



Proposal Narrative

SECTION I: SCHOOL

Please include an executive summary of no more than **60 pages** addressing the following questions. Proposal Narrative must address both the LDOE Common Charter Application as well as supplemental OPSB questions.

Academic Model

- (1) Identify your educational model. Describe the underlying theory that explains why your educational model will address the problem you have identified.
- (2) Describe the concrete structures, policies, and practices that you will implement in order to operationalize the theory you described in (1).
- (3) 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;

- OPSB Specific Questions**
1. What is the evidence of success of the academic model you are proposing?
 2. Is the model being used elsewhere? If so, where? What have been results?
 3. You may include, as **Attachment 1**, any documentation supporting your curriculum and academic model.

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

Question #1

ASHA's educational model is made up of several components. The first component is the use of traditional four core classes. These classes will provide the necessary foundation to create students who have the ability to think critically, analyze, collaborate, and research. The second component is Individualized/Personalized learning. All students and their support systems will meet with the guidance counselor in an effort to identify the needs and goals of the student.

Once a plan has been established, the student will meet twice during a quarter to ensure their needs and deadlines are being met. This will be an excellent opportunity to assist students who are overage as well as those who can be categorized in the problem we wish to address. End of course study sessions and ACT test prep will also provide students with ample opportunities to find success. Design Thinking and Project-based learning will be utilized to promote critical thinking skills, collaboration and research, analytical processes. Students will find knowledge and strength to enter into the real world confidently.

Jumpstart and Dual Enrollment will also be available to students. Jumpstart will prepare those students who do not desire to attend college, but need to be prepared for the workforce. Dual enrollment will give college-minded students the opportunity to excel by taking college courses while in high school. This is an excellent opportunity for older students to regain time that may have been lost due to a plethora of

circumstances.

An extended school schedule will be set in place for students who need the flexibility to maintain school requirements and work at the same time. Students who need to take care of younger siblings, have small children, or work to contribute to their families will have the same opportunity to finish high school as well as properly prepare for the workforce. Internships will give students real world experience and foster relationships with business professionals in an effort to better prepare students for the workforce.

Question #2

In an effort to ensure that all students are successful and reach their goals, the following procedures will be established.

- Upon entering ASHA, all students will participate in a pre-assessment. This assessment will be used to determine the academic capability of the student. Previous grades, assessments, credits and behavior will be reviewed.
- A meeting with the counselor, student and parent will determine the goals, classes, and track that the student will complete. From this meeting a portfolio will be established.
- This portfolio will follow the student through the duration of their high school years.
- The student will attend two checkpoints every quarter to ensure progression and success of each student.
- ASHA is committed to ensuring the needs of our students are met. As a need arises, we will work to make sure those needs are met or find the appropriate resources to assist the students in need.
- A change of classes, goals, or track will be determined by the best interest of the student. The counselor will assess the issue and recommend a solution.
- At the end of each quarter, the principal, counselor, and academic lead will check the progression of all students.
- Students needing additional academic support or fall below a 2.0 GPA will be required to attend study sessions during lunch or after school.
- Students participating in the internship program must maintain a 2.0 GPA.
- If student does not meet this requirement, he/she will enter a quarter-long grace period. During this period, additional academic assistance will be mandatory.

Question #3

The TOPS University Pathway ensures students going to four-year colleges have taken a true college preparatory curriculum while in high school and have every chance possible to receive TOPS. A list of course offerings is available from the Counselor's office.

MINIMUM ACADEMIC REQUIREMENTS FOR UNIVERSITY DIPLOMA

4 Units English

4 Units Mathematics

4 Units Science

4 Units Social Studies

2 Units Foreign Language

2 Units Health/Physical Education

1 Unit Art

3 Units Electives

24 Units Total

JUMPSTART CAREER DIPLOMA CURRICULUM

JumpStart is Louisiana's program for school districts, colleges, and businesses to collaborate in providing career courses and workplace experiences to high school students, certifying them for the career fields most likely to lead to high-wage jobs. JumpStart will be an elective path for students pursuing a university-preparatory diploma, and a required path for students pursuing a Career Diploma. A list of course offerings is available from the Counselor's office.

MINIMUM ACADEMIC REQUIREMENTS FOR CAREER DIPLOMA

- 4 Units English
- 4 Units Mathematics
- 2 Units Science
- 2 Units Social Studies
- 2 Units Health/Physical Education
- 9 Units JumpStart Career Electives
- 23 Units Total

ASSESSMENTS

ASHA will use assessments that are common core aligned to assess students. Students taking EOC courses will engage in benchmarks that will determine the progress and movement of students according to the scope and sequence for each subject/class. Students preparing for the ACT will also participate in benchmarks assessing skills aligned with ACT outcomes.

Operations and Schedule

- (1) Describe a day and a year in the life of a student at your school. Provide a weekly student schedule and a calendar of special events that will happen throughout the school's inaugural year.
- (2) Aside from the academic structures you have already addressed, describe the structures, policies, and practices you will implement that are essential to operationalizing the mission and vision that you identified.

OPSB Specific Questions 1. Provide, as **Attachment 2**, School Calendar and Schedule.

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

Question #1

Upon entering the doors to register, both students and parents will be involved in the learning process. Students will be well informed of their educational options and parents will be required to be a continuous part of the process. Although ASHA will focus on Jumpstart programs, students will still be able to choose a traditional College Preparatory cohort. During the registration process a personalized learning plan for every student will be created. For grades 9th and 10th students will be taking general education classes needed to graduate, as well as, Journey to Careers and a Jumpstart Exploratory class. The purpose of these classes is to ensure students are aware of their career options and are being exposed to unfamiliar industries.

At ASHA we want to ensure that every student that crosses the threshold is receiving the best-individualized education possible. When students enter the building, they will enter a very loving structured environment. Students will be served breakfast once breakfast is completed students will recite daily affirmations and the school code of conduct. Once this is completed students will be dismissed to 1st period. Students will attend five 70-minute blocks and 1 homeroom class period. Students will be allowed a 40minute lunch period. Afterschool extracurricular programs will be available as well as, tutoring. The

afterschool programing will be available Monday-Thursday, 4pm-6pm.

Throughout the school year each student and parent will have an opportunity to meet with the school counselor to discuss the progress of the students' personalized learning plan. The purpose of this meeting is to keep an open line of communication between the school, students, and parents. At the completion of the meeting any necessary adjustments will be made to the students personalized learning plan. Adjustments could include tutoring, and/or Jumpstart and College cohort identification.

Student Weekly Schedule

Breakfast	7:45 am – 8:25 am
1 st Period	8:30 am – 9:40 am
2 nd Period	9:43 am – 10:53 am
3 rd Period	10:56 am – 12:06 pm
Homeroom/Lunch	12:09 pm – 1:19 pm
4 th Period	1:22 pm – 2:32 pm
5 th Period	2:35 pm – 3:45 pm

Non-traditional Students 2:00pm-6:00pm

Afterschool Programming 4pm-6pm

Question #2

The vision of ASHA Centers for Educational Excellence is to provide educational services equipping generations with vital (essential) tools to succeed in today's society. In order to successfully educate and equip the next generation ASHA will enforce a strict code of conduct. During morning assembly students will recite daily affirmations, as well as, the school code of conduct. Each classroom teacher will be required to create and enforce classroom and school-wide rules.

Measurement and Remediation

(1) Describe the systems you will use to reflect on your school's progress towards achieving its goals and to make course corrections as necessary.

- OPSB Specific Questions**
1. What are your assumptions about student baseline performance?
 2. How will you verify these assumptions?
 3. (If applicable), describe your high school graduation requirements.
 4. What pupil performance standards will you use?
 5. How will you continue to measure student performance against standards?
 6. How are teachers trained to perform interventions?
 7. What is the plan for pupil progression/retention?

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

Question #1

While LEAP results for last year prove that the growth among students in Louisiana is increasing, we still have work to do. According to the Louisiana Department of Education, 67% of students scored Basic or above in ELA and Math. With fewer than 40% of students scoring Mastery or above, there are almost 60% of students in need of additional assistance. This suggests there are several students in need of improvement. The following assumptions can be made:

- Scores for ELA and Math will be low
- Several low scoring students will also have attendance issues

Question #2

Upon student registration, test scores, grades, and other information will be retrieved from each student. Previous test scores can confirm these assumptions. Students will also be required to take a pre-assessment at the beginning. This pre-assessment will determine students' academic status. The content of the assessment will be aligned to Common Core Standards and additional skills mandated by The Louisiana Department of Education.

Question #3

The TOPS University Pathway ensures students going to four-year colleges have taken a true college preparatory curriculum while in high school and have every chance possible to receive TOPS. A list of course offerings is available from the Counselor's office.

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23 Units Total

Question #4

ASHA will use the standards mandated by the Louisiana Department of Education. This will include Common Core Standards.

Question #5

Students will be held accountable according to the assessments mandated by the Louisiana Department of Education. These will include the following:

End-of-Course (EOC): English II, English III, Algebra I, Geometry, Biology, U.S. History

American College Test (ACT) / Work Keys /Advanced Placement (AP)

College Level Examination Program (CLEP) / English Language Development (ELDA)

Louisiana Educational Assessment Program (LEAP) Alternate Assessment, Level 1 (LAA1)

Louisiana Educational Assessment Program (LEAP) Alternate Assessment, Level 2 (LAA2)

Question #6

Teachers will be trained to administer interventions through scheduled professional developments prepared by the RTI Specialist, SPED Teacher and Academic Lead.

Question #7

ASHA will adhere to the guidelines and regulations set in place by OPSB. Students will be required to pass all E.O.C. exams, earn appropriate Carnegie Units for advancement, and meet BESE's standards for graduation. ASHA will provide quality education that will equip students with the skills needed to be successful in today's society. Along with traditional four core classes, we will provide an education rooted in critical thinking, collaboration and social skills and lifetime learning. Personalized/Individualized Learning will be an intricate piece of ASHA's curriculum. Students will meet with the school counselor and a parent to establish a personalized educational plan for the student. This plan will include core courses, electives, and possible internship opportunities. This process will teach students the importance of goal setting as well as set them on a plan best suited for their interests. Elective courses will move students towards preparation for success after high school. Students will take classes based upon skills or trades that will allow them to generate income during and immediately after high school. This will deter students from making bad decisions during the transition period after high school. For those students who desire to attend college, 11th and 12th grade course will function similar to college courses. This will minimize the transition period between high school and college. Preparing students for college should begin prior to the entrance of college. Students will also participate in ACT/SAT preparatory courses in an effort to increase student success.

In an effort to ensure that all students are successful and reach their goals, the following procedures will be established.

- Upon entering ASHA, all students will participate in a pre-assessment. This assessment will be used to determine the academic capability of the student. Previous grades, assessments, credits and behavior will be reviewed.
- A meeting with the counselor, student and parent will determine the goals, classes, and track that the student will complete. From this meeting a portfolio will be established.
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- ASHA is committed to ensuring the needs of our students are met. As a need arises, we will work to make sure those needs are met or find the appropriate resources to assist the students in need.

- A change of classes, goals, or track will be determined by the best interest of the student. The counselor will assess the issue and recommend a solution.
- At the end of each quarter, the principal, counselor, and academic lead will check the progression of all students.
- Students needing additional academic support or fall below a 2.0 GPA will be required to attend study sessions during lunch or after school.
- Students participating in the internship program must maintain a 2.0 GPA.
- If student does not meet this requirement, he/she will enter a quarter-long grace period. During this period, additional academic assistance will be mandatory.

School Culture

- (1) List and describe the values that will define your student culture. Provide your plan for establishing and maintaining student behavior expectations that correspond with these values.
- (2) Describe the system of policies and practices your school will implement for setting and maintaining student behavior expectations and norms.
- (3) Describe the steps that you will take to invest staff in these values and norms and the steps you will take to sustain their investment.
- (4) Define the norms that will shape the interactions between administrators and teachers and among teachers, the reason each norm is important, and the steps that you will take to establish and reinforce these norms.

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

Question #1

The vision of ASHA Centers for Educational Excellence is to provide educational services equipping generations with vital (essential) tools to succeed in today's society.

The word ASHA means life in Swahili and from the word ASHA we have established the schools core values. The core values of ASHA are ambition, success, honesty, and adaptability. These four words will be instilled in our students starting the moment they walk through the door.

One of the first steps in creating this environment is by being good examples of ASHA's core values. It is impossible to expect students to display certain characteristics that are not consistently being modeled.

ASHA also pledges to provide ALL students with the following:

- We will create an engaging physical environment
- We will promote a climate of fairness and respect
- We will consistently promote social development and group responsibility
- We will establish and maintain standards for student behavior
- We will oversee the planning and implementing of classroom procedures and routines that support student learning.
- We will ensure all instructional time is used effectively

Question #2

In order to successfully educate and equip the next generation ASHA will enforce a strict code of conduct. During morning assembly students will recite daily affirmations, as well as, the schools core values. Each classroom teacher will be required to create and enforce classroom and school-wide rules.

School-wide Expectations are as follows:

- The approved school uniform is required to be worn at all times
- Students should arrive to class on time and prepared to learn
- No cell-phone allowed except during breakfast and lunch
- Students should treat all teachers, staff, and fellow classmates with respect.

Students who are unable to meet school-wide rules or classroom expectations will be subject to the consequences established by the Orleans Parish School Board.

ASHA Centers for Educational Excellence will strictly adhere to the Student and Teacher Responsibilities set-forth by the Orleans Parish School District Code of Conduct

Question #3

ASHA will strictly adhere to the Responsibilities of School Administrators set-forth by the Orleans Parish School District Code of Conduct.

The administrators of ASHA seek to provide education not just for its students but for the staff as well. Although we plan to follow the guidelines created by Orleans Parish School District it is also a part of ASHA's mission to provide education for its instructors and staff. An intricate part of ASHA's school culture is making sure that all staff and teachers are invested in the growth of students and their personal growth as teacher leaders. Teachers will be given the necessary resources to provide students with the best instruction and time to collaborate with colleagues. Teacher will also be given the opportunity to share in the decision making process of issues that directly affect them. By giving teachers these opportunities we will see a growth among all parties involved.

Question #4

ASHA will strictly adhere to the following norms. These norms will be used to govern the interactions between administrators and teachers, as well as, among teachers. Each of the below stated norms are in important because it will help to cultivate an environment conducive for student and staff growth and achievement. It is of the utmost importance that all staff understands that how we interact with fellow employees and the individuals we service directly affects the success of the school as a whole.

- All staff must be aware of all duties and perform them promptly and correctly
- It is the expectation that all staff maintain a TEAM mindset.
- Respect the individual rights and treat all employees courteously.
- Maintain mutual respect in all working relationships
- Promote an atmosphere in keeping with ASHA's vision, mission, and core values with the primary focus on the success of the children we service

In order the effectively and strictly enforce norms it will be the responsibility of administrators to ensure all staff have an understanding of expectation and the consequences if expectations are not met. It is also the responsibility of administrators and staff to consistently adhere all expectations and established norms

Special Education

(1) Provide a detailed special education plan describing how you will ensure that all special education students succeed at your school. Describe plans for identifying, evaluating, and serving special education students. Include your staffing plan for special education.

- OPSB Specific Questions**
1. What programs/services will be required to address each special education population:
 - Special Education Tier 1-2
 - Special Education Tiers 3, 4, 5
 - Gifted and Talented Students
 2. What assumptions do you have regarding cost/revenue to implement these programs?

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

Question #1

After meeting all admission requirements, students already determined to be special needs will receive services based on previous screenings. Once our special needs coordinator has determined re-evaluation cycles those students will be re-screened and services will be adjusted, changed, added, or resume. As teachers come to know and work with students, they will be able to use observations and academic data to refer students for initial screenings. These screenings can fall within the rim of gifted, talented, students with disabilities, specific learning disability, and other health impaired, autism, and orthopedically impaired.

To make sure that we meet state criteria and the diverse needs of all students falling within this rim of exceptionalities we will make adjustments to the curriculum, schedules, and staffing. All students falling within this rim will have documented IEPs or IAPs.

Students who have been identified by teachers or parents will go through our Student Assistance Team (SAT). Once the specific screening forms have been reviewed the most beneficial option will be determined.

Tier 1 students will receive universal screening and in-class support.

Tier 2 students will receive small group intervention through the use of supplemental materials, resources.

Tier 3 students will receive extended specific designed/customized or small-group/individualized instruction.

Some of the programs we plan to use to support these students are:

**Response to Intervention (RTI)

**Read 180

**Differentiated Instruction

**Data Collection

**Progress Monitoring

Question #2

Our plan for staffing for year 1 is to hire a certified special needs coordinator/teacher and 1 special needs paraprofessional. Additional staffing will be determined by the percentage of students falling within any of these categories. We are estimating our population of special needs to be about 10% of the student body.

English Language Learners

(1) Provide a detailed English Language Learner plan describing how you will ensure that all English Language Learners succeed. Describe plans for identifying, evaluating, and serving English Language Learners. Include your staffing plan for special education

- OPSB Specific Questions**
1. What programs/services will be required to address English Language Learners?
 2. What assumptions do you have regarding cost/revenue to implement these programs?

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

At ASHA we are committed to ensuring that all students will have built in interventions and additional supports to ensure their success.

Question #1

Same as above

Question #2

We are estimating our population of ELL students to be about 5% of the student body. A part time EEL paraprofessional will be hire to work with them 3 times a week. Scheduling to be adjusted as student body membership increases.

Parents and Community

(1) Provide, as **Attachment 3**, any evidence that you have collected that demonstrates that parents and guardians have committed to enrolling their children in your school (e.g. surveys, intent to apply lists, letters of commitment).

- OPSB Specific Questions**
1. How will you share information with Parents and Community Members?
 2. How will you receive feedback?
 3. What is the process for grievances?

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

Parent involvement will be at the forefront of ASHA's success. To engage parents and the community we will hold several events, host community days, host mom, dad, and grandparents' activities throughout the year. A part time parent liaison individual will be hired to establish and maintain a working relationship with both parents and community members. She will also develop a relationship with nearby senior citizens homes and churches.

Feedback will be received through monthly community meetings, quarterly feedback/satisfaction surveys that address all aspects of the school: academics, culture, operations, and communication. Modes of communication will be robo calls, emails, and informational newsletters.

We plan to keep an open line of communication with our parents and community so that any grievances are heard by the administration and dealt with accordingly.

SECTION II: PEOPLE

Founders' Submission

For the prompts in the Founder's Submission section, both the board chair and the school leaders should answer each question separately. The purpose of this section is to assess whether the proposed school leader and the board chair have demonstrated success in leading others towards meeting goals.

- (1) What vision and goals did you have for the organization in which you most recently held a formal leadership role?
- (2) What were the most important strategies that you implemented in order to ensure that your organization met its goals?
- (3) How did you set up your team to help them in understanding their role in helping the organization meet its goals?
- (4) How did your organization both monitor progress towards its goals and remain on track to meet its goals?
- (5) What relationships did you cultivate both in and outside of the organization for which you worked? How did they help you achieve your goals?

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

Founder/Principal Submission

Question #1

The one of the academic goals of ATA was that 80% of all students (taking EOC courses) would score advanced or mastery (proficient) in the course.

Question #2

With that being said, a few strategies were implemented in an effort to meet this goal. First, a pre-assessment for each course was prepared and given to each student. The data from the assessment was analyzed and a semester lesson plan was established. Benchmark exams were created to monitor progress and the data from these exams determined skill mastery. A data dive for each benchmark allowed us to understand what standards were mastered, which ones were more difficult for students to grasp, student misconceptions of content, and determined teachers' focus. These data dives allowed teachers to meet the needs of the students by setting up additional assistance through blitz and small group instruction. Teachers also identified the possibility of remediation and additional modifications were made to lesson plans.

Question#3

Each the members of each subject came together in an effort to assist students in that area of study. Each member was given a particular task. One teacher was responsible for identifying testing norms and misconceptions. Another teacher was responsible for gathering data to support these norms and misconceptions. Another teacher was designated to prepare additional resources for teaching. Lastly, a teacher was designated to schedule small group and pullouts in addition to the blitz schedule.

Question #4

The benchmarks and data dives were detrimental in monitoring the progress of the testing goals. They kept us on track and pushed us to push our students, which resulted in academic success for our students.

Question #5

The relationships between each department grew stronger. Each team worked together to ensure the success of each student. The relationship between teachers and leaders grew as well. Teachers

understood that they received genuine support from leaders and administration. All stakeholders worked together to increase rigor and provided students with the academic necessities to experience success. As a result, ATA demonstrated an increase in academic gains and our students gained success and confidence academically.

Board Chair Submission

Question #1

In my most recent leadership role I served as Chief Operations Officer of the Division of Student Services, responsible for the vision, leadership, strategic direction and management of programs and services for student life departments. I served as the primary liaison with academic affairs to determine the intentional plan for holistic student learning, retention and support services through student-centered, co-curricular programs that complemented the academic experience for college students.

Question #2

The organization and my division developed a five-year strategic plan with vision, mission, goals, continuing commitments, objectives and action plans with timelines. In developing this document, we also examined barriers and identified key weaknesses to minimize uncertainty and set realistic expectations.

Question #3

Helping team members succeed is critical to the organization meeting its goals. Team members are provided an organizational chart and clearly defined organizational goals. Next, a department/unit plan is developed which outlines individual team member roles and responsibilities that tie into the broader plan for the overall success of the individual, the team and the organization. Key measures are established and throughout the year, quarterly reporting is required to track performance and success.

Question #4

Annually, specific objectives with benchmarks (key measures) were established for each department/unit/team member for the upcoming period. Team members continually tracked progress, met quarterly to immediately assess if on track to achieve results and yield the outcomes projected. Mid-term adjustments could be made to the plan or to the projected outcome.

Question #5

I collaborated with campus constituencies to develop and improve policies, programs, and services aimed at supporting student learning, satisfaction, and success and shape an environment in which inclusion and diversity are fostered and affirmed. Off-campus, I cultivated relationships with representatives of national, regional and local educational organizations to ensure monitoring of trends, incorporating best practices and establishing strong networks to help support education equity and student development.

Governing Board

- (1) Describe the role that each board member will play on the board.
- (2) Include, as **Attachment 4**, a Board Member Information form for each board member.
- (3) Describe the process by which your board identifies potential conflicts of interest before making decisions.
- (2) Provide evidence of the board's readiness to leverage and sustain relationships with key stakeholders.
- (3) Describe the steps the board will take to ensure that the school leader keeps the school on track to achieve its vision.

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| OPSB Specific Questions | <ol style="list-style-type: none">1. How will board operate?2. Describe how the board will operate in order to comply with key policy requirements?3. What checks and balances will be performed to ensure compliance?4. Describe the roles and responsibilities involved in board operations, coordination, and compliance?5. Provide evidence of the board's readiness to leverage and sustain relationships with key stakeholders.6. Describe the steps the board will take to ensure that the school leader keeps the school on track to achieve its vision. |
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TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

We plan to use 4th Sector services to train the Board in governance, financial and strategic planning since none of our members has previous Charter School Board experience. Each member was selected due to his or her commitment to our purpose.

The Board's responsibilities will be to monitor the financial stability and integrity of the school, annually review the principal's performance as it relates to academic success and the fiscal responsibility of the school. The Board will also establish and maintain all policies governing the operation of ASHA, ensure that the school adheres to all State and Federal guidelines, provide support for marketing and advocate on behalf of the school by establishing partnerships with the community, universities, colleges, nonprofit and corporate entities.

The ASHA board will delegate authority and decision making for the daily operations of the school to the Principal, including but not limited to: hiring and firing school staff, designing the school's curriculum, and creating the school's annual budget.

The Board shall hold meetings monthly and open to the public. The Board will also be present at major parent informational meetings throughout the school year. The Board shall create committees to monitor the school's progress in the areas of academics, finance, and facility.

*Academic Committee will define academic excellence (review test data, comply with state expectations, and assist with goal setting.

*Financial Committee will work closely with the Principal and Director of Finance & Operations to monitor the fiscal year budget, provide budget recommendations and management policies for the school assets.

*Facility Committee will review and approve all contracts and or proposals and monitor their progress.

The ASHA Board of Directors will consist of a Board Chair, a Vice Chair, a Treasurer, and a Secretary.

*Board Chair is consider the leader and will preside over all Board meetings.

*Vice Chair is the second leader and steps into the roll of Chair in her absence.

- *Treasurer facilitates financial oversight of the school.
- *Secretary takes the minutes of all meetings and keeps all legal documents

School Leadership

- (1) Include, as **Attachment 5**, and **Attachment 6**, staffing plans and information regarding your leadership team’s qualifications. Provide an organizational chart. Include job descriptions that summarize the scope of work for all staff on the school leadership team.
- (2) Describe the standards by which you will evaluate teachers, how you will clearly communicate these standards and ensure that teachers stay on track towards meeting these standards.
- (3) Describe the steps the board will take to evaluate the school leader. Specifically, describe:
- The standards - including and in addition to student performance goals- the board will use to evaluate information it collects;
 - The information the board will collect;
 - The systems by which the board will collect information; and,
 - The process(es) by which the board will evaluate information and make decisions.

OPSB Specific Questions

1. What role will each leadership team member play?
 1. If identified, how will their background suit the role?
 2. If not yet identify, how will leaders be identified?
2. What are evaluation, development, compensation designed to provide for quality leadership?
3. Describe your plans for leadership recruitment.
4. What qualifications will be required for each leadership position?
5. How will the school’s leader be evaluated? Please explain who will evaluate, frequency of evaluations, consequences, and rubric materials that will be used.

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

Question #1

The Founder Nikkia Barnes will serve as the Principal and will report to the Board Chair and the Academic Committee of the Board. She will implement ASHA’s educational design, oversees all academic programs, faculty affairs and many academic support functions. Provides academic vision and leadership. She will also evaluate the academic program effectiveness and acquire appropriate resources to ensure that the curricula are student focused and aligned with ASHA’s mission, core values, academic standards, and strategic goals.

Ms. Barnes has worked in the educational field for 8 years as an educator and 3 years as an academic lead. She is also currently participating in a New Leadership Fellows Program. She has seen first hand the academic struggles 8th grade students have transitioning over to the high school level.

Gwendolyn J. Barnes as been identified as the Director of Finance & Operations. Ms. G. Barnes has 42 years of diversified professional experience involving Administrative, Budget, Consultant/Site

Coordinator, Teaching, and Technology. She has served in the capacity as a School Operations Manger for the last ten years. Ms. Barnes will report to the Finance Committee of the Board and is responsible for all aspects of financial operations, including the supervision of all auxiliary services. Ms. G. Barnes will oversee the business office staff, food services, IT personnel, transportation, human resource issues, and maintenance. She will ensure the financial solvency of the school by using sound business and budgetary practices that promote good fiscal management. The School itself will contract a Certified Public Accountant to conduct annual independent audits of the school's finances.

Tayla Price has been identified as Assistant Principal. Ms. Price has 3 years of experience in the educational field. Ms. Price will adhere to and enforce board policies, school guidelines, and administrative directives. She will assist in the selection of staff. She will support the overall school improvement process including teacher observation, modeling best practices, and analyzing student data. She will work with the faculty in the development of classroom organization/management. She will also perform other duties as assigned by the Principal.

Question #2

Compensation for the leadership will be based on the current pay scale for each leadership position.

Question #3

During year 2 we will have an Extended Leadership Team consisting of Technology Manager, Dean of Culture, Special Needs Coordinator, Social Worker, Counselor, and Lead Teacher. This team will play an active role in the ongoing assessment, curriculum choices, professional development, weekly grade level meetings, social skill development and academic achievement of students.

Question #4

Numerous studies base effective leadership on 5 key practices: Shaping a vision of academic success for all students; creating a climate conducive to education; cultivating leadership in others; improving instruction; and managing people, data and processes to foster school improvement. When all 5 of these practices are in place we know that leadership is present.

ASHA leadership has a strong commitment to our mission and vision. The Leadership must share our belief that all students can achieve at or above their competency levels. We expect our leaders to exhibit a cooperative spirit and not just understand classroom learning but also be able to create a climate of hard work and success while managing all stakeholders.

Question #5

The ASHA Board of Directors will evaluate the performance of the School Leaders and hold them accountable for aspects of academics, finances, and operations. The Louisiana COMPASS evaluation tools will also be used to evaluate the School's Leadership.

Staff

- (1) Describe your administrator, partner, and teacher recruitment strategy.
- (2) Describe the expectations for teachers and for all mission-critical partner organizations, how you will clearly communicate these expectations and ensure that teachers and mission critical partners stay on track towards meeting expectations.
- (3) For all core content and mission-related subject areas:
 - Describe your professional development plans for teachers and how they connect to the curricula and

assessments.

OPSB Specific Questions

1. What are the minimum qualifications required for teachers and other staff members? What is the average qualification that you anticipate for your staff?
2. What staff compensation model will be offered to instructional staff? How does this compare to benchmarks?
3. How will you evaluate instructional staff? Please explain who will evaluate, frequency of evaluations, how feedback will be delivered, consequences of negative feedback, and rubric materials that will be used.
4. You may include, as **Attachment 7**, any documentation supporting your personnel policies, recruitment plans, and/or evaluation plan.

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

Question #1

ASHA is an at-will employer and since this is a charter under the OPSB we will follow their employee handbook. We will also work with OPSB to recruit and retain effective leaders, teachers, and other staff. All potential teaches will be required to maintain valid highly qualified teaching credentials issued by the Louisiana Department of Education, however if a potential teacher is not highly qualified we may hire with the stipulation of them pursuing certification within a time frame alignment. All other instructional staff will be credentialed in accordance with applicable state and federal laws. All staff will be required to have criminal record checks, background checks, fingerprinting. If need be, references will be contacted. Once applications have been received and reviewed, potential instructional staff will be prescreened through a telephone interview, and then moved to a face-to-face interview with Principal and Assistant Principal.

Question #2

Compensation will be competitive with the charter school market. Incentives will be provided and bonuses will be rewarded based on student academic growth throughout the year. Leadership opportunities and programs will also be provided.

Question #3

The principal and assistant principal will observe staff performance on a weekly, monthly and annually basis. An informal and formal evaluation will be done twice a year on teacher effectiveness and student achievement. The State's Compass evaluation tools along with the Teacher Advancement Program known as TAP will be used to evaluate teachers.

Staff will meet for two weeks before school begins to discuss school wide expectations. We will cover curriculum and instruction, school wide behavior expectations, PD leaders will stress expectations and each staff member will be required to offer feedback. Feedback will be used to evaluate the effectiveness of ineffectiveness of sessions in relationship to mission and vision. Each staff member will complete a Professional Development Plan. These plans will list both personal and professional goals for the year.

Non-positive performance by staff will be handled in writing. Support will be given support in the form of training, assistance, or counseling for a specific set of time. If at the end of the improvement period, there is insufficient improvement the employee will be discharged. The employee will have to right to appeal.

Professional Development will be scheduled on the first Friday of each month unless otherwise noted. Sessions covering the following topics will be covered: instructional planning and delivery, curriculum development, data analysis, and school culture. Time will also be set aside for development of innovative and creative ideas that will heighten student interest and academic success.

Partners

- (1) Identify the stakeholders whose partnership you have determined is necessary to your school's success. Describe what your board has done already to establish these relationships and explain what your board will do to deepen and sustain these relationships.
- (2) For each mission-critical partner³ with which you already have a preliminary written agreement, provide a list of the services that are specified in the agreement. Describe why the partners you have selected are the best-fit organizations to provide the services you have listed.
- (3) Describe the expectations for all mission-critical partner organizations, how you will clearly communicate these expectations and ensure that mission-critical partners stay on track towards meeting expectations.
- (4) Include, as **Attachment 8**, any contracts or descriptions of relationship with Education Service Provider.

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

The members of the board have had an opportunity to speak with community and church leaders, local entrepreneurs, and members of the business community. The board will seek to create solid relationships with these partners in an effort to provide additional resources for the students of ASHA. The lines of communication will remain open and these stakeholders will commit to their role in the success of our school. While ASHA does not currently have any written agreements with our mission-critical partners, we do understand that their presence is vital to the success of the school. With that being said, ASHA will seek partnerships with a variety of entities such as:

- 4.0 Schools
- New Schools for New Orleans
- Shell
- Delgado
- Xavier University
- NOPD

SECTION III: OPERATIONS

Recruitment

- (1) Describe the characteristics of the student population that your school will serve. The student population that you describe should be consistent with the enrollment projections that you provide in your proposal overview.
- (2) Describe your student 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.

OPSB Specific Questions

1. What is your budgeted enrollment?
2. What is your target enrollment?
3. What is your minimum operating enrollment?
4. Include, as **Attachment 9**, completed enrollment projection template reflecting Orleans Parish differentiated funding weights.

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

Question #1

We plan to start with the 9th grade and add an additional grade each year until we reach capacity. The schedules are created based on having a 15 to 1 ratio. This will allow for a more personalized experience. Each year we will add a grade and allow for additional students to the previous grade level.

Question #2

ASHA will engage in establishing a local presence and participate in community events, create partnerships with the neighboring schools to actively recruit students. We will also advertise through flyers, in public places, radio spots, education channels, and social media.

The budgeted enrollment for Y1 is 50

The target enrollment for Y1 is 100

The minimum-operating enrollment for Y1 is 75.

Start-up Plan

OPSB Specific Questions

1. What is your plan for start-up? Include detailed plan, as **Attachment 10**.
2. Timeline/approach for recruiting key staff
3. Timeline/approach for recruiting students
4. Timeline/approach for finding facility

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

Question #1

See Attachment 10.

Question #2

We will hold job fairs and advertise through some of the popular job search sites (LinkedIn, Indeed, Craig List). We will also visit the state teacher site. Teacher recommendations from other administrators will also be accepted. All fulltime staff will receive benefits packages aligned with policies maintained by local charter schools. Salaries will be comparative with other local charter schools.

Question #3

ASHA will engage in establishing a local presence and participate in community events, create partnerships with the neighboring schools to actively recruit students. We will also advertise through flyers, in public places, radio spots, education channels, and social media.

Question #4

Two facilities have been identified but not secured. Both facilities would accommodate ASHA. Specific requirements are based on ASHA anticipated growth to full capacity.

Facility

OPSB Specific Questions

1. Include, as **Attachment 11**, a facility plan aligned to your school schedule.
2. Describe your plan for securing a facility?
3. What facility characteristics are required to serve your academic program?
4. What are expectations for facility maintenance and safety inspections?
5. Please address how your school will plan to adhere to occupancy and fire/life safety codes.

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

We know that an effective facility should be responsive to the progression of academics and provide a physical environment that is comfortable, safe, secure, accessible, well lit, ventilated and pleasing to the eyesight.

Question #2

Two (2) facilities have been identified: 631 St. Maurice Avenue located in the lower 9th ward area of the city was used by MLK Middle School and is owned by the Archdiocese and is currently closed and on a sale list. The 2nd facility is the Rosenwald site located at 6501 Berkley Drive in Algiers owned by Recovery School District and is currently being used by The Algiers Charter - Technology Academy until June 30th. No facility has been secured. Open dialogue with both Recovery School District and the Archdiocese will need to happen to secure either site.

The facility at 631 St. Maurice Avenue sparked an interest because of the gym. The facility at 6501 Berkley Drive does not have a physical gym but a Cafetorium that would allow for indoor recess activities. Both facilities would allow for full-anticipated growth capacity.

Without having been inside of the facility at 631 St. Maurice Avenue it is hard to determine the extent of needed renovations. It is a 2-story brick building with surface parking and a gym located to the back. This facility has been closed for some time.

The facility at 6501 Berkley completed a renovation project within the last year. Some additional renovations we would need would consist of: roof replacement, resurface of outdoor basketball area and parking lot, removal of all elementary play equipment, raise restroom sinks to high school level, removal and replacement of perimeter fence, replacement of outdated cafeteria equipment, intercom/speaker system and indoor/outdoor painting.

The Rosenwald Building is the only site that would be ready for occupancy in August and has the required number of rooms needed to accommodate up to capacity numbers. Provided we are awarded this facility we will be able to utilize its furnishings, Internet equipment, HVAC equipment, etc. As this facility is already being used as a small high school it has enough rooms to accommodate our academic and growth

requirements.

Question #3

Based on our educational programs and anticipated enrollment we will need core academic areas, technology areas, physical education area, administrative areas, social worker, counselor, food service area, and custodial/maintenance areas.

Question #4

The Director of Finance & Operations along with the Board will secure a company to handle preventive, repair/upkeep, and emergency maintenance. Any outsource services will be managed by the Facility committee of the Board of Directors.

Once a site has been secured two inspections will be completed, one at the beginning of the school year and the other during the spring. Both inspections will assess the site in regards to safety risk and needed maintenance. Other inspections, such as Roof and HVAC will be conducted twice a year.

Question #5

At the onset of the school year a fire evacuation plan will be given to each employee to review with students and place inside of their room by entrance and exit doors. The same evacuation plan will be placed on the side of every perimeter entrance and exit door. As mandated by the State, monthly fire drills will be conducted and a monthly drill log will be kept in the front office area. If the site already has a fire alarm system with a pre-established monitoring system, we will secure a contract with that company to continue to maintain. If the site does not have a system we will issue RFP's for bids and follow through all State required procedures and policies. All fire equipment will be checked and monitored annually. The Fire Marshall will conduct annual code and building safety inspections.

Tabletop drills on different safety preparedness will be conducted during PD sessions. Periodically school wide safety preparedness drills will be conducted.

All visitors to the facility will have to present current identification and sign in. Visitors will receive a badge identifying them as such and must be worn while in the facility. Visitors will sign out and return the badge upon leaving the facility. Only the main entrance to the facility will be accessible from the outside. All other doors will remain accessible from the inside to meet fire regulations.

Policy

OPSB Specific Questions

1. Describe the systems and practices you will install in order to maintain awareness of federal, state, and local policies, including policy changes?
2. Describe the systems and practices you will install in order to ensure your school adheres to these policies, including school-level checks and balances?
3. Please address how your school will plan to adhere to the following policies specifically:
 1. State and Local Reporting
 2. Citywide Common Enrollment
 3. Discipline and Citywide Common Expulsion
 4. Pupil Progression Plan
 5. Information to Parents
 6. Transportation
 7. Timeline Notifications to Authorizer
4. You may include, as **Attachment 12**, any documentation supporting your planned policy adherence.

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

Question #1 and #2

All educators will be trained on an electronic school administration program such as JCampus for data management, record keeping, state and federal reporting, and student data information systems.

A manual will be kept with all federal, state, and local policies. The DFO will maintain active memberships with all Charter organizations for current information and updates. The DFO as well as the Principal will keep abreast of all educational alerts posted on websites, through emails, flyers, etc.

Question #3

To ensure continuity between discipline, enrollment and student-based services, all discipline and expulsion issues will be handle according to the policies and procedures of the Student Hearing Office. The SHO Manual will serve as a reference guide outlining the disciplinary expectations and policies shared by both the Recovery School District (RSD) and Orleans Parish School Board (OPSB).

A part time Family Community Facilitator will be hired to meet with parents to formulate a parent organization. Her focus will be to bridge the gap between staff and parents, the school and community. A home school contract will be issued to each student during the first week of school detailing expectations. This contract will have a signature page for both parent/guardian and student to sign and return to school for record keeping. The FCF will establish relationships with the neighboring community to foster community outreach events for students.

Weekly newsletters and or flyers will be dissimilated. There will also be a parent/community page on the school website.

Through a Request for Quote (RFQ) process we will obtain competitive quotes from bona fide, qualified proposers to provide full-service student transportation. These services will include the vehicles, repairs and maintenance, fuel and supplies, insurance, staffing, supervision, and management. Although cost is a viable aspect, it does not take the place of comprehensive, reliable, efficient, professional and high-quality customer service.

SECTION IV: FINANCE

Financial Readiness

- (1) Do you plan to use a financial manager or a back-office service provider?
- (2) If the entity that will provide your financial services has been chosen, please provide its name. If that entity is an individual financial manager, please provide his / her one-page resume as, **Appendix 13**.
- (3) To whom will your financial manager or back-office service provider report: the school leader or the board?
- (4) 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.
- (5) Describe the accounting and control systems you will install, including essential checks and balances. Please indicate how a culture of proper financial controls and reporting will become an essential component of your organizational culture.

- | | |
|--------------------------------|---|
| OPSB Specific Questions | <ol style="list-style-type: none">1. How will school operate in order to maintain financial stewardship?2. What will the school leadership review to ensure financial measures are met?3. Describe how the school will operate in order to comply with key financial stewardship requirements?4. Who will be responsible? What are the qualifications of the business manager?5. What additional external support will the school need? |
|--------------------------------|---|

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

Question #1

We understand that in order to sustain ASHA High School we must have a sound budget. The Director of Finance & Operations, The Board's Finance Committee and the Principal will work with the Board of Directors to ensure that all decisions made regarding finances are focused on moving the mission and vision forward.

Question #2

The Finance Committee of the Board along with the Principal and Director of Finances & Operations will review all financial statements, oversee the inventory of all assets, and ensure compliance with all applicable laws and regulations.

Question #3

The School itself will contract a Certified Public Accountant to conduct annual independent audits of the school's finances. All audits will match the scope of audits required of all charter schools. The CPA will work closely with the Principal and Director of Finances & Operations to ensure that all finances are accurately accounted for in the school's financials.

Question #4

The Principal, Director of Finance & Operations and Board Chair will be responsible for creating and maintaining the budget. The goal is to have at least a 10% fund balance at the end of each year. We will dedicate 70% of the budget for staff and educational service providers and the remaining 30% for operating costs. If the actual budget is less than the proposed budget then the DFO along with the Principal and Board Chair will identify non-essentials for reductions and/or cuts. Reductions or cuts to personnel will be a last resort.

Question #5

An accounting program will be purchased to handle all budgetary practices such as analyzing budgets,

accounts, and expenditures monthly. The DFO will review bank statements to compare budgeted percentages to actual spent percentages to ensure that the school is on target. Shortages or overages will be analyzed in order to ensure financial stability. A chart of accounts that is consistent with the Louisiana Accounting Uniform Government Handbook (LAUGH) will be used along with implementing all prescribed accounting guidelines. By using the account codes consistent with LAUGH, ASHA will be able to export the financial data from our accounting system and report it accurately and in the proper format for quarterly submissions and in the Annual Financial Report. .

A cloud base software program will be used to manage human resources, payroll administration, tax management and compliance, benefits administration, time and labor requirements, performance reviews, etc.

Budget

- OPSB Specific Questions**
1. Include, as **Attachment 14**, your Financial Plan and Budget.
 2. Describe the key elements of your program. What are the expected costs of key program elements (including staffing model)?
 3. How will you finance these costs to keep the school sustainable?

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

Funding sources are being explored.