to match the beautiful facade. Under his leadership the team has developed an academically challenging curriculum, which includes 15 Advanced Placement classes and eight Dual Enrollment classes. His faculty has produced results which have significantly increased ACT scores, trending upward over the years to 23.7; produced an AP pass rate of a high of 72%, far exceeding state and global averages, and annually having students named

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National Merit Semi-Finalists and Commended Scholars (2016 - 1 semifinalist, 2 commended; 2017 - 2 semifinalist, 4 commended; 2018 - 2 semifinalist, 1 commended).

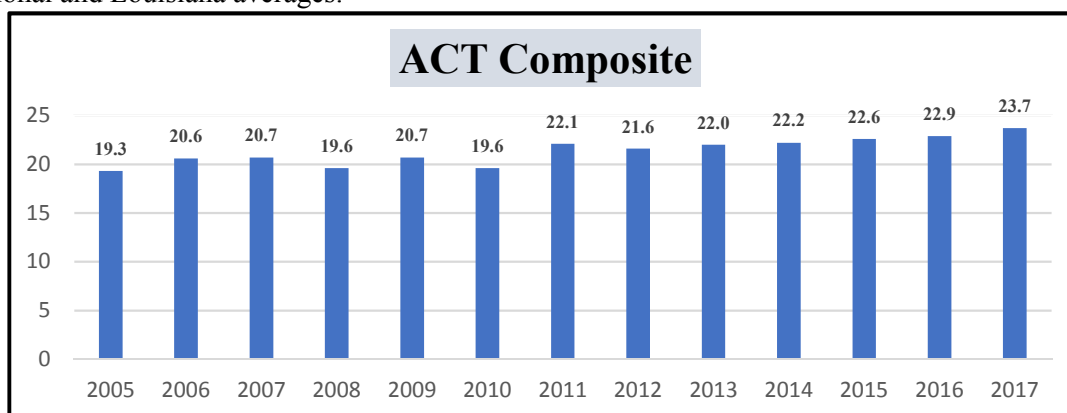
The nationally recognized debate program produced a National Champion in 2015. Of course, these results do not occur in isolation and required stellar instructional leadership provided by Dr. Murry in a collaborative effort in working with the teachers in their professional development, in their instructional delivery, in their daily test prep and in their flexibility to modify and enhance their instruction as their interim test results provided feedback and data of the like. The AdvancED Evaluation Team found this to be quite evident as they granted the school continued accreditation in 2015 and rendered the school some of the highest in particular categories as **Resources and Support Services** (3.29) citing strengths as: school mission, learning environment, state-of-the-art facility, safe and secure environment, classroom and teacher observations, library resources, technology, counseling department, campus ministry, academic intervention meetings, application of data, professional development, and standardize test preparation.

(3) The President/CEO has identified Cynthia Bridges as Director of Finance and Operations. Cynthia enjoyed a long and distinguished career at the Louisiana Department of Revenue holding numerous positions from working in the Audit Group at the start of her career to leading the Department as Secretary under the Honorable Mike Foster, the Honorable Kathleen Babineaux Blanco, and the Honorable Bobby Jindal. During her time as Secretary, Bridges worked quickly to overhaul the tax collection system. Leading a diverse team within the Department and an outside vendor, the task was completed ahead of schedule and under budget. This outstanding work quickly put Louisiana at the forefront of tax administration and routinely gave guidance to a number of states and even a few nation-states as to how to implement such sweeping change with such efficiency. Her focus has always been on how to continuously improve the process with the end of making it easier for the customer.

In her capacity as Chief Executive Officer (Secretary, Cabinet Level) of the Louisiana Department of Revenue, Bridges directed the administration of the agency, which encompassed three programs, over 800 employees, and an annual budget that ranged from \$65 - \$97 million. The agency's primary program collected \$5 - \$9 billion annually in tax receipts, exceeding the State's annual budget forecast by approximately 6% and supplying over 80% of the State's General Fund revenues. The organization operated within budget as appropriated by the Legislature and executed appropriate actions to accommodate budget reductions, which encompassed staff reductions and operational adjustments, all while improving services.

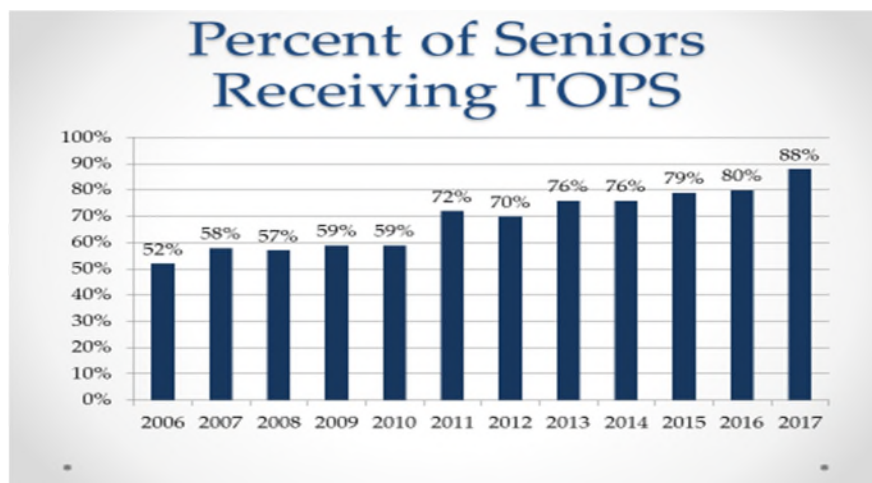
(4) Dr. Murry's academic leadership at Holy Cross resulted in three areas of growth that are applicable to our work at The Arthur School.

First, the average ACT score at the school increased from 19.3 in 2005 to 23.7 in 2017. In 2016 and 2017 Holy Cross students exceeded the National and Louisiana averages.

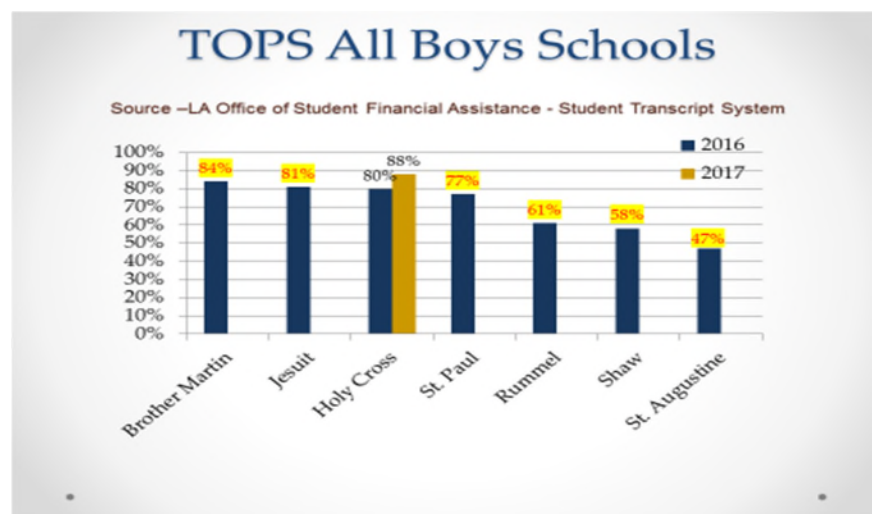




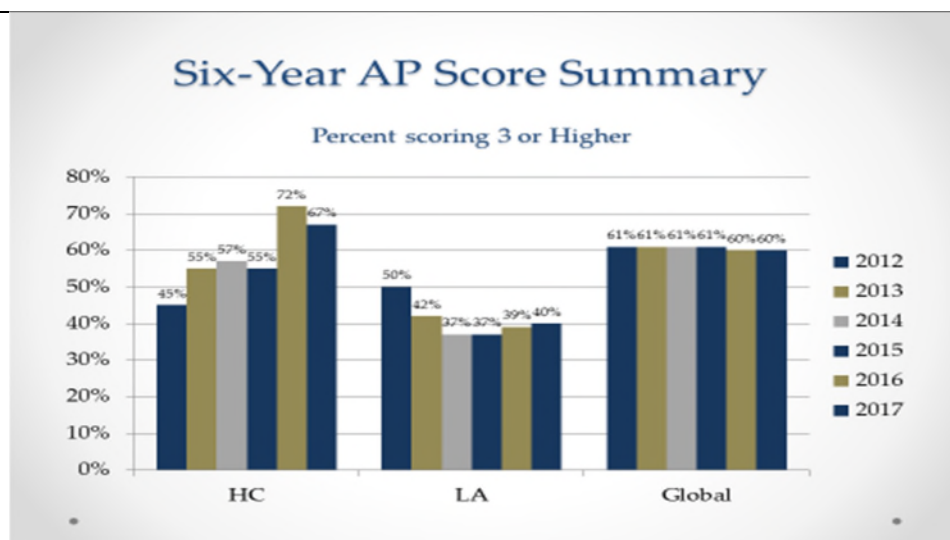
Given our aim to have a student population where 80% identify as economically disadvantaged the ability to afford college is critical. Dr. Murry's team increased the percentage of Holy Cross students qualifying for TOPS from 52% in 2006 to 88% in 2017.



By 2017, Holy Cross' 88% TOPS qualifying exceeded the percentage of the other all-male high schools in the metropolitan New Orleans area. Other than St. Augustine, Holy Cross is one of the more diverse schools with an African-American population at 20%.



As Dr. Murry and his team launched the AP program, the percentage of student who attained a passing score (3 or higher) increased from 45% in 2012 to 67% in 2017 with the number being as high as 72% in 2016. By year 2, Holy Cross students exceeded the Louisiana average and by 2016 had surpassed the Global average



(5) During her tenure as the leader of The Louisiana Department of Revenue, Bridges enabled the agency to accomplish the following:

- Initiated policies that facilitated the reduction of legal case inventory by 42% and increased the recovery rate by 258%, and debt and audit collections by 16.5% and 17.5%, respectively;
- Leveraged new technologies, that accelerated electronic filing of business returns by 9% and individual income returns by 79%, and surpassed (exceeded) accounts receivable 180-day resolution target by 72%;
- Directed process improvements that reduced paper return posting by 57%, achieved 85% of revenue deposited within 24 hours of receipt, and reduced call abandonment rate by 25%;
- Spearheaded development of legislation and cross-functional team implementation of a tax amnesty program that exceeded the Legislature's revenue goal by 222%;
- Secured funding and presided over conversion of 20 taxes from a 30-year old legacy mainframe system to a serve-based integrated tax and accounting system on time and within budget; and
- Facilitated development and implementation of web-based state and local sales tax reporting and payment system with 16,000 users and \$1 billion collected in 18 months, \$830 million for parish and local governments.