



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.

1. Educational Model

ExCEED's educational model is inspired by and designed as a vehicle to achieve the organization's mission: to **redefine** excellence in education by **empowering** school communities to **prepare** students for future options while **honoring** our traditions. Our focus on the legacy and rich history of these five schools provides ExCEED with a strong foundation to build upon. ExCEED Schools operate on an academic model that incorporates research-based practices and supports that include the essential operations for best school practices: (1) curriculum, (2) assessments, (3) instruction, (4) response to intervention, and (5) strong leadership. This model directly supports adequate preparation for statewide assessments and specialized statewide assessments for individuals with disabilities or limited English proficiency.

Given the fact that the schools will serve students with a range of academic needs, including students with disabilities, the educational program will need to accelerate and challenge some students and simultaneously provide additional support to other students. Our program will be built around ensuring consistently rigorous and engaging classes, personalizing learning, and providing extensive learning supports for students who are at varying instructional levels.

Science, Technology, Engineering, Art, and Mathematics (STEAM) is a core component of our instructional program across all schools, grades, and content. Each school will have a central STEAM focus area that will be woven throughout all grades and subjects, allowing an ExCEED student the ability to transition seamlessly to any ExCEED school from one grade level to the next.

Curriculum

With the Louisiana State Standards at its core, the Network will continue to provide the processes for improving student learning and academic achievement. ExCEED schools' curricula are selected through a collaborative process, ensuring that Louisiana Department of Education Tier 1 rated materials are being leveraged in every classroom. Scope and sequence documents are developed collaboratively across grade levels and content areas, utilizing network led working groups inclusive of all ExCEED schools. This work is reinforced in Cluster Meetings to ensure that teachers are gaining a depth of knowledge with the complex common core aligned content, as well as developing proficiency in delivering rigorous, college and career ready standards aligned instruction. The Tier 1 curricula serves as the non-negotiable framework of what is taught at each grade level and ensures high expectations with a focus on college and career readiness from primary grades through high school. ExCEED Schools use various Network approved and Tier 1 aligned additional curricular resources to deliver differentiated, relevant and appropriate instruction to best meet the needs of our students. Through the first year of operation, the Network will engage teachers and leaders to collaboratively select Tier 1 curriculum and assessments in the areas where individual schools are currently using less aligned materials. Research shows that when teachers are able to meaningfully participate in change processes that they are expected to implement, the change has deeper and more lasting impact.¹ Our plan is to implement Tier 1 curricular and assessment resources across the board in our second full year of operation. This measured approach also takes change management research² into consideration. Our reforms are more likely to have the lasting impact on individual teacher practice, classroom routines, and school effectiveness, when we take a long-view of how to make change at ExCEED.

Assessments

The Network has developed a protocol to address assessments and how they relate to classroom instruction. (See detailed assessment protocols in Attachment 1 outlining types of assessments used to address curricula, schedules of standards assessed, timelines, and test administration processes) This document is complete with expectations for testing fidelity and classroom practices that are designed to build knowledge in all students. A variety of testing measures will be used throughout the school year to provide specific data on our students. We will carefully examine this data to assist us as we meet the needs of our students. This data will also be made available to parents.

Student achievement and progress data are critical to the success of ExCEED students and teachers. To have the best data, we must have the best tools to determine what our students know and don't know yet. Through the transition to the Louisiana Core, our teachers and students have a steep learning curve, and our assessments and curriculum must adjust to catch up to the increased rigor of the college and career ready

¹ Lee, S. W., & Min, S. (2017). Riding the Implementation Curve: Teacher Buy-In and Student Academic Growth under Comprehensive School Reform Programs. *The Elementary School Journal*, 117(3), 000-000.

² ten Have, S., ten Have, W., Huijsmans, A. B., & Otto, M. (2016). *Reconsidering Change Management: Applying Evidence-Based Insights in Change Management Practice*. Routledge.

standards that our students deserve. ExCEED leverages both a network-wide approach and a cluster approach to assessment. (See Assessment Protocol in Appendix; Attachment 1)

Benchmark Assessments:

Benchmark assessments are intended to inform teachers what content needs review, remediation, and spiraling. These tests perform several targeted guidelines teachers may follow: 1. The tests align to taught and not yet taught instruction, allowing teachers to gauge levels of mastery on EOY goals; 2. The tests act as a progress monitor for growth across the school year on important standards; 3. Teachers are able to create short assessments, in relation to teaching, that help them predict student proficiency on State Tests. Benchmark tests also provide students feedback on important skills related to end of year teaching that may need improvement.

Our teachers benefit from the Network’s ability to leverage expertise across schools within content areas. Through our network-wide benchmark assessments, teachers and instructional leaders have the data necessary to make sharp shifts to reteach, to make informed decisions about adjustments to the curriculum, and to gain insight on student progress toward individual growth and absolute goals.

During our first year of operation, the Network will partner with assessment providers that are Tier 1 rated, and begin transitioning implementation for our benchmark assessments. Currently, Louisiana’s review process has identified just two Tier 1 benchmark assessment programs in grades 3-8 ELA (iSTEEP and Achievement Network), and none for other content areas or grade bands. Our plan in the instances where a Tier 1 assessment has not been identified is to partner with a Tier 2 provider and, using the guidance provided in the state’s comprehensive evaluation, supplement and strengthen those assessments until a Tier 1 option is available. One way to address this is to ensure that the Network Math Cluster Group reviews the assessments in advance of administration, making adjustments to the number of items that assess mastery of supplemental or additional standards and ensuring that the number of items that address mastery of the major work of the grade are increased to the appropriate proportion. These proportions match the blueprint and design of the end of year assessments students will take. This is critical work that will be embedded into the work of instructional leaders, cluster and content leads.

In addition to commercially developed progress monitoring tools, ExCEED will leverage its strength as a CMO comprised of educators, by developing and administering quarterly high-quality, rigorous, Louisiana Core Standards-aligned benchmark assessments. These assessments are required in specific subjects and courses across all ExCEED schools. The Network-wide assessments are:

Subject	Grade
ELA	Grades 3-8, English II, English III
Math	Grades 3-8, Algebra I, Geometry
Science	Grades 3-8, Biology
Social Studies	Grades 3-8, US History

Network developed benchmarks for the subjects in the chart above are aligned to Louisiana Core, and are

designed to assess the Network's Scope and Sequence and Schedule of Assessed Standards that the Network has developed. Please see Attachment 1, Assessment Protocol beginning on page 15 for Schedule of Assessed Standards.

Formative Assessments:

Formative assessments are developed at the classroom, grade and cluster level, depending on the content and grade and align with the schedule of assessed standards. These formative assessments are administered bi-weekly. Teacher-created formative assessments provide teachers and instructional leaders with data specifically relating to their taught curriculum, in order to re-teach content, skills and concepts that are below mastery. The formative, curriculum-aligned assessments are created through the grade/cluster meeting and Professional Learning Community (PLC) meeting process. For example, a 3rd grade math teacher using the Network approved curriculum (i.e. Eureka Math), will meet weekly with their cooperating teacher within the building and monthly across the network to design assessments and then analyze their data as a group. (Please see Attachment 1, beginning on page 136 of the Assessment Protocol for Section II: Guiding Principles for Classroom Assessments. This section includes the research base undergirding ExCEED's assessment approach, guidance for teachers and expectations for the process.)

Instruction

The Network will create consistency in delivery of curriculum by identifying effective research based instructional practices that will be implemented across schools. Instruction will be learner centered, will be applicable to all classrooms, and will promote engagement, creativity, critical thinking and student achievement. The instructional delivery model will also define essential components of the learning environment that will support school environments that impact student achievement. ExCEED has partnered with the National Institute for Excellence in Teaching (NIET) and has begun implementation of the research-based comprehensive school improvement model. During the 2016-2017 school year, ExCEED began implementation of the NIET Rubric. As ExCEED manages school performance, we will be able to leverage all of the structural opportunities and benefits the NIET model offers. Research³ shows that implementing such structures as a common framework by which all educators will make research based instructional decisions leads to significant student achievement gains. Features of our ongoing implementation include:

- Extensive Training for Evaluator Certification, Instructional Rubric, Cluster, Instructional Leadership, and Field Testing for Best Practice in Action Research
- Multiple career paths for teachers
- Ongoing applied professional development
- Instructionally focused accountability
- Performance-based compensation
- NIET Best Practices Center services

³ Barnett, J. H., Wills, K. C., & Kirby, P. C. (2014). Comprehensive Educator Effectiveness Models That Work: Impact of the TAP System on Student Achievement in Louisiana. *National Institute for Excellence in Teaching*.

- Best Practices portal providing real-time access to individualized trainings and support for improving educator effectiveness
 - Data Management System ensuring fair and meaningful educator evaluations
- (See NIET Best Practices in Attachment 1)

These combined features of NIET Best Practices and the TAP model represent the structure and common framework that are supported by research pertaining to effective instruction.

Response to Intervention

At the crux of a response to intervention (RTI) process is the goal to provide every student the opportunity to succeed (Mellard & Johnson, 2008). The design of this process is to help students before they begin to fail. According to The National Center on Response to Intervention (April, 2010), there are four basic components to the RTI process: screening, progress monitoring, data-based decision making for instruction, and movement within the multi-layered system. There are typically three layers within the RTI process beginning with the foundational layer identified as Tier 1 and progressing to through Tier 3 (McCook, 2006; Shores, 2009; Stoehr, Banks, & Allen, 2011). The ExCEED Pyramid of Instruction and Intervention is built upon research based practices. Core features of the plan will be implemented at all ExCEED Schools. The core features are as follows: (1) Instruction of high quality that is research and standards based, (2) Continually assessing students' progress through the use of research based progress monitoring tools, (3) Universal Screening, and (4) Research Based Interventions. (See Process of RTI in Attachment 1) The Network has drafted rubrics and presentation frameworks that address the data cycle, its implications on classroom practices and school organization, and the response of the school leadership in these areas. On a quarterly basis, schools are expected to reveal their specific actions as the result of academic, behavioral, and other school data to the Network. This process allows for direct and explicit oversight of the data-driven cycle and permits Network personnel to identify areas of strengths and plan for supports to schools to address weaknesses.

Leadership Supports (Evaluation/Feedback)

To ensure that we establish expectations for leadership, teachers, and support staff, designated NIET and Compass Evaluation/Feedback systems will be implemented. Evaluations of practice using research based-standards multiple times throughout the year can provide a focus for professional development, and feedback from evaluations can encourage self-reflection and meaningful conversations focused on classroom practice among educators. (Kappan, April 2016)

The National Institute for Excellence in Teaching (NIET) is our chosen whole school educational model. The NIET Best Practices are at the core of our model. NIET's System for Teacher and Student Advancement (TAP) is a comprehensive educator effectiveness model aimed at attracting, developing, motivating, and retaining highly effective educators in order to raise achievement for all students. TAP supports the instructional leadership of principals and provides teachers with opportunities for professional growth, time to collaborate during the school day, fair and rigorous classroom evaluations to improve teaching, and school based professional development to analyze student needs and identify strategies for student learning. TAP

has been utilized in thousands of school districts across the nation as a method of investing in teacher leadership, rigorous evaluation, coaching, and aligned professional development. TAP's Best Practices Model is composed of four elements:

1. Multiple Career Paths-TAP allows teachers to pursue a variety of positions throughout their careers-career, mentor and master teacher-depending upon their interests, abilities and accomplishments.
2. Ongoing Applied Professional Growth-Provides teachers with a system of professional development that is ongoing, job-embedded, collaborative, student centered and led by expert instructors.
3. Instructionally Focused Accountability-Provides a comprehensive system for evaluating teachers that rewards them for how well they teach their students.
4. Performance Based Compensation-Changes the current pay system by providing additional compensation to teachers based on new roles and responsibilities, their accomplishments in the classroom and the performance of the students.

(See NIET documents in Attachment 1)

2. Structures, Policies & Practices

School Improvement Process

The structures, policies and practices that we will implement to operationalize our school will include a comprehensive School Improvement Process, Data Teams Process, Leader/Teacher Professional Development, and Instructional Support. School Improvement is a continuous process schools use to ensure that all students are achieving at high levels.

All schools' collaboration with families, students, and communities, can create better environments so that all students are successful. Continuous improvement of our ExCEED Schools is essential to providing increased student performance and quality results. A variety of processes, graphic tools and training resources will be provided to ExCEED Schools to support in the planning process. The Network will be engaged in Eight Stages of the School Improvement Process on an annual and multi-year basis.

Below is a brief description of the desired outcome for each stage of the process. In addition to these outcomes, the Network determines who participates in each stage, the data that is reviewed, as well as the timeline and standard of quality for the process.

(1) Assess Readiness to Benefit - The entire school staff, in collaboration with students, parents, and community stakeholders, will have a clearer picture of what it will take to go through the eight stages of the school improvement process. The appropriate foundation for school improvement planning will be in place (e.g., leadership team, Network priority alignment).

(2) Collect, Sort, and Select Data - By the end of this stage in the school improvement process, the leadership team will gather current data on achievement, demographics, staff/student/parent perceptions, and school programs. The sources of information that help "tell the story" of the school will be prepared so the full faculty can carefully consider the data in the next stage.

(3) Build and Analyze the School Portfolio - All staff will analyze data showing the current status of the school. It will become clear where there are areas of concern, what the strengths are, and what to celebrate. A prioritized list of challenges will be generated and used in the next stages to develop goals and an action plan. Optionally, narrative statements may be put into the Build and Analyze the School Portfolio section of the Network's planning tool.

(4) Set and Prioritize Goals - Challenges and concerns will be grouped into themes. Goal statements that are student-centered, clear, measurable, and time bound are written and prioritized.

(5) Research and Select Effective Practices - Staff members will conduct research on school practices related to their school improvement goals. They will thoroughly investigate what other schools with similar demographics have done to deal with the same types of issues the school faces. This will be accomplished by contacting other schools, and by reading and discussing scientifically based research and articles related to the school's improvement goals.

School teams will look deeper into the data and will select strategies for each of the goals.

(6) Craft Action Plans - Creation of specific action plans, focused on each goal area that describe the specific activities, timelines, persons responsible, and outcome measures for each strategy.

(7) Monitor Implementation of the plan - Formative measures such as classroom based assessments and analysis of student work will be used to see if progress has occurred in each of the goal areas. The key outcomes of this stage are to:

1. Demonstrate progress
2. Focus attention on the plan
3. Provide basis for making necessary changes
4. Give reasons to celebrate efforts of staff, students, and parents

(8) Evaluate Impact on Student Achievement - The LEAP, EOC, and other summative measures specified in the action plans will be analyzed. By doing this, stakeholders will determine how much progress has been made toward improving student achievement.

A Schoolwide Improvement Plan is a results focused plan which reflects on the philosophy of continuous improvement. It contains school-specific, measurable performance and equity goals that reflect the ExCEED vision and mission. Analysis of data from the SIP occurs on a continuous basis and informs changes to the plan. All individual staff members are responsible for using data through the use of the Data Teams Process. See below section for more detail on the Data Teams Process.

ExCEED Network Quarterly School Data Reviews

To ensure that the ExCEED Schools' Leadership teams engage in an effective Data and Academic Review, an initial set of guiding questions and a rubric was developed to assist with the facilitation of the process (please see Attachment 1 for the rubric). As stated in the executive summary, the reviews result in

deliberate and intentional planning that addresses student, teacher and leader needs. The rubric assesses the effectiveness and practicality of the school leadership team's thought process and actions during a Data & Academic Review relative to data analysis, school procedures, classroom level practices, and leadership decisions; and how this process will drive student achievement. Additionally, these meetings are intended to:

1. Encourage schools to conduct periodic self-evaluations;
2. Focus schools on gathering data throughout the year which should be used when conducting an annual needs assessment;
3. Stimulate school level planning for continuous improvement;
4. Allow the Network leadership and school leaders to engage in serious periodic review of student and teacher data and focus on strategies for individual school improvement;
5. Provide Network leaders an additional mechanism to assess quality of school programs and leader effectiveness; and
6. Promote the planning and budgeting process for school programs.

Data Teams Process

At the micro-level, teachers will be engaged in a six-step process that allows them to examine student data. This process provides structure for teachers to specifically identify areas of student need and collaboratively decide on the best instructional approach in response to those needs. The process includes the following steps: (1) Collect and Chart Data, (2) Analyze Data and Prioritize Needs, (3) Set SMART Goals, (4) Select Common Instructional Strategies, (5) Determine Results Indicators, (6) Monitor and Evaluate Results.

Professional Development

The network is planning a series of professional development opportunities surrounding the following concepts: National Institute for Excellence in Teaching/Teacher Advancement Program (NIET/TAP) Teaching Skills, Knowledge, and Professionalism Performance Standards; Response to Intervention (RtI); Data Literacy: Developing a data driven mindset and operational framework; Positive Behavior and Instructional Supports (PBIS); Core Knowledge; Leadership Development Cohort (Learning to Lead/Leadership for Learning); Academic Integrity (from Curriculum Alignment to Assessment Development); Spanish Native Language Arts Curriculum Implementation; and ExCEED's full STEAM ahead program development. The ExCEED professional development plan will kick off with a network wide professional development conference inclusive of all ExCEED employees, beginning with keynote address from the ExCEED CEO and introductions of the board of directors. This will set the tone and lay out the ExCEED mission, vision, and plan for success, while outlining the expectations for all ExCEED employees. Breakout sessions throughout the conference will provide participants with mission critical goals, objectives, and plans for support. A schedule of professional development opportunities will be created to specifically address the intended audience for each of the targeted concepts listed above. For example, identified highly effective teachers, teacher leaders, and current assistant principals will comprise the Leadership Development Cohort membership who will begin with a thorough orientation in the spring and summer, 2017, and continue to meet twice each quarter guided by the Network leadership team and the Executive Director of Schools. Each of the concepts listed above will serve a specific instructional, cultural, and/or support group of educators and will be guided

through the targeted concepts critical to ExCEED's success.

Overarching Professional Development for Career Teachers

Adequate and appropriate professional development is critical to improve the quality of instruction, promote efficient and effective decision making in the classroom, and increase the level of professionalism for classroom teachers and all academic school leaders. Teacher and leader needs range on a spectrum from basic to advanced skill development. ExCEED professional development will reflect those needs and follow a model named *Modeling to Empowerment* that addresses a broad continuum of skills. In addition to building teacher knowledge specific to the standards and curriculum, a model that consists of three concentrations will be used to address teacher specific skills in pedagogy: student engagement; authentic instruction that incorporates real-world applications of knowledge; and expanding opportunities for students to build knowledge. In this context, empowerment is defined as building professional knowledge to be able to create and contribute to instructional processes.

Concentration I (C1) development will address basic skills necessary for effective instruction that meet the demands of the NIET instructional framework and is in alignment with 21st century learning in a technologically advanced society. In short, teachers will receive support in increasing student engagement and learning through research based instructional strategies. This will be accomplished by routine modeling of good instruction in the classroom setting by academic leaders including Master Teachers, Mentor Teachers, Teacher Leaders, and administrators. Leaders and others who support teachers in this concentration will also work to motivate and energize teachers so that they are able to provide instruction that is of the utmost best quality. Teachers in this concentration build foundational performance skills as they relate to the NIET Professionalism Rubric, Instructional Rubric, and Environmental Rubric.

Concentration II (C2) development bridges basic pedagogy with gradually released teacher autonomy and empowerment by shifting the focus to teacher teams. These teams of teachers will develop and expand skills in using data to make instructional decisions, constructing common assessments, and identifying skills and standards that warrant remediation and reteaching. Presumably, this concentration will encompass the largest number of teachers and directly connects to the ExCEED RTI model. C2 development includes efforts designed to maximize true teacher collaboration, where in this context collaboration is defined as bringing teachers together to focus their work on meeting the needs of individual and groups of students in each content area. Teachers in this concentration are expected to increase performance beyond a level of "at expectations" as it relates to the NIET Professionalism Rubric, Instructional Rubric, and Environmental Rubric.

Concentration III (C3) development addresses teacher skills beyond basic and intermediary professional skills. Teachers on this concentration are more empowered to revise and improve curricula by being able to deconstruct content standards and design or select instruction needed to improve student outcomes. In short, C3 teachers are able to create curriculum as opposed to redeliver prescribed curricula. Additionally, these teachers are able to serve as teacher leaders and may be selected to participate in the network's Teacher Leadership Pipeline in order to impact instruction in multiple classrooms in addition to his or her

own. Alternatively, C3 teachers may serve as TAP Mentor and Master Teachers and be positioned to support colleagues in their classrooms with instruction and model best practices.

Weekly cluster meetings that follow the NIET Best Practices protocols are a part of each school. During these meetings, teachers learn about and practice teaching methods that exemplify the facets of the NIET Instructional and Classroom Environment Rubrics (see attachment 1). During cluster meetings, teachers also use data to verify that instructional strategies are building student knowledge through field testing and planning for reteaching concepts not mastered by students on common assessments.

Content Specific Professional Development for Classroom Teachers

Content specific (Mathematics, English Language Arts, Science, and Social Studies) professional development shall be provided to teachers and academic leaders on an ongoing basis. Network Content specific training and knowledge building will directly align with the goals set by the LDOE in the content areas:

- ELA: students will be proficient in their ability to read on grade level, complex texts and express understanding of those texts through writing and speaking about those texts and by listening to peer commentary.
- Mathematics: Students will be able to use the standards for mathematical practices to solve and express understanding of mathematics problems aligned to the major, supporting, and additional standards in ways that demonstrate conceptual understanding and the rigor of the standards.
- Science: Students will be able to pursue expanding employment opportunities in science-related fields by having a solid K–12 science education that prepares them for college and careers. This will be accomplished by engaging students in critical thinking, communications and addressing core knowledge in science, crosscutting concepts, scientific practices, and scientific literacy from grades K-12.
- Social Studies: Students in social studies should explore key questions through multiple primary and secondary sources to develop claims about social studies content by engaging in instructional opportunities that delve deeply into content and guide students in developing and supporting claims about social studies concepts.

Ongoing development in the core content areas will occur regularly through cluster meetings and collaborative planning sessions facilitated by site based Master and Mentor Teachers. Sessions will include building teacher understanding of the content standards (<http://www.louisianabelieves.com/resources/library/academic-standards>), creating quality classroom assessments that align with the statewide assessments, lesson planning, and enrichment activities that build student competencies in STEAM areas.

Building STEAM Knowledge through Professional Learning

ExCEED's commitment to STEAM programming in each school is a central focus of professional development. All professional learning in STEAM areas shall align with the following goal: STEM teachers should have a deep knowledge of their subject matter and an understanding of how students' learning develops in that field, the kinds of misconceptions students may develop, and strategies for addressing

students' evolving needs.

Key elements that contribute to effective STEAM instruction include a coherent set of standards and curriculum, teachers with high capacity, a supportive system of assessment and accountability, adequate instructional time, and equal access to quality STEAM learning opportunities (National Research Council, 2017 www.nap.edu). STEAM professional learning in ExCEED will coordinate with and depend on the following actions:

- Collaborate with teachers and leaders to identify a set of STEAM standards to be measured annually
- Design professional learning sessions that build teacher knowledge of STEAM activities and careers in coordination with industry professionals, local organizations, consultants, and the community
- Build STEAM curriculum for the elementary and middle grades and identify career-aligned high school courses that fit within the high school career pathways
- Identify rich and valuable STEAM activities and incorporate into classrooms at each grade level with a focus on potential career development
- Collaborate with school leaders to build in sufficient instructional time in the master schedules to harbor STEAM lessons and activities
- Collaborate with local universities (Dillard University and Xavier University of Louisiana) to plan and conduct an annual STEAM showcase

Leadership Support

One of the key roles of the Network is to provide leadership development support to schools. Ongoing Professional Development (PD):

As described above, on at least a quarterly basis, the Network will host mandatory PD for all staff across the network. During these day-long sessions, staff will have opportunities to meet with staff in similar roles across the Network. The content of these sessions will be dual: brass tacks functional role based content (i.e. upcoming mathematics unit unpacking for Grade 3 math teachers), and management and leadership training. These management and leadership sessions are tailored to the specific types of management and level of leadership that the role requires, and is based on best practices. Two roles at the Network are designed in particular to provide leadership support directly to schools – Assistant Directors of Academic Programs in Elementary Schools, and High Schools.

Assistant Director of Academic Programs - Elementary Schools, and Assistant Director of Academic Programs – High Schools - The role of the Assistant Director of Academics is to provide support to school leadership teams and school site instructional staff to provide innovative, interactive leadership for intense support to ExCEED schools, initiatives and program implementation. Works collaboratively with schools' leadership teams to ensure ongoing applied professional development for continued individual growth of teachers, school wide data analysis, and development of effective school wide academic and assessment plans.

The ExCEED Network has developed protocols to address academics as it relates to assessments, classroom

practices, and student learning targets in a document named the Assessment Protocol for ExCEED Schools. Additionally, the network has streamlined the job descriptions of academic personnel in the schools and on the network level, and these job descriptions serve as the expectations by which these individuals shall abide.

Master Teachers, Academic Deans, and RtI Coordinators - provide direct support to classroom teachers so that teachers can implement classroom interventions on a three-tiered system (Tier I, II, and III interventions). Master Teachers primarily address Tier I instruction—they are the first line of defense to addressing the needs of the whole class. Academic Deans go further and address Tier II instruction for students that do not respond fully to Tier I instruction. RtI Coordinators, in collaboration with Academic Deans, push further to address students who fail to respond to Tier I AND Tier II instruction in Tier III instruction/interventions. Master Teachers are responsible for supporting the ongoing development of teachers in their instructional practice and attention to student work and classroom data. By facilitating regular cluster meetings that include an analysis of standards-driven practices, student work generated as the result of assessments, and adherence to best instructional practices outlined in the NIET rubrics, the Master Teachers work to ensure that teachers are adequately prepared for instruction and that classroom practices are in alignment with school and network goals. Supports to schools in the area of academics takes place through professional development, collaboration with academic school leaders, and regular site visits that are inclusive of teacher discussions and classroom observations. In the ExCEED Network, site-based personnel oversee and facilitate academic processes that lead to academic growth. Academic Deans are responsible for ensuring that internal and network assessments are delivered and administered with fidelity and in appropriate timeframes. They plan and facilitate the school’s RTI process and are charged with regular analysis of data and updates to students’ needs, including determining students’ goals and benchmarks for the intervention process.

3. Core Content and Mission-Related Subject Areas

The opportunity for our five schools that have historically operated separately to band together as charters to form the ExCEED Schools is powerful. They will reach their goals more effectively and efficiently, when supported in executing curriculum that is rigorous and aligned with state standards. The goal is to avoid the hit or miss approach implemented in past years. Special attention is paid by the Network personnel into the quality of curricula, especially in the core content areas. Curricula must align with the current standards in Louisiana and promote achievement on the statewide assessments.

Mathematics, Grades K-8

Mathematics in the elementary and middle grades will be addressed through implementation of Eureka Math™ as the primary curriculum. Eureka Math adequately addresses the Louisiana Student Standards for Mathematics which are analogous to the Common Core State Standards. Additional resources that are as strongly aligned to the standards will be approved for the purpose of creating classroom assessments and supplemental lessons as needed. These resources are Desmos Classroom Activities (<https://teacher.desmos.com>), Illustrative Mathematics (www.illustrativemathematics.org), and The

Mathematics Assessment Project (<http://map.mathshell.org/>). Classroom teachers will employ direct instruction, cooperative learning, and individualized or group-specific tutoring to address the mathematics instruction. The Eureka Math™ curriculum was chosen as the primary resource because of its strict alignment to the Louisiana Student Standards and Mathematical Practices. This curriculum had a Tier I rating from the Louisiana Department of Education due to its alignment and incorporation of practices that address various learning styles and modes of knowledge expression.

Mathematics, Grades 9-12

Mathematics in the high school grades will be addressed through Springboard Mathematics. This curriculum adequately addresses the Louisiana Student Standards for Mathematics which are analogous to the Common Core State Standards. Additional resources that are as strongly aligned to the standards will be approved for the purpose of creating classroom assessments and supplemental lessons as needed. These resources are Desmos Classroom Activities, Illustrative Mathematics, and The Mathematics Assessment Project. Classroom teachers will employ direct instruction, cooperative learning, and individualized or group-specific tutoring to address the mathematics instruction. The Springboard curriculum was chosen as the primary resource because it “encourages students to take charge of their learning, supports teachers with useful resources, and gets students ready for state assessments, college entrance exams, and college-level work” (<https://springboard.collegeboard.org/math/benefits-and-features>).

English Language Arts (ELA) Grades K-5

ELA instruction in grades K-5 will be addressed through the Amplify Core Knowledge Curriculum™ (CKLA). This curriculum was chosen for its alignment to the Louisiana Student Standards which are analogous to the Common Core State Standards. CKLA™ develops strong and motivated readers by building a foundation of background knowledge and foundational skills. Core Knowledge Language Arts®, for grades PreK-5, offers educators a proven approach for building strong readers and ensuring that students are prepared for the transition from learning to read to reading to learn. The curriculum instills both background knowledge and foundational skills through two instructional strands for grades K-2 that integrate into a single strand in grades 3-5. EXCEED schools will use both the Skills Strand and the Language Strand in the early grades. Using both print and digital resources, CKLA™ provides carefully sequenced background knowledge in social studies, science, literature and the arts to build vocabulary and comprehension and an unprecedented, thorough approach to developing decoding and other critical foundational skills (<https://www.amplify.com/newsroom/press-release/core-knowledge-language-arts-receives-high-marks-from-independent-edreports>).

English Language Arts (ELA) Grades 6-12

ELA in the secondary grades will be addressed primarily through the LDOE Louisiana Guidebooks and Houghton Mifflin Collections®. The LDOE ELA Guidebook strongly addresses writing and speaking and listening as expressions of reading comprehension and also provides opportunities to extend learning through literacy. Collections® provides sound instruction in language and conventions as well as reading literary and informational texts. Both the Guidebooks and the Collections® series align strongly with the Louisiana Student Standards which are analogous to the Common Core State Standards. Together, these

curricula support students in meeting the demands of all of the standards for ELA and build knowledge of literature, information, and the world. Classroom teachers employ direct instruction, cooperative learning, and individualized or group-specific tutoring to address the ELA instruction.

Science, Grades K-12

As the state of Louisiana is preparing to adopt a new set of science standards for grades K-12, ExCEED has researched curricula aligned to the proposed standards, which will be analogous to the Next Generation Science Standards. ExCEED is prepared to implement a strong science curriculum that is fully aligned to the standards and appropriately exemplifies the constructs embedded within the standards: scientific concepts, core ideas, crosscutting concepts, critical thinking, scientific literacy, and connections to careers in science. At the forefront of the selection process is the HMH Dimensions™ textbook which is a brand-new, K–12 science program built specifically to address the Three Dimensions of Science Learning outlined in the *Framework for K-12 Science Education* and the Performance Expectations of NGSS. Built with a digital-first mentality, this program provides an authentic approach to increasing student achievement in science and preparing teachers for engineering instruction. After adoption of the standards by BESE board, ExCEED Assistant Directors of Academics will choose a curriculum that is reviewed and tiered by the LDOE. In the mean time, guidance from sources such as The NSTA Quick Reference Guide to NGSS (http://www.nsta.org/store/product_detail.aspx?id=10.2505/PKEB354X) will be used to unpack standards and develop intermediary curricula for K-12 science.

Social Studies, Grades K-12 (not including US History)

Social Studies instruction will be addressed through implementation of the LDOE pacing guides (<http://www.louisianabelieves.com/resources/library/k-12-social-studies-resources>) for social studies that include primary and secondary source documents and additional resources that adequately unpack the 2011 Social Studies Grade Level Expectations such as The DBQ Project (www.dbqproject.com). The pacing guides developed by the LDOE contain hyperlinks to primary and secondary source documents along with guiding questions designed to unpack the standards and provide students with the necessary reading material. In addition to building knowledge of social studies concepts and facts, students should be able to develop and express claims derived from reading source material. A large portion of social studies includes reading primary and secondary source documents and synthesizing information to express understanding and formulate claims about history, civics, geography, and human impacts. Classroom teachers employ direct instruction, discourse, cooperative learning, and individualized or group-specific tutoring to address the social studies instruction.

Social Studies, US History

U.S. History will be addressed by Teaching with Documents: The Twentieth Century: 1946-2001 curriculum published by The Gilder Lehrman Institute of American History. This curriculum was chosen because the materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the 2011 GLEs. The main focus of the materials is on primary and secondary sources to develop content knowledge and express claims; materials may also include text to support students in using the sources. Each lesson is provided with a variety of primary documents that are

the main focus of the lesson. Writing opportunities for students occur on a regular basis and are varied in length and time demands. The skills taught using this resource build student knowledge to a level acceptable for preparation for the U.S. History End of Course exam by examining multiple time periods and constructing claims.

Foreign Language in the Elementary Schools (FLES), All grades

As part of a weekly rotation of special subjects, students are engaged in a second language learning component. Mandarin and Spanish are offered at Franklin and Spanish is offered at Bethune and Mahalia Jackson. We employ foreign associate teachers that come from a country where the language is spoken. Foreign associate teachers are on J-1 visas which allow them to legally work in the US. There is also a culturally significant component in the curricular design that aligns with the Network's traditions and values around preparing students for a global future. Students are exposed to, experience and practice cross-cultural exchanges, in addition to learning a language. Their performance assessments reflect the richness of this cultural language learning. For example, throughout the unit of study on Mexico in the Spanish class at Benjamin Franklin Elementary, students prepare for a Day of the Dead interdisciplinary exhibit complete with art, food, music, and other cultural expressions of the significance of this holiday in this culture. They write, read and speak in Spanish about this special celebration and describe what they've learned and created during a culminating performance assessment during which parents and community members are invited to participate.

Spanish Language Arts at MJE, grades K-8

As part of a Transitional Bilingual Education program to be provided at Mahalia Jackson to English Language Learner students (ELLs), Native Language Arts in Spanish will be provided to all native Spanish-speaking students. Spanish Language will be offered to native English speakers as well through the program detailed directly above. While all students will have access to learning Spanish, their pathways will be different depending on their first language (L1). Because of the changing demographics of New Orleans, and the increasing number of Spanish speaking ELLs at Mahalia Jackson, we have an immense opportunity to introduce innovative programming and lead our city into providing best practice environments that lead to ELLs achieving college and career ready standards. Equitable outcomes are within our reach, with adjusted program delivery. ExCEED will ensure that our highly diverse ELLs have access to instruction at their level of native language development, and with consideration to the type and level of formal education they bring into the classroom in their first language (L1), We propose a highly innovative program that follows the curriculum designed by the Office of English Language Learners in the New York City Department of Education, which provides a framework for maintaining and developing Spanish language, while rapidly developing English proficiency. The curriculum guide is included in Attachment 1. Each day, our K-8 students will have a 3:15-4 pm Acceleration block, dedicated for remediation or acceleration work. For our ELL students whose parents elect to have them in the Transitional Bilingual Education program, this time will be used to develop Spanish language, using the curriculum included in Attachment 1. Students will engage in reading, writing, speaking in their first language, Spanish.

In year one, a modified dual language approach to Spanish and English language acquisition will be implemented school wide only at Mahalia Jackson as part of a Transitional Bilingual Education (TBE)

program. Native Spanish-speaking students, whether proficient in English or English Language Learner students, will be provided Native Language Arts in Spanish. We have found that many of our Spanish speaking students have not had consistent educational opportunities in their home language and/or have gaps in formal schooling in any language. Therefore, Spanish Language Arts will be taught simultaneously with English Language Arts to native Spanish Speakers, while native English speakers will be offered Spanish as a foreign language, through the traditional elementary foreign language instruction. Foreign Language instruction in the other Elementary Schools will consist of a rotating block of instruction in Spanish (and/or Mandarin at Ben Franklin and Bethune Elementary only) facilitated by foreign associate teachers from countries where Spanish/Mandarin is the native language. Students are exposed to, experience, and practice cross-cultural exchanges, in addition to learning a language. Our goal for all students in grades K-8 is to leave elementary with the skills and confidence to achieve secondary success and college readiness for foreign language Advanced Placement class offerings in Spanish Literature and Spanish Language as well as mastery of the language at the college level.

The Spanish Native Language Arts Curriculum Guide from New York City will be used as a foundation document to building a modified dual language approach to Spanish and English language acquisition through Advanced Placement opportunities for native Spanish speakers. This document offers curriculum structures that are based in the Common Core Learning Standards and will assist teachers to more fully understand and communicate to students the connections amongst the Louisiana Student Standards, classroom instruction, and high stakes assessments. Extensive PD during the summer of 2017 will acclimate teachers to the instructional scope and sequence, text dependent lessons, assessment, and progress monitoring. Specific focus on unpacking the Spanish Native Language Arts Curriculum Guide from New York City (SNLACG) guide to closely mimic the Louisiana ELA Guidebooks will be required to reinforce rather than distract from the ELA curriculum. At the core of the Spanish native Language Arts Curriculum Guide from New York is the identification of and addressing Spanish speakers' needs at their current language level rather than grade level. The network ESL Coordinator will work extensively with the guide to develop an ExCEED Student Profile Assessment of Fluency Level to place students in appropriate instructional settings.

OPSB Specific Questions

1. Evidence of Academic Model Success

Since its introduction in 1999, TAP has become one of the nation's largest multi-year efforts for advancing performance-based evaluation. Over 90 percent of participating TAP schools are high-need and serve diverse areas. 88% of TAP schools achieve one year or more of academic growth (earning at least a value-added growth score of "3"). This percentage illustrates the significant and sustained achievement levels in TAP schools over the last decade, with an ever-increasing percentage of schools obtaining at least a year's worth of academic growth.

2. Evidence of Academic Model Success

A study by Interactive, Inc. released in fall 2013 evaluated the impact of the TAP System across 60 schools in Louisiana. This independent study found that TAP schools outperform control schools in SPS achievement. This performance difference grows over the years as TAP schools further develop proficiency of best practices. The Interactive, Inc. study found that TAP schools grow more rapidly over time than control schools as measured by SPS.

Please see Attachment 1 for key findings of Interactive, Inc.'s study in Louisiana schools implementing the TAP model.

3. Supporting Documentation

Please see Attachment 1 for supporting documents regarding ExCEED's curriculum and academic model.

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.

1. A Day/Year in the Life (*Projected typical student testimonials*)

"A day in the life of an elementary ExCEED student"

My name is Hector. I am in the Second Grade at an ExCEED elementary school. I arrive by bus at an early time. I am glad because it gives me a chance to eat-I am always hungry, and visit with my friends before school starts. The start of our day is always happy. Somedays I arrive without a smile, but the morning activities always make me remember it is a new day. Our principal, well, he loves to ask us how we are doing. He has this thing he does where he talks to us about what we can do today to be better than yesterday.

The start of the learning part of our day is always exciting. Our teacher tells us things we will do each day. Next, we discuss our reading and sentences. Me and a couple of other kids go to see a very nice lady that seems to know a lot about us. The rest of the class works on the computer. We work on sounds and words, the whole time! She is nice but we have to chart our work and share what we did well. She creates goals for us and tells us when we are progressing and when we need to do more. She told us we are doing well and some of us will only see her till we learn a couple of things more.

For a break we do brain jumbles and puzzles. I like the math ones. When we return to class, 30 minutes later, we pick up with the rest of class where we left off. We then start math, some of the kids go to see a man in the math room while we all go to a computer. I am very good at math; I usually get to answer many of the teacher's questions.

Following lunch, we go to recess. It is a great part of the day. Sometimes I get to help students with math they do not understand. My teacher says we all learn, even as we teach. In the afternoon, we go to Social Studies. It is not my favorite time. But, I like the way we get to see other countries through the internet. I really enjoy learning about my Father's country, Spain.

We do Science every afternoon. I feel like I am watching TV it is so exciting. My teacher does experiments and we all get to be involved in some way. PE is on Monday, Wednesday and Friday. I LOVE PE! Our PE teacher always

does math drills, and spelling drills with us. Everyone gets to run and get the wiggles out. I learned why it is important to stretch last week. I cannot do it well yet, but our teacher says I will improve over time. The end of the day is always sad. I miss my friends, my teacher, and our cafeteria staff and custodians. I mostly miss learning. I cannot believe I like it so much. Sure, we had a chance to win 1 of 10 brand new bikes this semester. I did not win, and I could use a bike, but it was so exciting seeing the kids that did win. We all cheered and screamed for each other.

Additionally, we get to do some work after school. Several other of my friends stay with us as their parents work, too. I did not think I would like it, but as I started reading better I realized I was keeping up in class better and my grades improved. The afterschool teacher, I forget her name, says I might get out of the reading group during the day if I keep improving. I am glad to get a healthy snack and spend more time with my friends.

"A year in the life of a middle school ExCEED student"

Hi my name is Veronica. I am in the 8th Grade at an ExCEED elementary school. We have accomplished a lot this year. Some of my highlights are as follows:

We attended 3 Science fairs and 2 math competitions. This is a main reason I wanted to be at "Baby Ben." I love math and science. I did not know there would be so many chances to compete against other students. We also had a chance to help the lower grades learn about community gardening. On their campus we helped to maintain the raised beds. I never realized that so many children have never seen a garden grow or know what it takes to maintain it. The younger kids love to eat the vegetables we grow. I wonder if they eat them at home. Our principal is incredible. She loves to celebrate. I cannot figure out how she does all of it. My mother says she never leaves the school. But I know she does, because I saw her drive away at 6:30 last night. We live right down the road.

During the year, we take Quarterly Benchmarks and Performance Series Tests. My mother says that these tests tell the school where children excel and where they need help. My math teacher used the results from each of our Quarterly Benchmarks to create the groups we break out to during intervention time.

Many of our students got a chance to be part of a science project with the University of New Orleans. I did not participate. My mother said I was too busy to do anything else. Although, I wish I had the time, I love the programs I joined. There is a program we do called Project Lead The Way, it has really given me and many of my friends a school experience like none other.

Since our school is a math and science institution, we have many projects and displays around the school. We do everything from terrariums to astrological charting. We older students are constantly asked to provide guidance, and help to the students in the younger grades. It is a great way get to know them.

When we take our State Assessments our school shifts in many ways. My other school, three years ago, did things very differently. At Baby Ben we don't stop learning to review just for the test. We keep learning until right before test time and then we do a bit of targeted review. It works so well to do things this way. As our principal says, "Master today, review tomorrow."

Our school celebrates our successes on a regular basis. It makes for a lot of smiles. The young kids are always going on about how good they feel at our school.

Today is my last day on campus. I go McMinn High next year, I hear it is going to be fun, but there will never be a place like this. I took Algebra 1 this year and made a B. That gets one class out of the way already.

Sample Elementary (K-8) School Schedule

Period Name	Start Time	End Time
Breakfast / Arrival	7:00 AM	8:00 AM
Classes Begin	8:00 AM	
Circle Time	8:00 AM	8:15 AM
Literacy	8:15 AM	9:45 AM
Brain break	9:45 AM	10:00 AM
Math	10:00 AM	11:15 AM
Brain break	11:15 AM	11:30 AM
Lunch	11:30 AM	12:00 PM
Science/Social Studies	12:00 PM	1:00 PM
Specialized Studies	1:00 PM	2:00 PM
Specials	2:00 PM	2:45 PM
PE/Health	2:45 PM	3:15 PM
Acceleration	3:15 PM	4:00 PM
Breakfast / Arrival	7:00 AM	8:00 AM

Transition times are built into the period at every school. Each school has a unique setting, physical layout, enrollment and other special circumstances. Consequently, transitions times are indigenous and unique. The Network feels that each school must determine the appropriate and effective application of transitional planning, based on their own campus. The Network will provide guidelines for instructional daily requirements, to the schools, based on instructional minutes required by the State. Part of the Summer PD would include specific guidelines, examples for how this should be done.

Science/Social Studies – Tier I Louisiana Department of Education (“LDOE”) rated curriculum

Interactive Science – 60 minutes / day – alternating

Specialized Studies – 60 minutes / day

Lunch – 30 minutes / day

Remediation / Acceleration Block – 45 minutes 3x / week

Specials – 45 minutes / day

PE / Health – based on LDOE – addressing the LDOE standards – 30 minutes / day

Mathematics – Eureka Math 75 minutes / day

Literacy – Guidebooks 90 minutes / day

Acceleration:

8th Grade – Algebra I and English I are offered as full high school credit bearing courses – Nationally Board Certified teachers from the high schools teach the course at the elementary schools.

Projected typical student testimonial

"A day in the life of a high school ExCEED student"

Hi my name is Simone. I am in the 11th grade at an ExCEED high school, but that is just a number, I am far more. When I came here 2.5 years ago, we were at another location. The conditions were horrid. Since moving into our new building we have been able to improve in so many ways. But it is not just our building, last year, we had a new principal. Well, he was already here but he took over the position. A lot of things changed since. He brought back our dedication and pride we have for our school. Everyone has felt it. Teachers and students, even parents are believers in his vision. If you walk our hallways you will see it in the signs, cleanliness, and overall demeanor of everyone in the building.

I want to be a straight A student so I might get a scholarship to attend college. I take hard classes, study a lot, and take advantage of every after school and in-school tutoring offered. I also enjoy Arts so I take Band and Choir. My

Typical day is like this:

Our first block starts at 8:05. Wow, that is early. Our teachers always seem more awake than us. They also seem to know this; they try to help us motivate ourselves to prepare for learning. I am amazed at how many kids seem to pick up and start participating. I need to find a way to be more involved earlier like them.

During second period transitions we always hear a message about staying focused, thinking of our futures or helping others. It is great that our school values these qualities. Our principal is always stressing that we should get the maximum benefit from every moment.

During our lunch break, we often take time to visit with friends. The food is great at our school, sometimes. I never get brown rice at home, and very few vegetables. But, the thing I like most is that we get a choice of several options each day.

Our third and fourth periods often include intervention. We get help in math or reading or science while attending these classes. Doing extra science with kids at my ability level has really helped me prepare for Biology. It is great that we do this in groups the last 20 minutes of class.

Someone told me that after school tutoring just began. I do not attend now but plan to in the future. I feel great that our school values our growth so much. Even our counselors meet with us on a regular basis. They tell me my ACT score is going to need to grow a few points. I thought a 20 was great. Now, I realize I need to shoot for 23. My family cannot afford for me to go to college. I really need TOPS Performance Award; I learned this from my counselor. At times, she seems to push me pretty hard, I realize it is for my best interests.

"A year in the life of a high school ExCEED student"

I am Ja'Ron, I attend an ExCEED High School. We started this year with our same principal. Some of us knew him as we were in 7th and 8th grade here. We knew we would have to work hard, behave and be positive. Some students were very nervous; they did not know what to expect. But our principal just has a calm demeanor that everyone picks up on; it works.

Over the year we have taken a number of different Benchmarks. They are a real challenge for me. My teacher reviewed the results and showed me where I did not gain. It helped. I became more focused and was able to

determine what practice to target on a day to day basis. Looking back, I hated the work. But getting ready for 10th grade I now realize it was worth it.

One of our school leaders (he rides a motorcycle to school), is always showing us our data. He talks endlessly about it. One picture he showed was the people below a certain score on the Benchmark last year and how few of them passed the End of Course assessments at our school. He said if anyone is below that number, right now, they should immediately ask for help, I was one of them! It really stunned me. I knew I had to do more. I did pass. But I had a lot of extra work to do.

Something our school did this year was hold after school tutoring. They have done it before but not like this. We were all shocked at how well organized each section turned out. It almost seemed like the teachers knew exactly what each of us were needing to improve. My Dad graduated from here, he said the pride is back and learning came with it. There are a vast number of computers at our school. Technology is everywhere. It is cool that every classroom uses some form of technology. The Smart Boards are incredible. I cannot believe teachers taught without them. We used the computers to take our State Tests. Everything we did last year on the computers was slow and often kicked us offline. This year it was a breeze.

Additionally, we worked a program called Odysseyware. Wow, why was this not something we did at my other school? The courses were so simple to use, and it monitored everything I did. I played football, basketball and was on the speech team this year. I never thought I could do that much and still keep up my grades. It was worth it. What a great year, so many new things.

Curriculum – High School

End of Course (“EOC”) English Courses – Guidebooks

Language Standards – Houghton Mifflin Collections

EOC Math Courses – Tier I rated curriculum (Springboard or Eureka)

Biology – Tier I rated curriculum (Pearson)

EOC History Courses - The Gilder Lehrman Institute of American History

Response to Intervention (“RtI”)/ Remediation – One on one targeted curriculum for specific skills created in house; Odyssey course supplemental, self-paced support for classroom learning

Sample Credentials to be offered:

Grade 10 – BCA – Business Computer Applications – Microsoft

Grade 11 – IBC (Industry-based Certification) in First Responder

Sample High School Bell Schedules:

*Mondays, schools meet **8 instructional classes**. On Mondays lunch is connected to period 3B. 50% of student population goes to lunch first and the remaining students go to second lunch.*

Please note that there are 13 minutes when everyone is in 3B. There should be no student movement at this time. Below is the bell schedule for Mondays.

This schedule will be followed each Monday					
Period Name	Start Time	End Time	Restroom Open Times	Lunch Time	
1A	7:20 AM	8:08 AM	7:40 AM – 8:00 AM	No student is to leave class during lunch	1 st lunch: 11:32 AM – 12:07 PM 3B: 12:10 PM – 12:58 PM 2 nd lunch: 12:23 AM – 12:58 PM
1B	8:11 AM	8:59 AM	8:30 AM – 8:45 AM		
2A	9:02 AM	9:50 AM	9:20 AM – 9:35 AM		
2B	9:53 AM	10:41 AM	10:05 AM – 10:20 AM		
3A	10:44AM	11:32 AM	11:00 AM -11:15 AM		
3B	11:35AM	12:58 PM	No Restrooms for classroom students	30 Minutes	
4A	1:01 PM	1:49 PM	1:15 PM – 1:30 PM		
4B	1:52 PM	2:40 PM	Restrooms Closed		

Tuesday through Friday only four 90 minute instructional classes meet (alternating A and B day) plus 28 minute specials/acceleration period. This schedule utilizes a split 3rd period for lunch. Half of our students will go to first lunch and the remaining students will go to second lunch. Below is the schedule for Tuesday through Friday.

Tuesday – Friday Schedule

This schedule will be followed Tuesday – Friday Alternating A and B scheduled classes.					
A day classes will meet every Tuesday and Thursday .					
B days will meet every Wednesday and Friday .					
Period Name	Start Time	End Time	Restroom Open Times	Lunch Time	
1	7:20 AM	8:50 AM	8:00 AM – 8:40 AM		1 st lunch: 11:04 AM – 11:34 AM
Specials/acceleration	8:53 AM	9:31 AM	No Restrooms; No Passes Issued		Block 3: 11:37 AM – 1:07 PM
2	9:34 AM	11:04 AM	10:00 AM – 10:40 AM	30 Minute	Block 3: 11:07 AM – 12:37 PM
3	11:07 AM	1:07 PM	No passes during 3rd Block		2 nd lunch: 12:37 PM – 1:07 PM
4	1:10 PM	2:40 PM	1:30 PM – 2:00 PM		

Transitions are built into the period at every school. Each school has a unique setting, physical layout, enrollment and other special circumstances. Consequently, transitions times are indigenous and unique. The Network feels that each school must determine the appropriate and effective application of transitional planning, based on their own campus. The Network will provide guidelines for instructional daily requirements, to the schools, based on instructional minutes required by the State. Part of the Summer PD would include specific guidelines, examples for how this should be done.

2. Non-Academic Mission Critical Structures.

- Cluster Meetings - 3 times a week – teachers plan together
- Common Planning – grades and content level
- Mission/Vision Faculty Sessions – bi-weekly staff sessions working collectively toward fulfilling the mission ((i.e. – culture, student behavioral expectations, Behavior Intervention Plan (“BIPs”))
- Operational Essentials Sessions – bi-weekly sessions to master non-academic systems (i.e. submitting lesson plans, creation of goals for the day, communications, newsletters, submitting grades in the system)

OPSB Specific Questions

1. Calendars and Schedules

Please see Attachment 2 for a sample Network Calendar as well as sample school year calendars.

Please note the number of instructional minutes included in Attachment 2 adheres to state regulations.

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

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

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

1. Progress Monitoring

All schools will perform a comprehensive needs assessment. The comprehensive needs assessment is based on trend and summative data derived from a variety of summative assessments including LEAP and Performance Series. The process begins with gathering data to include achievement, perception, process, and demographics from the schools. This step is critical in creating a profile of the schools’ successes and

areas of improvement. Once the data has been analyzed, schools can reflect on the SPS categorized questions to assess the root causes within the data. Professional learning needs will be determined within the analysis of the data.

The Leadership Team will develop focused and streamlined SMART goals in the three areas that are in greatest need. Actions, strategies, and interventions will be identified in this process. Research tells us that our focus must be on instruction for our goal of improved academic success for our students.

A major part of the School Improvement Process is ensuring the vision, mission and SMART goals are clearly communicated to the school community. The professional learning plan is designed to align to the identified needs.

To ensure the success of schools, effective monitoring will be implemented. This will include discovery walks, observations, conferences, data talks, collaborative planning sessions, and the on-going review of the components within the SIP. It is important to stay focused on the SMART goals and continuously evaluate the impact of student learning.

OPSB Specific Questions

1. Assumptions: Student Baseline Performance

The ExCEED Network will implement a comprehensive system of measurement and remediation to assess pupil performance. The comprehensive system of measurement and remediation will include a School Improvement Planning Process, Data Teams Process, and Response to Intervention that aligns with the Louisiana State Standards and NIET standards.

2. Process for Verifying Assumptions

Student performance will be verified through data analysis on a consistent basis. The ExCEED Schools' expectation includes a minimum reading and mathematics Scaled Score achievement goal, measured by growth and performance indicators, on the Diagnostic Assessment delivered 3-4 times a year. These indicators demonstrate adequate grade level growth.

3. High School Graduation Requirements

Graduation Requirements

1. High School graduation requirements, in the ExCEED Schools, will match exactly to State requirements. All graduating students will be required to achieve 24 credits, pass EOC tests, and work to achieve 19 or better on ACT. The ExCEED Schools will employ the Louisiana Department of Education's tracker (Individual Graduation Plan or "IGP") in order for students and families to monitor their own progress toward each of these requirements. Every student will share and review their IGP with their parent or guardian. A counselor will meet annually with each student and parent to ensure this process is accurately maintained. While The Network will not require students to meet graduation criteria beyond the Louisiana Department of Education's, every student will be expected to achieve at least 4 credits beyond the base 24. These credits will be from elective or Career and Technical Education classes. The reasoning is to provide students a broader scope of College Readiness learning.

ACT/WorkKeys Guidance

We believe that the components of the SPS were strategically chosen to ensure principals focus on things that matter most for kids. We believe that both ACT and WorkKeys matter for kids. The ACT measures academic competencies and serve as a predictor of success in college. WorkKeys is also essential in that it measures foundational employment skills and soft skills for any field. The two exams together provide families with sufficient information to help students select careers beyond college.

- Upon entry into high school, all students are placed into the TOPS University diploma pathway. After students' second year in high school, families will have the option to enroll their student in the Jump Start diploma pathway.
- All students on a Jump Start pathway will be administered the WorkKeys.
- Any student on the TOPS University pathway will be supported in their efforts to attain at their highest possible ACT score.
- All opportunities for the highest level diploma options available will be afforded to every student and will be fully supported in their efforts.

4. Pupil Performance Standards

The Louisiana Core Standards drive our development and selection of high quality curriculum and assessments. Additionally, to ensure our students are college and career ready upon exiting high school, we leverage the knowledge we can gain from the ACT and incorporate that (backward design) into how we think about what students need to know and be able to do, particularly in terms of overall proficiency level, but also in terms of discrete skills/aptitude.

5. Measuring Student Performance Against Standards

The Data Team Process is a six-step process used by collaborative instructional grade level teams to collect and analyze data and make decisions regarding instructional strategies.

The Data Team Process is designed to bring about greater learning for students, teachers and administrators.

Teams create common formative assessments and use the results as a basis to create smart goals and determine and implement research based interventions for diverse learners.

6. Teacher Training for Interventions

Staff will examine data through a lens of equity to identify and investigate any achievement or opportunity gaps. Staff will be trained in and use data teams' analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the schoolwide plan as well as classroom practice.

Upon identification of a students' deficiency, the classroom teacher will enact the processes of RTI. Required

documentation shall be gathered and progress monitoring shall occur every 2-3 weeks to determine the effectiveness of the interventions applied. If a student continues to display evidence of failure by the end of the second quarter in grades K - 8, or by the end of the first and/or third quarters in grades 9 -12, the student will be referred to the Student Assistance Team (SATeam) for ABIT/SATeam consideration.

Recommendations for the next academic year or semester will be based on the information documented. These documents will be discussed with parents prior to making the final decision to retain the pupil or repeat a course or a portion of a course.

The ExCEED Network will implement the best practices elements of the RTI process by following the three-tiered method. In the fall, winter and spring students will be universally screened for benchmarking.

- Tier 1 students will receive the core, enrichment and/or accelerated instruction as applicable.
- Tier 2 students needing strategic support will be grouped in accordance to need and shall not exceed 6 students per group. Core instruction will include differentiated instructional strategies and be supplemented with 30 minutes of intervention for every 1 hour of core instruction.
- Tier 3 students needing intensive support will be grouped in accordance to need and shall not exceed 4 students per group. Core instruction will include differentiated instructional strategies and be supplemented with 60 minutes of intervention for every 1 hour of core instruction.

Schools will use the supplemental resources that have been provided for the purpose of moving strategic and intensive intervention students toward benchmark. Progress monitoring shall occur every two weeks to determine if the intervention provided is sufficient. Teachers are trained annually to implement RTI during cluster meetings and professional learning communities.

7. Pupil Progression Plan

ExCEED will follow the High School Graduation Requirements as outlined in Bulletin 741 and gleaned from the OPSB Pupil Progression Plan. Excerpts are included below from both of these documents, along with draft passages from ExCEED works in progress.

A. Carnegie Credit and Credit Flexibility (Bulletin 741 §2314)

1. Students may earn Carnegie credit as middle school and high school students in two ways:
 - a) By passing a course in which the students enrolled and meeting instructional time requirements, as set forth below; or
 - b) By demonstrating proficiency as set forth below.

2. When awarding credit based on instructional time, LEAs shall provide a minimum of 7,965 minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7,515 minutes. In order to grant one-half Carnegie credit, LEAs shall provide a minimum of 3,983 minutes, and students shall be in attendance for a minimum of 3,758 minutes.

3. When awarding Carnegie credit based on demonstrated proficiency, LEAs must inform the LDE of the

following on behalf of any student or group of students:

- a) the name of the examination used to measure proficiency, if nationally recognized, or
 - b) a copy of the examination used to measure proficiency, if locally developed or not nationally recognized and the score required to demonstrate proficiency; or
 - c) a listing of requirements to demonstrate proficiency through portfolio submissions.
4. Students enrolled in a course for the first time, which is not a credit recovery course or part of an accelerated program, shall only earn credit according to the pathway in Paragraph A.1. of this Section once the school year has begun.
- a) If a student fails a course, but meets the standard of proficiency on the end-of-course exam, the student may retain that score to be factored into their final grade in either a credit recovery course or a repeat of the traditional course.
5. Proficiency in a course with a state administered End of Course exam must be demonstrated using the End of Course exam.
6. The LDE may require revisions of assessments in order to ensure that they adequately measure proficiency.
7. Students meeting the requirements for Carnegie credit based on proficiency shall have the course title, the year proficiency was demonstrated, and the unit of credit earned entered on their transcript. LEAs shall determine whether to award the letter grade earned on the proficiency assessment(s) or a P (pass) when a student demonstrates proficiency.

ExCEED will follow the Promotion policies for Grades K – 8 which are outlined in the OPSB Pupil Progression Plan and in accordance with BESE and Federal guidelines.

Based upon local school board policy pursuant to these guidelines, each teacher shall, on an individualized basis, determine promotion or placement of each student [R.S. 17:24.4 (G)]. Local school board policies relative to pupil progression will apply to students placed in regular education programs, as well as to exceptional students and to students placed in alternative programs. Placement decisions for exceptional students must be made in accordance with the least restrictive environment requirements of state and federal laws.

A. Requirements of the Louisiana Educational Assessment Program

1. A Pupil Progression Plan shall require the student's proficiency on certain tests as determined by BESE before he or she can be recommended for promotion. (R.S. 17:24.4)
2. In addition to completing at least the minimum Carnegie units of credit as required by BESE, the student shall meet assessment requirements to earn a standard high school diploma. (Bulletin 741 §2318 and §2319)

3. After the 2014-2015, 2015-2016, and 2016-2017 school years, placement decisions for fourth and eighth grade students shall be made per local pupil progression plans, which shall outline the evidence of student learning used Grading Scale for Regular Courses to make promotion decisions. Such evidence shall include, but not be limited to, performance on classroom assignments or benchmark assessments. (Bulletin 1566 §701)
4. After the 2016-2017 school years, LEAs shall follow the guidelines set forth in §701.B of Bulletin 1566 to determine, based on evidence of student learning, whether eighth grade students may be promoted to the ninth grade or placed on a high school campus in transitional ninth grade. The percentage of an LEA's eighth graders placed in transitional ninth grade is expected to remain stable over time. In the event that the percentage of an LEA's eighth graders placed in transitional ninth grade in 2016-2017 exceeds the percentage of eighth graders in that LEA eligible for transitional ninth grade at the conclusion of the 2015-2016 school year, the local superintendent of that LEA shall provide a written justification to the state superintendent. (Bulletin 1566 §503)
5. All placement and promotion requirements shall be aligned with current BESE guidelines as outlined in the High Stakes Testing Policy. (Bulletin 1566 §701)
6. In accordance with procedures set forth by the LDE, IEP teams shall determine promotion to the next grade level for a student with a disability who fails to meet state or local established performance standards on any assessment for purposes of promotion. Such determination shall be made only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the local requirements for promotion or has not scored at or above the basic achievement level on the English language arts or mathematics components of the required state assessment and at or above the approaching basic achievement level on the other. (Bulletin 1530 §403)
7. Students with disabilities participating in the state testing program must be provided with accommodations as noted in the students' Individual Education Program (IEP). (Bulletin 118 §3301)
8. Students eligible for services under Section 504 of the Rehabilitation Act of 1973 should have accommodations as noted on their individual accommodation plan (IAP).
9. Students with disabilities who participate in the LEAP Alternate Assessment, Level 1 (LAA 1) shall have promotion decisions determined by the IEP Team. (Bulletin 1530 §401.)
10. LEP students shall participate in statewide assessment. The SBLC shall be granted the authority to waive the state's grade promotion policy for a LEP student. A LEP student who was granted a waiver at the 4th grade level is ineligible for a waiver at the 8th grade level. (Bulletin 1566 §707 E)

A student may be retained only one time in lower elementary, grades 1 - 3 and one time in upper elementary, grades 4 - 6. Students who do not meet the criteria as outlined in the High Stakes Testing Policy for 4th and 8th graders shall be retained the initial time in grade 4 or 8. After a student has been retained one time in the fourth grade, the student shall be assigned to grade 5. Documentation of the assignment shall be derived from the SBLC/SATeam.

For all other grades, ExCEED will comply with the request of the Louisiana Department of Education; students must be afforded every opportunity through the processes of RTI to avoid retention. Students may not be retained if documentation of failed efforts through intervention is not available. Every step as outlined in the guidelines of RTI must be documented.

Additionally, there must be evidence that progress monitoring has occurred, needed adjustments have been implemented, and proper notification to parents has been provided and documented. All documentation must reside in the student's cumulative folder and be forwarded to the SATeam if a student is recommended for retention. If a student is promoted with deficiencies the student's prescription shall be forwarded to the teacher of the next grade and collaboration between the two teachers shall occur to update the prescription with needed interventions.

Students in grades 4 & 8 who are promoted because of the retention limit must attend 90% of the 50 hours of summer school and take the summer retest. Students in grades K– 8 shall participate in an intervention program by content if offered at the school site.

If a student is promoted with deficiencies the student's academic plan shall be forwarded to the teacher of the next grade and collaboration between the two teachers shall occur to update the plan with needed interventions.

Additionally, at grades 4 – 8, the students who meet this definition will also participate in the adolescent literacy program.

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.

1. Student Culture

ExCEED has been working over the past year to lay the cultural foundation that will bring together the proud traditions of our five schools. That work is evidenced in our common mission and values:

Mission: ExCEED's mission is to redefine excellence in education by empowering school communities to prepare students for future options while honoring our traditions.

Values: Excellence, Commitment, and Tradition.

- Excellence: Leading the city's schools in re-defining excellence.
- Commitment: Making the commitment to the students, parents, and the New Orleans community that our children will have knowledge and skillsets to compete globally, and a commitment to our teachers and support staff that they will be supported, empowered and valued.
- Tradition: Making today's youth into tomorrow's leaders and innovators through inspiration drawn from rich traditions of our five schools.

In an ExCEED school, students are expected to (1) begin each day with a goal to excel daily in academic and extracurricular activities; (2) commit to communicating with school staff and students in a manner that demonstrates genuine care and respect; and (3) conduct themselves in a manner that positively reflects them, their parents and their school. Students must display a sense of self-discipline, self-image, community and responsibility which has been associated with our schools' rich traditions. These shared values and our mission permeate everything we do. They are currently under construction with students who are participating in developing student-friendly definitions and applications for their individual schools.

From this foundation, ExCEED will further establish a rich culture of unity to be built in cooperation with schools and demonstrated through commonalities between schools in the form of student experience, daily school activities, and teacher approach. However, in the past year, the Network has communicated through its Non-Negotiables that ExCEED staff must play an active role in creating school environments that will foster behavior expectations by modeling positive and inclusive behaviors and the treatment of everyone with genuine care and respect by our staff and students. The expectation has been set that each school develop rituals where students are welcomed each day with enthusiasm and positive messages; and dismissed with reflections from the day. For example, in the elementary schools, students are greeted during morning meeting where a sense of community and school pride is established. While in the high schools, the leadership team is stationed in targeted areas of the building to greet students with warm welcomes the moment they step off the school bus, as they move through the hallways to the cafeteria for breakfast, and then to class. Collaborations between the elementary and high schools began this past year with a program for boys ages 10-16 led by local and national law enforcement to discuss appropriate behavior if stopped by law enforcement. These type of collaborations will continue to address behavior and social concerns as a Network wide early intervention initiative to enhance quality of life as well as to assist in the development of positive citizenry. For example, discussions and initial planning to deliver a series of special events for girls ages 10-17 with the assistance of female police officers of the New Orleans Police

Department are in process.

Specifically regarding our plans for maintaining student behavior expectations, Positive Behavior Intervention Support (“PBIS”) provides a framework to implement the school-wide discipline plan at school. Our goal is that each child benefits to the fullest potential and develops a positive self-image. The school’s primary responsibility is to maintain discipline and a climate conducive to excellent instruction in the classroom through effective teaching and leadership techniques. Students must behave in a respectful manner to all students and adults in the building and, when in the community, to community members as well. Students will be explicitly taught that a violation of student conduct regulations may lead to detention, suspension, or possible expulsion.

2. Behavior Expectations⁴

The ExCEED Network Schools are and will remain compliant with the Unified Student Code of Conduct for Orleans Parish Schools (<http://www.opsb.us/parents-students/>). Parents and students are responsible for reading and signing the documentation page that is kept on file at each school.

Student discipline is a constant source of struggle for education LEA’s. Systems and processes that focus on student behavior must be in place and clearly defined. But, too often schools rely on exclusionary and punitive discipline practices to address behavior.¹ The response of schools too often relies on out-of-school suspensions and expulsions to manage discipline. Without consideration given to the long-term effects of this practice, many students will likely be negatively impacted in their social, academic, and behavioral progress. There is a disproportionate effect on marginalized students. Students of color, students with disabilities, English Language Learners, Students living in poverty and LGBTQ students all have been shown to react to these hyper disciplinary actions.

The ExCEED Network will seek to address the disciplinary needs of its students by focusing on 4 critical Goals. The main overarching goal is to keep students in school and embedded in highly effective classroom instruction.

- Create systems and processes that address the foundational causes of student behavior issues
- Use Discipline data in regular consistent discussions
- Foster a community wide agenda that focuses on The ExCEED Network’s goal of stabilizing school culture, student learning, and positive school environment through learning communities
- Develop student motivation through positive feedback practices

Data Collection

The ExCEED school leadership teams will engage in planned discussions which must occur at all school sites during the quarterly data reviews. These discussions will focus on investigation of past events arming school leaders to better deliver practices aimed at reducing discipline issues. The Network leadership will

⁴ Colombi, G., & Osher, D. (2015). Advancing School Discipline Reform. Education Leaders Report, 1(2). Retrieved May 15, 2016, from http://www.nasbe.org/wp-content/uploads/ELR_Advancing-SchoolDiscipline-Reform.pdf.

encourage the practice of addressing high risk students in a proactive process. Understanding the underlying causes of student misbehaviors, outbursts and absenteeism is paramount in addressing student needs thus decreasing discipline issues.

Vision

The plan for addressing student discipline policy begins in a system and process. The ExCEED Schools will employ PBIS as a 3-tier system of proactive and motivational interaction for all students. PBIS is one model that focuses on prevention, early identification, and responsive intervention through a tiered support system. In addition, cultural building communities will be built at each school. These communities will participate in cultural, academic and social trainings.

Policy Changes

- Alter exclusionary policies.
- Develop greater ability to house in-school suspensions and expulsions whenever possible.
- Create a broader approach to discipline, not one way only way
- Track students upon re-entry to regular school to better engage in positive proactive intervention
- Work to maintain due process rights for all students.

Discipline Policy for Students with Disabilities

In all schools special planning will focus on developing a coordinated effort for students with disabilities to receive a concerted, focused plan that helps them orient to their individualized needs. This will be a highly interactive, proactive process that utilizes a process of Check in/Check out.

Bullying is not tolerated at ExCEED Network Schools.

Consequences for bullying behavior can range from detention to suspension or expulsion. Bullying behavior must be reported to the teacher/administration. There is a link on the OPSB website (<http://www.opsb.us/report-bullying/>) to anonymously report bullying behavior. The Office of Children and Young People's Services' Anti-Bullying Strategy defines bullying as a persistent, deliberate attempt to hurt or humiliate someone.

There are various types of bullying, but most have three things in common:

- It is deliberately hurtful behavior.
- It is repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Students must not bully others, try to help students who are bullied, and report bullying behaviors to an adult at school and at home.

- **Cyber Bullying** – use of the internet to send or receive messages that discriminate against others; use of abusive language or profanity over the Internet.
- **Social Media Posting of School Related Activities** - Any postings involving school activities and personnel via social media, including applications such as Facebook, Instagram, Snapchat, etc. are not allowed and may be subject to disciplinary action.

Discipline Procedures for Exceptional Children's Services Students.

Students with disabilities are subject to the same rules as other students, but with limitations. Students with disabilities may not be out of school for more than a total of ten school days per school year as a result of disciplinary actions.

3. Staff Investment in Culture

Staff, and ultimately students, investment in ExCEED culture is the responsibility of every member of ExCEED. We must live our mission and values every day. From Board meetings to Network decision-making, from Principals' leadership to staff on-boarding and professional development, and each student interaction should be a reflection of our values (Excellence, Commitment, Tradition) which guide our daily lives.

The ExCEED school PBIS Committee will be composed of general and special education classroom teachers, academic deans, coaches, and other school staff who drive the cultural expectations and promotional activities for support of the school mission and vision. These teachers will be fully invested in this process at every ExCEED school. Additionally, there will be collaborative teamwork around job satisfaction to enhance and ensure teacher retention and job satisfaction. This component will be intentionally supported by cluster sessions, collaboration activities, frequent feedback and team building.

Every other week there will be a staff meeting focused on school culture and school mission specific buy-in sessions where we align expectation and allow for input and feedback. Teacher committees are formed for each value and participate in the norming process.

4. Norms

Our shared values and mission will set the basis for our cultural norms across our five schools, the Network, and our Board. As all of our schools will follow the National Institute for Excellence in Teaching ("NIET") structure, we will share common approaches in our schools. This structure for cluster is a norm based structure. Through that practice, teachers across ExCEED schools will develop, refine, and set norms for their Clusters, content teams, and grade level interactions. Furthermore, they will set norms for the school and student to student interactions. Committees comprised of a diverse membership of the school staff will work in an ongoing process to shape interactions between teachers and administrators, teachers and students, and among teachers. These committees will also problem solve, address school wide and grade/content specific issues, and help develop PBIS strategies. Additionally, the Network created communication and behavioral non-negotiables will guide the norms to establish the ExCEED culture.

- **Establish effective communication norms among leadership, teachers, support staff, family, and community in a manner that demonstrates genuine care and respect.** The following is expected: mutual respect is fostered, professionals utilize effective listening skills and sacred times are established to address issues and concerns for positive success. (See ExCEED Non-Negotiables in Attachment 7)

- **Establish behavioral norms for leadership, teachers, support staff, students, and families that is proactive, positive, reflective, tiered, and includes conflict resolution. Disciplinary actions must be fair, consistent, and immediate.** The following is expected: norms and expectations are consistent and fair, high expectations are established and modeled, and norms are provided visually and are easy to access. (See ExCEED Non-Negotiables in Attachment 7)

ExCEED’s leadership will set the standard of supporting and living our mission and values daily. This will be evident in activities like professional development where a shared vision across our schools will be celebrated. As a collaborative effort, ExCEED school leadership teams collectively developed a “feels like”, “looks like”, and “because of ...” chart that will be initially communicated to all staff during the ExCEED staff conference in Spring 2017 to set the stage for the 2017-2018 school year.

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.

1) **Identifying, Evaluating,⁵ & Providing Services for Exceptional Children**

ExCEED Schools will comply with the laws that govern the education of children with disabilities, the federal Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§1400-1485, and Louisiana’s Education of Children with Exceptionalities Act, LA R.S. 17:1941 et seq. We understand the mandate of these laws, which stipulate that charter schools – as well as traditional schools – must provide to children with disabilities a free, appropriate public education (FAPE) that to the greatest extent possible includes them in the general education environment. We also understand that charter schools, as the “local educational agencies” (LEA), are legally responsible for putting all the necessary systems in place to ensure that children with disabilities enjoy this right to a free, appropriate, public education.

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 reinforce the central idea of IDEA: to the maximum extent possible, a school must include children with disabilities in its

⁵ Adapted relevant Special Education compliance section from Columbia Parc Charter School application

general activities and curriculum. The ADA requires schools to modify its physical facilities to provide students with disabilities the greatest possible access. Section 504 requires schools to actively seek out and identify children with disabilities so that it may provide them with the free and appropriate public education required by IDEA.

Identification of students with exceptionalities is key to both service provision and compliance with regulations. As such, ExCEED Schools will:

- Establish an in-school committee to handle all special education referrals. This committee will include the principal or his/her designee, at least one general education teacher, and at least one special education teacher.
- Develop a consistent internal referral policy:
 - Train teachers to recognize signs of common disabilities
 - Encourage teachers to report suspected cases of students with disabilities
 - Provide internal standard referral form
 - For each referral, call a meeting of the in-school committee that must also include the referring teacher

Parents will be invited to the referral meeting and will be provided with a copy of their rights, as well as notification that the information is available online at the Louisiana Department of Education website.

Within 10 days of a referral, the committee will meet and decide whether to evaluate the student. If a parent requests an evaluation, ExCEED will initiate the internal referral process and conduct an evaluation as indicated by the referral process.

To ensure that there is a consistent and effective method for evaluating students suspected of having a disability, ExCEED will:

- Require parental consent to perform the specific evaluation procedures proposed.
- Once a parent gives consent, ExCEED will evaluate the student within 60 days. If the student is found to have a disability, an IEP will be developed within 30 days of the date of the finding.
- If a parent does not consent, a school will document the parent's refusal and the SBLV will meet to determine whether evaluation is necessary. If the SBLC determines an evaluation is necessary, they will contact the LDOE and follow the relevant procedures in Bulletin 1706

The evaluations will consist of a variety of assessments aimed to determine a child's strengths and weaknesses. They will also include observation of the child in his or her regular classroom by a teacher other than the referring teacher.

The evaluation team will issue a written evaluation report:

- Parents will receive a copy within 3 days of completion.
- The report must otherwise be kept confidential.

The report will contain:

- A determination of whether the child has a disability
- The basis for this determination
- Notes on the child's behavior from observations
- Educationally relevant medical findings or test results (if any)
- The team's conclusion about the effect of the child's disability on his or her academic achievement
- The team's conclusion about whether the gap between the child's ability and achievement is correctable without special education
- The team's determination about the effects of the child's environment, culture, or economic disadvantage, if any

Once a child is evaluated and determined to have a disability, the IEP Team will convene to develop an individual education plan (IEP) for the student. The IEPs developed by the IEP Team will, as the name suggests, be individualized based on the student's needs. Consistent with the spirit of IDEA, it will outline a plan that places the student in the "least restrictive environment" that will facilitate learning and include him or her in the regular education classroom to the maximum extent feasible. It will be structured to encourage collaboration and cooperation among teachers and the special education team. The IEP team will meet no later than 30 days from the date that the child is determined to have a disability, and will consist of the following individuals:

- The child's parents
- One of the child's regular education teachers
- At least one special education teacher
- A school administrator qualified to make decisions about special education
- An instructional expert (if none of the other members qualify)
- A bilingual staff member or translator, if appropriate
- The child, if appropriate

The IEP team will provide parents with a copy of the procedural safeguards in place to protect them under state and federal law, and inform them that similar information is available online at the Louisiana Department of Education website.

The IEP team will develop Individualized Education Plans that state in writing:

- The student's present levels of academic achievement and performance
- A description of how the student's disability affects involvement and progress
- Measurable annual goals for the student, including a description of any alternative benchmarks or objectives that differ from the normal curriculum
- A description of the special education and related services to be provided
- A description of the extent, if any, to which the child will not participate in regular classroom activities
- Explanations of the modifications for district or state standardized tests, if any
- The date on which services will start and the projected duration

- Additionally, for any student who reaches the age of 14 and has an IEP, the IEP will state in writing:
- Appropriate, measurable post-secondary goals for the child
- A description of any necessary transition services
- A statement that the child has been informed of his or her rights

Once the parent consents to a child's placement as determined in his/her IEP, the student will be placed within 10 days.

ExCEED Network Schools respond to the needs of students with disabilities in ways that enable them to achieve to the best of their abilities. Services will include specially designed instruction, program modifications, classroom accommodation, supplementary learning aids and services, and other services as needed.

ExCEED Network Schools, in conjunction with OPSB's Office of ECS, will directly provide services or coordinate to find a third-party provider when we cannot meet students' needs internally.

OPSB Specific Questions

1. Programs/Services at each Tier

Services to students with disabilities are provided at each Tier level per the goals and mandates indicated in the student's IEP. If a service is not available at the school upon time of enrollment, the school will contract with a qualified external provider to ensure not only that the school follows all applicable law, but most importantly that the student is making appropriate progress and meeting their potential. These services include but are not limited to:

- Speech, occupational or physical therapy
- Interpreters
- Medical services
- Orientation and mobility services
- Adaptive physical education
- Parent counseling and training in the support of the IEP
- Psychological or counseling services
- Recreation services
- Rehabilitation
- Social work services
- Transportation

Service Provision					
	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
Disability Diagnosis	IEP Weekly Service Minute Ranges and Program Offering Type				
Autism			Below 421	421-1260	1261+
Developmental Delay		Below 421	421-1260	1261+	
Emotional Disturbance			Below 421	421-1260	1261+
Intellectual Disabilities		Below 421	421-1260	1261-1680	1681+
Multiple Disabilities				Below 1261	1261+
Orthopedic Impairments		All			
Other Health Impairments		Below 1261	1261+		
Specific Learning Disabilities		All			
Speech or Language Impairments	All				
Traumatic Brain Injury				Below 1261	1261+
Hearing/Visual Impairments				All	

The ExCEED Network provides supports across a diverse set of program offerings for students with special needs. Three examples of the types of innovative and diverse programs that will continue to be supported with continuity and an increased focus on program quality are below:

Transition Support for Students with Disabilities in ExCEED Network High Schools [34 CFR 300.43

(a)

- Develop Individual transition plans for students with disabilities preparing to exit high school.
- Connect individuals and families to appropriate adult services and supports including, but not limited to, vocational rehabilitative services for employment and/or post-secondary education; Metropolitan Human Services District (MHSD) for community access and independent living; and the Advocacy Center for benefits planning.

- Connect students to appropriate post-secondary education, technical training programs, and employment opportunities.
- Identify students eligible for Act 833 and developing appropriate IEP goals and objectives.
- Develop Functional Behavior Assessments and Behavior Intervention Plans.
- Provide training required for Crisis Prevention Intervention (CPI) certification.
- Develop plans for students working towards LAA1 and/or Jump Start diploma pathways.
- Assist instructional teams in developing student portfolios to assist in post-secondary goals.
- Identify appropriate vendors for the Pre-Employment Transition Services (PETS) Programs.
- Serve on the steering committee for the Brown Bag Lunch (community resource organization).
- Collaborate with business and community organizations to develop volunteering and employment opportunities.
- Connect students to appropriate paid internships and/or work based learning experiences.

Community-Based Instructional Program (All ExCEED Network Schools)

The overall goal of the Community Based Instructional Program (CBIP) is to develop a program that consists of teaching functional, adult life-skills, along with foundational academics. Students participating in the CBIP will take the LEAP Alternative Assessment Level I, which addresses the extended academic standards. These students will gain access to the general education curriculum and will utilize curriculum materials aligned to the extended standards.

The CBIP assists students in developing practical skills that are needed to live a productive life, with maximum independence. CBIP begins at the elementary level, with students engaging in activities in their school neighborhood, learning safety signs used to guide traffic, and practicing daily living skills, such as street crossing by recognizing the curb at the end of a block, looking both ways, and identifying familiar landmarks. Students at the middle and high school levels participate in more advanced activities in the community. When students reach the high school level, they are prepared for job placement or a postsecondary training program.

Partnership Between Nicholls State University High Incidence Disabilities MA Program

(Ben Franklin Elem., McDonogh 35, with expansion to all ExCEED Network schools)

The High Incidence Disabilities Program, with a concentration in Applied Behavior Analysis (ABA), is a two-year long M.A. program at Nicholls State University. The program concentrates on teaching teachers how to identify and implement evidence based methods for academic, behavioral, social, verbal, and self-management concerns for students with and without disabilities. Additionally, the concentration in behavior analysis teaches candidates the principles and practices of behavior analysis as both an applied and theoretical framework. The ABA concentration fulfills the coursework requirements for candidates to sit for the BCBA exam, the nationally recognized board exam for behavior analysts.

Teachers will continue to enroll in the MA program and professors from the program (Dr.'s Grant Gautreaux and Derek Shanman) will provide consultative services, including supervision of the graduate candidates (a secondary requirement to sit for the BCBA exam), as well as, consultation as needed on other cases.

In these teachers' classrooms, both the professors and teachers will continue to work to improve data based decision making for students with disabilities and academic and behavioral deficits, implement evidence-based curricula, and select research based tactics as needed. These candidates will continue to learn how to identify the source of problem behaviors and appropriately target behaviors to replace the problem behaviors. They will work to increase their students' interactions with the environment and their peers in ways that will alleviate learning difficulties in the future. These teachers will continue to learn how to collect experimental data and have their work presented in academic posters at the bi-annual Poster Night for the High Incidence Disabilities Program.

Early Intervention Program

(Mahalia Jackson Elementary)

The Early Interventionist will write initial and review IEPs, coordinate related services, as well as work directly with preschool students three to five years of age in their natural classroom environment. The activities and interventions are designed to support the student and their family. The Early Interventionist will collaborate with the classroom teacher, preschool staff members, family members, and related service providers to discuss student progress and support additional needs.

The Early Interventionist also assists parents in completing the Enroll NOLA application when it is time for the child to transition from the preschool to the elementary setting. The Assessment, Evaluation, and Programming System for Infants and Children (AEPS) will be used by the Early Interventionist as students enter and exit the program. AEPS is a comprehensive, reliable system that seamlessly links assessment, goal development, intervention, and evaluation for children from birth through age six who are at risk for a delay or have a disability.

Program Costs and Funding Streams

Program costs largely consist of staffing (salaries, benefits and external provider contracting fees). Additionally, student and teacher curricular resources, assessment materials, and adaptive technologies necessary for the implementation of the IEP are included in overall Exceptional Children Services program costs. ExCEED anticipates receipt of weighted funding by tier as per the differentiated funding formula for all five tiers of Special Education, Gifted and Talented, English Language Learners and Over-Age students. Additionally, schools may be eligible for Citywide Exceptional Needs Fund (CENF) for Students with Disabilities. The ExCEED Network will work with Special Education Coordinators and School Leaders to determine eligibility for application and to support with completion.

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	<ul style="list-style-type: none"> .. What programs/services will be required to address English Language Learners? .. What assumptions do you have regarding cost/revenue to implement these programs?
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TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Identifying, Evaluating & Providing Services for ELLs⁶

Identifying

ExCEED will utilize an English Language Learner (ELL) Coordinator to support the identification, placement, and evaluation of services to ELL students. To place our human resources closest to the students, this coordinator will be home-based at the school which currently has the highest ESL population, at a cost that is proportionally divided among the ExCEED schools. Students are identified according to the Office of Civil Rights guidelines as outlined in the Louisiana District and School Administrators English Language Learners Program Handbook. All enrollees to ExCEED Network complete a Home Language Survey (HLS) included in each student's enrollment packet. The HLS is available in multiple languages so parents can complete the survey in their home language. Additionally, the ESL teacher, ESL coordinator (housed at Mahalia Jackson), and homeroom teachers will observe students and families to identify any students with a native or home language other than English who neglected to indicate such on the HLS. All students whose HLS indicates a dominance of a language other than English are screened for English proficiency. Reasonable efforts will be made to ensure that in and out of state prior records of transfer students are received and considered thoroughly. If HLS information is incomplete or unavailable, the school will screen the student using the HLS. If the HLS indicates that the student speaks a language other than English, the Network schools will review ELDA assessment results, or in the case of out of state students, complete an English Language Proficiency assessment and continue the identification process from that step forward.

As per guidance from the USDOE, ExCEED Network Schools do not ask questions regarding immigration status, country of origin, date of US entry, years of US schooling because of their potential chilling effect on enrollment. All children have the right to enroll at ExCEED Network Schools regardless of immigration status, as per the Office of Civil Rights.

Evaluating English Language Proficiency

In all cases, if a HLS indicates that a student may not be English dominant, ExCEED Network Schools use the Language Assessment Scales (LAS) as the primary screening instrument. In the event that the LAS at some point is unavailable, the Network will select another standard, norm-referenced objective screening instrument developed to assess for English Language proficiency in each of the four language domains: listening, speaking, reading and writing. Administering professionals will be fully trained in administration for accuracy and validity.

Parental Notification

If the LAS indicates that a student is not eligible for a language development program, no parental notification is required. However, if the results indicate less than proficiency, a letter is provided to the parent/guardian in the primary language of the home (as indicated on the Home Language Survey),

⁶ Adapted best practices from East Baton Rouge English Learner Program Handbook, 2016

indicating that the child was identified as needing specific English language development services. This notification must happen within 30 days of the student's enrollment. The parent is given the opportunity to waive any English language development services. Services are scheduled and begin immediately. There is no need for consent for service; rather parents are given the opportunity to decline. Schools begin providing their chosen English Literacy Development service upon completion of scheduling the services.

Parents receive annual notification of the student's classification as an English Language Learner, and information regarding their English Language Development Assessment results. This, like all other school communications, is available in the home language.

If a parent declines services, the ELDA is still administered, and appropriate accommodations are provided for the ELDA, LEAP and all other assessments. This is the child's right, despite the parent's declination of services.

Service Provision Types

To respond to the trend of increased Spanish native speaker enrollment, Mahalia Jackson will provide the most robust programming for English Language Learner students through a Structured Transitional Bilingual Program. The goal of this program is to teach English skills in a progressively complex way so that ELLs can succeed in the general education classroom. Instruction is entirely in English, although teacher and/or paraprofessionals have specialized training in meeting the needs of ELLs, hold ESL certification, and have some communication skills in the primary language of the ELLs. Additionally, Mahalia Jackson will provide a Newcomer Program designed to primarily meet the needs of newly arrived immigrant students. Cultural transition, basic communication skills are accomplished in an essentially separate, relatively self-contained educational intervention setting before the students transition into the general setting. Mahalia Jackson will further provide opportunities for our population of native Spanish speaking students to demonstrate and increase their Spanish language proficiency in the context of the Spanish Language Arts curriculum. Native English speakers also will have the opportunity during this curricular component to develop bilingualism and biliteracy.

All ELLs across the ExCEED Network have access to ESL (English as a Second Language) Instruction, which focuses on making academic instruction in English comprehensive to ELLs. In the sheltered classroom, teachers use physical activities, visual aids, learning strategies, and other methods and resources to teach academic language and concept development in mathematics, science, social studies and other subjects. Sheltered English practices are incorporated into annual training for pedagogues in the ExCEED Network. Attachment 1 includes the intended curricular approach and frameworks to be adapted at Mahalia Jackson.

Staffing

ELL teachers are qualified to provide services, trained to support ELL students, and trained in an ongoing way to implement the ELL program components outlined here.

Program Evaluation

On an annual basis, upon availability of relevant program level data (including ELL student proficiency vis-a-

vis the ELDA), ExCEED’s network wide instructional program servicing ELLs will be evaluated, modified and replaced as needed in order to meet legal requirements stipulated by the Civil Rights Act. Additionally, retention, dropout, and graduation rates of students who have exited ELL status are tracked and considered alongside academic proficiency.

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 | <ul style="list-style-type: none">• How will you share information with Parents and Community Members?• How will you receive feedback?• What is the process for grievances? |
|--------------------------------|---|

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

1. Parent and Community Support

ExCEED strives to be an inclusive network of cohesive schools. We will benefit from strong parental and community involvement in our schools. When the parents and community support our values of Excellence, Commitment, and Tradition we all benefit. Through our initial efforts, we believe the community feels this unity of values and that has resulted in tremendous support from our community.

In Attachment 3, please find relevant demonstrations of parent and community support for the ExCEED Network’s formation.

OPSB Specific Questions

(1) Information Sharing

School to Parent

ExCEED Schools use a variety of communication tools to keep parents abreast of school activities. Information is available on our school websites. Schools send home monthly newsletters as well as RoBo Calls with updates as needed. RoBo calls are automatically dialed from our Student Information System data base. Schools will solicit current information from parents on an annual basis; and encourage them to notify the school when changes occur. Parent meetings, Open House, special events and the Parent Teacher Organization (“PTO”) provide good opportunities for learning more about the school. Interpreters and alternate language notifications are available for our non-English speaking parents.

Teacher to Parent

Grade level teams provide Newsletters. Teachers communicate through software platforms such as ClassDojo, OnCourse website, emails, and phone calls. They also send home Mid Quarter Progress Reports and are available for Quarterly Report Card Conferences. Grades are available on PowerParent. Conferences are scheduled as needed. Teachers are also available for conferences upon the written request from a parent. Personal conferences are scheduled before or after school or during the teacher’s planning time. **Instructional time is sacred.**

A. Technology

1. ExCEED will maintain a current, up-to-date, informative website, inclusive of all five ExCEED school websites.
2. Parent Portal to student progress through our Student Information System and OnCourse website — Parents and students are provided a username and password to access students' grades, attendance, and ongoing progress.
3. Email Communication - Teachers' provide their network email address in their syllabus and are expected to (in most cases) respond to email correspondences within 48 hours; urgent matters should be communicated via phone call to the school.
4. ClassDojo – Parents are supplied with username and password that is generated by the ClassDojo program; It is a quick and easy way to communicate.

B. Parental Concerns

1. Each school will be staffed with a parent and community specialist to communicate and work to resolve parental issues and facilitate community involvement.
2. The ExCEED website will maintain a "Contact Us" link for parents to reach out to individual schools or the ExCEED leadership.
3. Parents may send notes, Dojo messages, or emails as forms of communication.
4. The parent must make an appointment with the teacher if there are additional concerns to discuss.
5. If a concern still exists, an appointment with the principal or assistant principal may be scheduled through the secretary.

C. Support Services

1. Social Worker – Our social workers help students with both personal and academic challenges. Students may be seen individually or in a group setting. The social worker provides a confidential, professional service that is helpful to students, parents, and staff in analyzing problems in order to bring about change or growth.
2. Parent Liaison – Our parent liaison is a resource for our parents, assisting with connections to PowerParent and implementation of our Title I Parental Involvement Policy. Title I sponsors a monthly Parent's meeting on issues of interest to parents. The Parent Liaison is available from 8:00 AM to 3:00 PM.
3. Community Services – School Social Workers maintain lists of agencies for family and community services.

(2) Receiving Feedback

Our community values input and being fully involved in our schools' progress and ExCEED welcomes and encourages robust community involvement. In order to continue to hear their voices, allow effective participation, and provide feedback, ExCEED schools will promote and guide active participation in Parent Teacher Organizations, Alumni Associations, and other community outreach efforts which already exist. Whenever possible committees of a cross section of members from our schools will guide decision-making and support efforts.

The network will form a single parent/alumni advisory committee who will consult with the board and the CEO. We hope to develop a symbiotic relationship that affords opportunities for the CEO and board to

request input on issues important to the community and for the committee to bring topics of interest to the board with possible community based solutions. The flow of this work is funneled through the CEO and Chief of Staff, who will coordinate the efforts of the committee.

The Network will administer an annual parent satisfaction survey. It is expected that schools will set measurable and meaningful goals around parent participation and survey completion. More informally, schools have open-door policies, and routinely invite parents in to provide input on policy, practice and planning.

(3) **Grievance Process**⁷

Parents are encouraged, if they have a grievance with a teacher or school administrator, to follow the steps of the published and available grievance process. This applies to all members of the ExCEED community.

1. The individual school and Network make every effort to resolve the grievance at the school between the principals and the person(s) aggrieved.
2. If the grievance is not resolved in step 1, the following procedure applies: The complainant shall notify the Director of Data & Compliance for the Network in writing of the alleged violation. Mail to the Network office.
3. If the grievance is not resolved in step 2, appropriate Network staff will meet within ten working days with the complainant. Staff may review written decisions and transcripts of previous meetings OR may investigate the grievance, conferring with parties involved and other administrative staff. The allegation may be upheld and necessary corrective action taken or the allegation may be dismissed as having no substance as a violation of applicable policy, law or regulation and the matter thereby closed.
4. The complainant may, if not receiving desired satisfaction in steps 2 and/or 3, request in writing an appointment with the Board Chair of the Network. The request shall be made to the Director of Data & Compliance and/ or his/her designee as published, within ten working days from the date of the meeting in step three and the Director of Data & Compliance will establish the appointment at a date and time mutually agreeable to all parties no later than ten working days.
5. The complainant may, if not receiving desired satisfaction in steps 2, 3, and 4, request in writing a hearing before the ExCEED Board. The request is to be made by the complainant within ten working days from the date of the decision reached in step 4. The request shall be made to the ExCEED CEO, who will notify the Board Chair within five working days of receipt of the request. The hearing will be scheduled at a date and time mutually agreeable to all parties no later than ten working days.

Following this grievance process in no way precludes a complainant from exercising his/her rights to due process or filing of a formal complaint with the Louisiana State Department of Education or Office of Civil Rights, or other applicable federal, state or local body.

⁷ Excerpted and adapted from Orleans Parish 504 Grievance Process

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.

Board Chair, Coleman Ridley, ExCEED Network Schools Co-Founder

1. What vision and goals did you have for the organization in which you most recently held a formal leadership role?

In my existing role at the Business Council of New Orleans, my primary goal is to tackle tough city-wide issues that impact citizens and affect/support the business community. Our organization's effectiveness has been in large part due to the influence the organization wields. My vision and one of my goals has been to maintain and preserve the influence that this organization wields while making the organization more progressive. There were changes required to make the organization more progressive and diverse in thought and perspective at the decision-making table not just in the traditional sense of diversity (i.e., race, gender, sexual orientation) We have a better work product when there is diversity at the table. In terms of life experiences, industry, etc. we were already decently diverse, but we could take advantage of that diversity by having diversity of perspectives as well.

2. What were the most important strategies that you implemented in order to ensure that your organization met its goals?

Strategies – Develop and implement a communication strategy, both internal and external communications. The internal communication piece was most important for me. We needed better informed members to ensure understanding of the magnitude of the challenges we were facing as a city and state. Most of members had at best a superficial understanding of the challenges. Increasing their level of understanding would make a more compelling engagement strategy. To further improve understanding we initiated one-on-one engagement with membership. In addition to communicating our challenges we sought to further engagement with membership – why did you join the business council? Why have you or haven't you renewed your membership? What can we do to maximize your membership? To improve our external communications, we revamped our website and social media presence.

3. How did you set up your team to help them in understanding their role in helping the organization meet its goals?

We have an executive committee strategic planning retreat every year. I started also doing a half day staff retreat following the executive committee retreat, where we would follow up on the issues that were discussed at the planning retreat. Our goal there was to determine what to prioritize based on that guidance and the mandates from the executive committee. We prioritized together, and then weekly staff meetings to keep track of goals and objectives. The team then assigns goals and objectives, develops timelines and work-plans for those goals and are held accountable to those timelines and objectives.

4. How did your organization both monitor progress towards its goals and remain on track to meet its goals?

Most importantly, weekly staff meetings to keep our finger on the pulse of how our large initiatives are moving forward. On a monthly basis, we get updates on projects to the entire staff. I report out to the staff monthly on progress made toward fulfillment toward goals and objectives to what we have collectively identified. Monthly, I have a financial report that I submit to my executive committee.

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?

Internally it comes naturally. Externally, I've identified individuals who are similarly postured within organizations and business groups, slightly opened the door to the business council to some of them and many have reciprocated. I've tried to observe and engage in policy conversations to help make organizations more efficient. We enhance the membership experience in that way. Have relied on that handful of external relationships to learn from them, exchange ideas, and then by selecting organizations and individuals to expand the reach of the Business Council of New Orleans.

Ben Franklin Elementary, Principal Charlotte Matthew, ExCEED Network Schools Co-Founder

1. What vision and goals did you have for the organization in which you most recently held a formal leadership role?

I have been Principal of Benjamin Franklin Elementary Mathematics and Science School (BFE) since July of 2006. My goal has always been to make a difference in the lives of students and staff by providing high quality leadership geared towards academic and individual success.

BFE was the first elementary school to open after Hurricane Katrina. Prior to the storm, BFE was a selective-admissions school without serving general education students, pre-kindergarten, special education, and ELL students. After Katrina, we accepted all students and the school tripled in size. Given the opportunity a few years after Katrina to return to the selective admission status of the past, under my leadership, we not only kept our open-admissions status, but we became one of the thirty-six schools in the state that were both high-poverty and high performing. Our school now is on an upward trend toward an A from our current B standing.

2. What were the most important strategies that you implemented in order to ensure that your organization met its goals?

Two strategies – mission alignment and teacher development and accountability – have worked to help us successfully make progress to meet our goal to become an A-rated school. Communication of the vision is paramount. All stakeholders, parents, teachers, students, and community must be actively working for student success. Teachers need to know each student individually and academically. Students need to work cooperatively to be successful academically and socially and use a set of social skills: cooperation, assertion, responsibility, empathy, and self-control. Creating a culture of accountability where teachers are coached and feel supported, and students become active participants in their learning and receive feedback has proven invaluable to our progress toward our goal. Current implementation of the NIET Best Practice model, supported by the Instructional Leadership Team and through guidance from the ExCEED leadership, is a key component of our strategy. We value our teachers and want to ensure they are supported and developed.

3. How did you set up your team to help them in understanding their role in helping the organization meet its goals?

We utilize a distributive leadership model supported by professional development and common planning times for teachers. Working together to constantly assess the state of the academics and discipline at the school, the leadership team is proactive and tracks student and teacher success. The expansion to a professional development cluster meeting format has enhanced not only instruction and communication, but individual teacher leadership opportunities.

4. How did your organization both monitor progress towards its goals and remain on track to meet its goals?

As a school that operates within a network, we utilize common tools to assess progress. Our Instructional Leadership Team has identified students who need specific progress monitoring for academic or behavioral Response to Intervention (RTI). This monitoring will be completed on an individual basis utilizing a research based approach and is monitored weekly. School-wide and grade level/content monitoring is done using our student achievement testing. Teachers track specific student growth and adjust lesson planning as necessary.

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?

Building relationships with staff, students, and parents has proven invaluable to our school's success. Over the past year, the relationship between our team and the ExCEED network team has strengthened as we work together to accomplish the goals of the school. One of the strengths of our school is the relationship we have with our neighbors and community volunteers.

MM Bethune, Principal Mary Haynes-Smith, ExCEED Network Schools Co-Founder

1. What vision and goals did you have for the organization in which you most recently held a formal leadership role?

I have been the principal of Mary McLeod Bethune since 2006. My vision for Mary McLeod Bethune Elementary School is to develop teaching and learning experiences that challenge students to think critically and problem solve, as well as providing them with the intense foundational and developmental skills necessary to function and compete in a global society.

2. What were the most important strategies that you implemented in order to ensure that your organization met its goals?

We implemented two strategies – talent recruitment and development and data-driven decision-making – that have been instrumental in making progress toward our goals. We worked to ensure we hired teachers who were mission-aligned and we worked to provide high quality professional development to enhance their content knowledge, improve teaching strategies, and promote a growth mindset and shared accountability among all team members. Also, hiring support staff to provide more targeted instruction has allowed us to better support our students with the greatest needs. Reviewing, understanding, and assessing individual, grade level, content area, and teacher data, and strengthening our RtI program, have given us the opportunity to be more deliberate with our instructional approach and progress toward achieving our goals.

3. How did you set up your team to help them in understanding their role in helping the organization meet its goals?

First, I shared my vision for the school with my leadership team so that we could work collaboratively to establish common goals that are aligned to the vision and to gain buy-in and accountability from all team members. I also ensured that each team member was well-versed in their job duties and the performance expectations required of them to help attain the goal. Establishing an environment of consistent collaboration and communication also played an integral role in preparing my team to understand their role. Creating an environment of trust, respect, and vulnerability where everyone's voices and ideas are heard and respected helped to build an environment where team members feel equally responsible for attaining the school goal.

4. How did your organization both monitor progress towards its goals and remain on track to meet its goals?

We believe that academic success is driven by data and teacher development. To monitor progress towards goals, we consistently use qualitative and quantitative data points to assess where we stand in relationship to our goals. We gather baseline data in the beginning of the school year to assess our students' strengths and weaknesses to and determine which students need remediation and which students need enrichment. After each benchmark and quarterly exam, data is analyzed by the leadership team and teachers to measure progress and determine which standards and skills students have mastered and those that need to be retaught. Tier II and Tier III intervention groups are established based on the data. Students are moved in and out of interventions according to successful trends. Teachers and administrators work collaboratively to develop an action plan on how they will make gains going forward.

Each month Student Academic Reviews are conducted to get a qualitative perspective on students'

performance. Teachers communicate student progress based on classroom performance. Teachers discuss their action plans used to meet the needs of all their students. Administrators offer strategies and techniques to the teacher during this time.

Classroom observations are done to diagnose, support, and follow-up on teacher and student interactions. Teachers are provided additional support such as team teaching, coaching, and modeling to ensure that they are well-equipped to meet the needs of their students.

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?

I have developed and cultivated an avenue of communication with members of the school board as well as with the ExCEED Network Office. The ExCEED office provides training and support to implement programs at Bethune and provides assistance in meeting the needs of daily school operations. In addition, I have also cultivated relationships with parents and provided opportunities for them to participate in the educational process to help students achieve. Parents also assist with school plays, field trips, festivals, and in reading and math night.

Mahalia Jackson, Site Administrator Litouri Smith, ExCEED Network Schools Co-Founder

1. What vision and goals did you have for the organization in which you most recently held a formal leadership role?

My vision was to build on the foundation of the successes of the previous year and move the school to a higher achievement status. This vision creates a school where students and staff receive the targeted support they need in order to move towards our goal of attaining a School Performance Score of 85 or better this school year.

2. What were the most important strategies that you implemented in order to ensure that your organization met its goals?

We are implementing a number of strategies to meet our goals, including mission alignment, talent recruitment, increased instructional time, and targeted instruction. We believe that grounding our staff in our current mission and values will strengthen our culture and improve the mindset of the staff. By increasing our instructional support staff and time, we are able to provide additional support to our students who need it most. Through our Network-wide progress monitoring, we are able to adjust lesson plans to provide targeted instruction to better support students.

3. How did you set up your team to help them in understanding their role in helping the organization meet its goals?

Through professional development sessions and modeling and feedback, I have worked to set up my team to help them understand their role in helping Mahalia Jackson meet its goals. Bringing clarity around the roles and responsibilities of each team member is key because it provides each individual a path to achieve school-wide success. It is also important that we are aligned in our mission, values, and beliefs so we have clear guideposts to follow each day. The closer we operate within our values, the

more effective we will be in fulfilling our mission and accomplishing our goals.

4. How did your organization both monitor progress towards its goals and remain on track to meet its goals?

A regular observation and feedback cycle provides ongoing data needed to monitor our progress towards our goals. It provides us with the insight we need to make decisions that support the needs of the school. Teachers, interventionists, and para-educators receive observations, feedback, coaching, and support on a regular basis. Our Cluster Meetings are used to drive our instructional strategies and improve teaching and learning.

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?

It was important to build strong relationships with the members of the leadership team of Mahalia Jackson. Each of them are strong in various capacities and committed to the school and the families they serve. Through those relationships, I was able to garner the support of the staff and quickly leverage them as we made the changes needed to achieve our goals. They were able to provide me with insight on the school and staff that allowed me to make necessary strategic decisions. Also, my strong relationships with the individuals of the ExCEED network team benefited the Mahalia Jackson leadership team. Shining a light on the skills of the leadership team and highlighting their accomplishments resulted in positive responses from the Network team which has now motivated them and other staff to go above and beyond to make Mahalia Jackson a special place.

Building strong relationships with the Mahalia Jackson parents is also important to achieving our goals. Through conversations with them, I want to build their trust in the work we are doing here. I want them to feel confident that their students are getting the quality education they deserve and that their students will leave Mahalia Jackson prepared to thrive in high school.

McDonogh 35, Principal John Green, ExCEED Network Schools Co-Founder

1. What vision and goals did you have for the organization in which you most recently held a formal leadership role?

Most recently, as the leader at McDonogh 35 Academy, I set a vision to create and establish a student-centered learning environment based on collaboration and trust with all stakeholders, with a culture driven by setting and meeting high standards for faculty, staff, and students. We set a goal to close gaps in achievement, improve stakeholder attitudes and mindset, and align people, time, and resources with priorities.

2. What were the most important strategies that you implemented in order to ensure that your organization met its goals?

In ensuring we met our goals, we focused on two key strategies – teacher development and data driven decision-making. We established Professional Learning Communities (PLCs) where teachers collaborated during their common planning times to create lesson plans and assessments and reviewed student data to make informed instructional decisions. During PLCs, teachers participated in targeted

professional learning that aligned to the school's vision, goals, and priorities. PLCs allowed teachers the time to learn the data process, complete SWAT (School Wide Academic Team) analysis and design strategies to enhance learning opportunities (i.e. re-teaching methods); teachers completed data profiles on each student, and participated in data meetings with the principal. These meetings were designed and conducted to ensure that each teacher knew the individual data for each student enrolled in their class, teachers studied the data and planned accordingly, and were knowledgeable in analyzing student data to make informed instructional decisions.

The second strategy we implemented – data driven decision-making – allowed instructional leadership team to provide quality and specific feedback to teachers and the teachers to provide quality and specific feedback to students. The school's instructional team reviewed individual student growth measures and linked student performance and teacher performance in order to identify effective strategies or areas of refinement. This strategy allowed the instructional team to establish a protocol to provide quality and specific feedback to teachers regularly, and assist teachers with strategies that promote high academic achievement. During a data review with the principal, teachers identified individual students who needed acceleration or intervention and provided the strategies used to assist the student. Teachers were expected to provide regular quality and specific feedback to students regarding academic progress via student conferences and provide feedback on individual student work. During student-teacher conferences, teachers provided strategies and/or action steps for students to take to improve or move to the next level.

3. How did you set up your team to help them in understanding their role in helping the organization meet its goals?

During the summer months, I conducted a leadership meeting to review next steps, expectations, strategies to reach goals, and the school's improvement plan. I also conducted one-on-one meetings with each staff member by content department to review roles and responsibilities, expectations and job descriptions focusing on alignment and execution of the mission, vision and school priorities. I met regularly with school leadership staff and teachers to set a clear understanding of roles, responsibilities, expectations, and systems for mutual accountability.

4. How did your organization both monitor progress towards its goals and remain on track to meet its goals?

The measure of performance was determined by student achievement using a range of student assessments (i.e. benchmark and common assessments, state and national exams), student classroom academic performance, attendance rates, high school acceptance rates, college acceptance rates and credits earned during students' freshman year in high school, teacher retention rates, and teacher evaluation scores. A walkthrough instrument was created by the instructional leadership team. Based on the overall results, action plans were put into place for teachers and/or content areas, and follow up observations took place to monitor action plan implementation. The rubric identified the indicators aligned to the expectations and priorities for teaching and learning throughout the school that were established by the Instructional Leadership team and staff. Informal and formal observations were conducted using this rubric by the Instructional Leadership Team. Also, teachers completed individual growth plans with specific, measurable goals for improving performance. These plans were reviewed by

the school administrative team, and the team met with staff on a quarterly basis to review and update plans. The needs of the individual teachers were met with personalized staff development.

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?

Given the ambitious goals ahead of us, we recognized the need to cultivate strong partnerships with internal and external stakeholders. Expanding our partnership with the community allowed close collaboration, provided an extra support system for students, and allowed our staff to effectively meet the particular needs of students. We established relationships with local, state, and national funders to provide additional resources to help us achieve our goals and developed a volunteer program to bring in local college students to serve as mentors.

We also focused on engaging parents by expanding the ways in which they access student information and communicate with teachers. We provided opportunities to attend workshops on the importance of school attendance and health and wellness services that are available through the school's onsite clinic.

McMain Secondary School, Principal Lakeysha London, ExCEED Network Schools Co-Founder

1. What vision and goals did you have for the organization in which you most recently held a formal leadership role?

McMain Secondary School (McMain) has a long tradition of academic excellence. In becoming the new Principal in July 2016, it was important to build on that tradition by establishing a comprehensive program to include core academic classes, the fine arts, advance placement courses, ACT/SAT support, and other Science, Technology, Engineering, Arts, and Mathematics (STEAM) opportunities for all students. Also critical to our vision, was to create a unified system for managing and supporting extra-curricular participation to support the whole child development. In order to prepare our students for their future, and to reestablish McMain as a center of excellence and a community of high performance for all stakeholders, we have drawn on the expertise and guidance of the ExCeed network. By forming a cohesive leadership team and defining expectations and non-negotiables for students and adults, we have begun the transformation process.

2. What were the most important strategies that you implemented in order to ensure that your organization met its goals?

The most important strategies implemented, during my initial phase of leadership, were to review the needs assessments from the previous year to gauge the culture and climate of the school. Based on the assessments, I conducted a data analysis on all standardized assessments to determine the trends in all core subjects. Interviews were conducted to hire a support staff that had expertise knowledge in critical areas of need. The staff was trained on the NIET best practices to revamp classroom instruction. Student focus groups were conducted in the areas of instruction, culture, counseling, and understanding data. The physical appearance of the building was enhanced by painting the interior walls and posting positive and motivational signage in common areas.

3. How did you set up your team to help them in understanding their role in helping the organization meet its goals?

The leadership team was created by developing an organizational chart resulting from a two day in-service led by an external evaluator. We were guided through a process that revealed our strengths and weaknesses and also allowed us to develop the goals for the school year in collaborative manner. The organizational chart was then created based on the team's skillset to include job title, responsibilities, and accountability.

Weekly leadership meetings have been held to discuss the progress on goals and action items which are revamped as needed based on data analysis and observations.

4. How did your organization both monitor progress towards its goals and remain on track to meet its goals?

The school monitors student data by having weekly data meetings to track students' progress.

Response to Intervention is used to progress monitor students every three weeks for Tier II students and once a week for Tier III students. Data walls are used to track progress and provide teachers and opportunity to reflect on instructional practices and make adjustments as necessary. The students have data folders and track their own progress in certain classes. Academic parent meetings were held in September to review all pre-assessments and to develop an academic prescription for each student. Discovery Walks are also used to track goals of the school and conducted four times a year.

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?

In the beginning of the school year, as a result of implementing structures for improving common expectations, it became evident that outside resources were needed to be the change agent to achieve the goals of the school. McMinn Secondary School needed an infusion of positive culture that fostered trust among all stakeholders. As challenges developed in the areas of academics, culture, climate, and human capital, it was strategically necessary to build cohesive relationships among students, staff, alumni, and community partners from the past and present. As a school administrator of thirteen years, I have developed positive working relationships with a plethora of community partners who are willing to assist in the efforts to raise student achievement. These relationships include, but not limited to, Tipatina Foundation, Jazz and Heritage Festival Foundation, St. Thomas Health Clinic, LSU Xavier University, just to name a few. A new relationship is also being developed with the alumni association to foster support with student mentorship, ACT tutoring, capital projects and staff 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.

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.

1. Board Roles. Each member of the board plays a critical role in the overall and effective functioning of the board.

The board’s most important function is to ensure ExCEED fulfills its mission and provides excellent education to each of its students. Furthermore, board members provide fiscal oversight; drive strategic planning and execution; hire, support, and evaluate the CEO; develop and cultivate relationships with community and external stakeholders; support fund development efforts; and provide guidance and support through committee work.

Below are sample job descriptions⁸ for each of the key roles on the governing Board:

Board Chair

Overview

Our board will strive to have a full slate of officers at all times to maintain consistent leadership and clarity of roles.

The board chair leads the officer team and full board. It is important that all board officers are committed, engaged, and sufficiently informed to govern effectively and participate fully. Most importantly, every board must have a strong, well-trained board chair.

The process for selecting and installing officers will be in our board’s bylaws. Having thoughtful job descriptions for every officer helps set high expectations and ensures that the board selects people with the right characteristics, experience, and expertise for the roles. The board chair assumes responsibility for the overall functioning of the board. He/she facilitates board meetings, oversees the work of the committees, and works most closely with the CEO. The board chair also has special authority (e.g., sign checks, approve contracts, etc.).

The board chair also plays an extremely important role on the interpersonal side of the board. He/she

⁸ Excerpted and adapted from GreatBoards

must be responsive to other board members' views, maintain a collegial atmosphere, manage different personalities and perspectives, and work hard to foster a trusting yet candid relationship with the CEO. The board chair must be a strong communicator and a skilled facilitator.

This can take time, sometimes require training, and be frustrating, however, interpersonal dynamics can often make or break a board. Ultimately, the board chair must monitor and nurture positive dynamics by creating an environment in which board members feel engaged, included, respected, and able to make a positive contribution.

Responsibilities

The board chair coordinates the full board's activities so the board achieves its goals and operates in accordance with its bylaws.

Overarching Duties

- Ensures that the board is functioning effectively and meeting high standards for effective governance
- Holds the board accountable for executing key board functions
- Facilitates all meetings of the board and other meetings or events as necessary
- Develops board meeting agendas in partnership with the CEO that reflect the school's and board's priorities, drive strategic conversation and decision making, and keep the board's work focused on the goals
- Makes sure that the board conducts a self-assessment each year and addresses areas for improvement
- Leads the discussion on planning annual board retreats

Committee Work

Sets clear expectations for committee operations and communication with the board

Holds committees accountable for achieving their annual goals

Appoints committee and task force chairs, and assigns members to committees

CEO Relationship

Builds a constructive, candid relationship with the CEO

Participates in regularly scheduled check-ins with the CEO to discuss strategic issues, monitor progress toward goals, and identify opportunities where he/she needs support from the board

Guides the board through the process of hiring, evaluating, and supporting the CEO

Compliance

Serves as the main point of contact with the authorizer

Ensures all board actions and board members meet and understand legal and ethical compliance standards

Shares all relevant information from the authorizer with the full board

Leadership Skills

Models effective networking with community members and stakeholders by serving as the board's ambassador

Champions diversity and inclusion on the board

Supports and recognizes board members who make positive contributions to the board

Takes the lead in removing board members who are persistently disruptive or disengaged

Communication

Respects and engages every board member while encouraging an open and constructive line of communication

Is approachable, available, and responsive

Makes sure that each board member has a clear role to play on the board

Listens and communicates well, including being available for conversations after hours and on weekends when necessary

Vice Chair

Responsibilities

The vice chair helps the board chair lead the full board to achieve its goals and operate in accordance with its bylaws.

The vice chair also:

- Attends all board meetings
- Executes specific projects at the request of the board chair
- Helps the board chair develop and implement officer transition or succession plans
- Understands the responsibilities and duties of the board chair, and is ready and prepared to stand in for the board chair as needed
- Actively recruits new board members, and helps to retain current board members
- Provides leadership and direction to the board in concert with the board chair
- Ensures transparent communication between all board members (e.g., chairing an ad hoc committee, providing extra support to a flagging committee, monitoring committees' progress toward their goals, and/or leading the process for the evaluation of the CEO)

Secretary

Responsibilities

The secretary supports the board's organizational needs so the board achieves its goals and operates in accordance with its bylaws in the following areas:

- Keeps accurate minutes for each board meeting
- Shares minutes with the board in a timely fashion
- Ensures that minutes are approved by the board in a recorded vote
- Makes sure the board adheres to open meeting laws and other legal requirements
- Assumes responsibilities of the chair in the absence of the board chair and vice chair
- Provides notice of board and committee meetings to all board members

- Keeps all legal and official documents up-to-date
- Maintains the board's records and archives for future reference by board members, the authorizer, and others

Treasurer

Responsibilities

The treasurer directs the board's financial work so the board achieves its goals and operates in accordance with its bylaws in the following areas:

Leadership

Serves as the chair of the finance committee, and leads the committee in setting and meeting annual goals

Ensures that all members of the board fully comprehend the financial matters of the school and receive reliable and timely information regarding those matters

Works with the finance committee, CEO, and Executive Director of Finance and Operations in leading the development of an annual school budget and presenting the budget to the full board for approval

Accounting & Reports

Understands financial accounting for nonprofit organizations or charter schools

Works with the Executive Director of Finance and Operations or other appropriate school leadership to deliver accurate and complete financial reports to the board on a regular basis

Keeps all records of school accounts current

Oversees and reviews the annual audit process

Ethics

Handles all work related to schools' financial affairs with integrity and care

Remains apprised of legal and ethical requirements for the position

2. Board Information Forms

Please see Attachment 4 for Board Information Forms for each board member.

3. Avoiding Conflicts of Interest.⁹

The founding Board Chair has extensive experience and expertise in board governance and ethics, is certified to provide ethics trainings, and will ensure all ExCEED board members are trained in Louisiana ethics to avoid all possible conflicts of interest. Additionally, the board will incorporate the following details into relevant policies:

“When the personal or professional concerns of a board member or staff member affect his or her ability to put the welfare of the network or schools before personal benefit, a conflict of interest exists. Board members are likely to be affiliated with other organizations in our communities, both on a professional

⁹ Excerpted and adapted from “Introduction to Creating an Effective Governing Board Guidebook”

and a personal basis, so it is not unusual for actual or potential conflict of interest to arise. Upon joining the board, and on an annual basis thereafter, members will disclose affiliations to the board chair so s/he is aware of potential conflicts. When directors are confronted with an actual or apparent conflict of interest, the board may take the following steps to preserve its integrity:

- Disclose information related to the possibility of dual interests to others on the board.
- Minimally inform the board of the important facts and details and must abstain from voting on the transaction.

These actions will be recorded in the minutes to document the disclosure. In cases of potential conflict, the board will take extra steps to document that the decisions they make are in the best interests of the schools and Network.

Self-monitoring is the best approach to preventing conflict of interest situations. The board will institute a system of checks and balances to circumvent actual or potential conflict of interest, beginning with well-defined operating policies on all matters that might lead to conflict. Most important, the board will create a carefully written conflict of interest policy based on the needs and circumstances of the organization. Each board and staff member must agree in writing to uphold the policy. The conflict of interest policy will be reviewed annually as part of board self-assessment.

The policy on conflict of interest will have three essential elements (the Board will adopt a policy containing these best practices during its first meeting upon approval):

- Full Disclosure. Board directors and staff members in decision-making roles should make known their connections with groups doing business with the organization. This information should be provided in writing to the board chair annually.
- Board Member Abstention From Discussion And Voting. Board members who have an actual or potential conflict of interest should not participate in discussions or vote on matters related in any way to matters involving the area of conflict.
- Staff Member Abstention from Decision-Making. Staff members who have an actual or potential conflict should not be substantively involved in decision-making affecting such transactions.

4. Stakeholder Relations

The board engages with several members of the ExCEED network team with the CEO being the primary contact. Additionally, the Treasurer of the Board works closely with the Executive Director of Finance and Operations, the head of the Academic committee works closely with the Executive Director of Teaching & Learning, and the Chief of Staff engages with the committee of the whole on annual and strategic planning, development, and overall board operations. Additionally, the board affords opportunities for engagement with the entire ExCEED community during monthly public board meetings. Board members also seek to engage with teachers, parents, students, and school leaders during their informal and formal visits to the schools. In addition to being the accountability body of the schools, the board also bears responsibility in providing cohesive policy-making direction and guidance for the organization. As such, intimate and in-depth of knowledge of the concerns and work of the members of the ExCEED community is critical to quality decision and policy-making.

5. Leader Accountability

The board will review relevant data on a regular basis to hold the CEO and itself accountable for ExCEED's performance. At monthly board meetings, the full board will review dashboards that highlight the following metrics: student achievement, attendance, discipline, teacher/staff recruitment and retention data, budget to actual data, and monthly cashflows. Individual board committees will review these metrics in detail in advance of board meetings. The board will review the financial audit and CEO performance annually.

OPSB Specific Questions

1. Board Operations

The board will operate utilizing a set of committees set forth in the by-laws of the organization, led by the Board Chair. Committees include, but are not limited to: Finance, Governance, Academic Excellence, and Development. Both the full board and committees will meet on a monthly basis. Individual members will serve set terms. Roberts Rules will be used to govern agendas and all decision-making meetings of the board. The board will adhere to all local and state policies, laws, and regulations pertaining to charter school boards.

2. Policy Compliance

The board will engage with a charter school governance expert for board development and training in order to stay up to date on methods and tools for implementing best practices. To ensure policy and legal compliance, the board maintains a compliance and decisions calendar for each year, which provides guidance regarding the types of decisions, board actions, and considerations that need to be made in any given month. Additionally, at a high level, the calendar gives board members insight into the types of activities and decisions the network office is taking during that month. This tool supports board compliance and adherence to the multiple layers of policy and law to which the board is accountable. By keeping the key tasks and decisions in one place, and incorporating them into the monthly work of the board, tracking and compliance is possible.

3. Checks and Balances

By nature of role division, the board has checks and balances built into its operations. For example, the board chair, while responsible for driving the CEO evaluation to completion, works with a taskforce composed of board members that collect and analyze data, and provide a recommendation to the board chair. Also, the treasurer works to provide checks and balances for the fiscal functions of the organization. Through the financial policies and procedures, the treasurer provides signatures, oversight, and guidance as necessary to ensure the GAAP (Generally Accepted Accounting Principles) are maintained and followed.

4. Roles and Responsibilities.

As per the role descriptions above.

5. Stakeholder Relations

Please see response to question 4 above.

6. Monitoring/Tracking Achievement

Please see response to question 5 above.

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.

1. Staffing Plans

Please find staffing plans and leadership documents in Attachments 5 and Attachments 6, respectively.

2. Teacher Evaluation

The National Institute for Excellence in Teaching’s System for Teacher and Student Advancement (TAP) provides frameworks, rubrics and supports for fair, quality teacher evaluation and growth to foster increasing student achievement. These rubrics are included in Attachment 1. Each of the TAP components address teacher evaluation from a different perspective. The Network will provide training on the Compass rubric, and any other rubrics utilized for teacher evaluation. It is imperative to achieve inter-rater reliability, and provide teachers with fair, regular, and transparent processes for feedback, coaching, and

annual evaluation. We believe that with regard to performance, there should be no surprises. Before the beginning of every school year, teachers will meet with their supervisors to set strong goals for their work in the upcoming year, including student achievement targets. Teachers will receive weekly feedback through their ongoing coaching, which aligns with their formal evaluations twice a year. Again, the process is fair and transparent, and teachers participate in the feedback and coaching process.

3. **CEO Evaluation**

The ExCEED Board will hold the CEO accountable for the achievement of mutually agreed upon goals set in advance of the school year. These goals will be the standards used to evaluate the CEO and will cover several categories, including:

- Overall school academic achievement and growth
- Communication and community relations
- Operations, finance, and compliance
- Educational leadership

The data collected to substantiate the standards include: student performance data, surveys and other qualitative assessments of ExCEED's community relations, audited financial statements, and a CEO self-evaluation.

These data will be collected by the board on an annual basis for CEO evaluation. Once collected, a designated task force of the board will compile and analyze the data. This taskforce will present initial findings and recommendations to the full board in executive session of a regular board meeting. Following that executive session, the designee of the CEO evaluation taskforce will meet with the CEO to discuss the results of the evaluation and begin the process of setting goals for the following school year.

OPSB Specific Questions

1. **Leadership Team Roles**

ExCEED Network:

These CMO-level roles are responsible for maximizing success across all schools.

The theory of change of the ExCEED CMO is simple: when five schools that have been historically operating separately from each other have the opportunity to band together as charters, they can reach their goals more effectively and efficiently, when supported appropriately. While the schools currently receive supports from the Orleans Parish School Board central office, those supports are not necessarily tailored to the specific needs of the schools, and as such, often leave school communities, teachers, parents, school administrators and most importantly, students, with unmet needs. The ExCEED Network Schools CMO is designed to intentionally meet the needs of all of the stakeholders, with students first. The organizational design is lean, yet powerful, focusing on the roles and responsibilities that will most transform the inefficiencies of the central office into strategic advantages of the CMO. Furthermore, the leadership team roles and responsibilities at the CMO level reflect the organization's values: Excellence, Commitment and Tradition.

The key role of the Network is to provide the appropriate, robust supports that our schools require. This includes determining decision-making processes, degrees of centralization of process, level of standardization of both process and product, and layers of accountability structures.

As a new CMO that is committed to being the absolute best in the city, the Network will focus its efforts specifically on:

- Building, retaining and growing strong school leadership teams
- Attracting, growing and retaining quality teachers
- Facilitating collaborative approaches among network schools
- Accountability and fidelity support

On an annual basis, these priorities will be updated as part of our strategic planning process, which is embedded into our multi-year strategic plan. Our work at the Network will be targeted to address the goals set forth in our annual and strategic plans, which will be developed collaboratively with school leadership, our board and key members of the broader community.

The Chief Executive Officer is the head of ExCEED and reports directly to the board of directors. The Office of the CEO is responsible for the network and schools' overall fiscal compliance, adherence to policy, law and regulations, and most importantly, meeting the needs of the ExCEED Network's key stakeholder, students. The CEO has a handful of direct reports:

- Executive Director of Schools
- Executive Director of Teaching & Learning
- Executive Director of Finance & Operations
- Executive Director of Talent
- Chief of Staff

One of the most important components of our focus to most effectively support our schools to reach A and B ratings is human capital. As such, the CMO organizational structure is a model for best practices in human capital development, through coaching and support. Each of our schools employ the National Institute for Excellence in Teaching ("NIET") model for development, through coaching and support of teachers through master teachers. At the CMO, we provide that same kind of ongoing mentorship, coaching and support through each of our organizational departments by keeping the number of direct reports that any one manager has to no more than five. Below are descriptions of each of the offices that report to the Office of the CEO, along with the roles and functions in each office.

- Executive Director of Schools - is responsible for ensuring that School Leaders have access to the highest quality professional learning experiences in the nation so that they can reach their ambitious school goals. Whether through collaborations, partnerships, or homegrown curriculum, the Executive Director of Schools supports the implementation of each school leaders' professional growth plan and coordinates the efforts of:
 - Director of Special Initiatives that operationalizes and directs professional learning events

and collaborations across schools.

- Executive Director of Teaching & Learning – The Teaching & Learning team is responsible for providing consistency in availability and implementation of curriculum and assessment in classrooms across the network. The Executive Director coordinates the work of:
 - Director of Special Education and English Language Learners who provides programmatic support as well as sets the network-wide criteria for effective programming.
 - Director of Data and Compliance who is responsible for ensuring that a common, powerful set of academic and operational data points are routinely captured, warehoused and most importantly leveraged in a timely way for student advancement.
 - Assistant Directors of Academics – one for high school and one for elementary school. These roles serve both as coaches and as implementation supports for school leaders, and are experts in either elementary or high school operations. They provide daily support, on the ground to each of the schools in the network.

- Executive Director of Finance & Operations – The Finance & Operations team is responsible for the overall fiscal stewardship of the organization and each school. Grant compliance, adherence to GAAP principles in accounting, unqualified opinions on annual audits, as well as shepherding the organization through annual budgeting and multi-year strategic financial projections are part of the successful vision of this role. The Executive Director coordinates the work of:
 - Directors of Operations who supports the implementation of the network vision for school operations through and with the newly created role of School Operations Manager. Through a consolidation of service contracts and providers, the organization can streamline efforts and pass through the benefits to schools. The Director of Operations is responsible for ensuring consistency in school processes around food services, transportation, and other provided services.

- Executive Director of Talent - is responsible for building and executing a human capital strategy that will provide the highest capacity talent to fuel ExCEED’s academic growth over the next five years toward becoming a network of A and B schools. By chartering, the schools will have maximum leverage over their most important lever for improved student outcomes: who is standing in front of children every day. The primary goal of the Talent team is to grow and retain our best and brightest team members at each level of the organization. This is reflected in the nested structures for human capacity development in the NIET best practices and the small and supportive team structure at the CMO level. We also focus on recruiting and selecting the highest capacity team members through an integrative, consistent, centralized approach to support our school leaders with the volume of need in this mission-critical realm. The Executive Director of Talent oversees the work of:
 - Human Resources Manager (“HR Manager”) who is responsible for the tactical, day to day implementation of Human Resources electronic and paper systems, compliance, and responsiveness to staff and faculty requests and inquiries. The HR Manager maintains relationships with benefits providers, and annually provides updates regarding best in class

options for better serving staff and faculty. Also, the HR Manager continuously develops him/herself to stay current on health care laws, regulations and best industry practices.

- Recruitment and Retention Manager builds and implements systems for recruitment and selection of talent across the organization. ExCEED values its employees so the Recruitment and Retention Manager is responsible for implementing an employee satisfaction program. The Recruitment and Retention Manager partners early and often with school leaders and/or their designees to ensure that school specific needs are captured and accurately reflected in the selection criteria and other key processes.
- **Chief of Staff** – This role supports the CEO in their work with board development, fund development, community engagement, and strategic planning. Additionally, the chief of staff plays the role of convener of the executive team, ensuring that the team is delivering on its articulated goals along specified timelines, and recommending course corrections to the CEO as necessary.
 - Director of Communications – The CMO and its schools will have a comprehensive and unified media, website, and outreach strategy and implementation. The Director of Communications will be responsible for proactive placement of positive press about the successes of each ExCEED Network School.
 - Community Engagement Specialist – Given the organization’s commitment to community and to the historic traditions of each of our schools, the Community Engagement Specialist creates lasting, meaningful, and robust partnerships with school alumni organizations, local business councils, local community leaders, and connects to relevant national, state and local issues of import to the communities that we serve. As a network that serves primarily the African-American and Latino communities in New Orleans, our commitment to partner in deep, and meaningful ways are evidenced already in the composition of our leadership, from board members to school leaders. Our community engagement efforts going forward will continue to mirror that commitment.
 - Development Director– As a small, start-up CMO, our organization anticipates being fiscally solvent and at its “break-even” point during the first quarter of the first year. However, the CMO has the opportunity to provide additional funding to each school through annual benefits, and strategic partnerships with family foundations, and other philanthropic organizations.

ExCEED Schools:

These school-level roles collaborate with the Network to maximize success at their respective schools.

Principal – The Principal serves as the instructional and operational school leader and clarifies the vision, mission and goals of the school. The Principal is accountable for the supervision and effective operation of all facets of the school program.

Assistant Principals - The Assistant Principals support the vision, mission, and goals of the Principal.

Dean of Students – The Dean of Students collaborates with the administrative team and is responsible and

accountable for the school's overall safety, culture, day-to-day operations, long-term sustainability and success in fulfilling the school's mission.

Academic Dean – The Academic Dean collaborates with the administrative team and the faculty in the development and implementation of the school's mission through the current curriculum, and utilization of texts, resources, and technology in the classroom.

2. Evaluation, Development, and Compensation of Quality Leadership Structures

Professional Learning Communities support ExCEED Network Professional Development ("PD") and learning at every level of the organization. Through nested structures for coaching, feedback, fair and transparent evaluation, leaders at ExCEED will grow and thrive in their roles. Weekly, each leader will meet one on one with his/her supervisor for a check in that focuses both on student results and leadership development. Monthly, school director meetings will be hosted by the ExCEED Network to provide principals with a professional development series, diving into topics selected collaboratively with principals. Each quarter, leaders will collectively design and contribute to execution of network-wide PD, and deliver components of that same training. Leveraged as a development opportunity for leaders as well, leaders will receive peer feedback from their fellow principals during a debrief meeting after the quarterly network-wide PD. School leaders will be encouraged to and supported by their immediate supervisor in finding outside PD opportunities.

Compensation will be competitive for the city's market. A committee will be formed to investigate implementing a bonus structure to be in place after year one.

3. Leadership Recruitment

At ExCEED we believe in growing our people to be our leaders of tomorrow. We will establish an emergency and an intentional succession plan for each leader. Additionally, we will ensure that we have the best and brightest leaders in our pipelines at every stage of leadership by recruiting throughout the school year. We will use multiple, effective, research-based and practice-proven avenues for recruitment: leveraging networks of effective ExCEED leaders; using head-hunters; and leveraging professional networks such as secondary and university alumni organizations, Greek organizations, the New Orleans business council, Black Professionals Associations, the Louisiana Association of Public Charter Schools and others. By casting a wide net, we can select the best, and create a deep and wide bench of ExCEED future leaders. To ensure we follow through with our grow your own philosophy, identified highly effective teachers, teacher leaders and current assistant principals will comprise the Leadership Development Cohort membership who will begin with a thorough orientation in the spring and summer, 2017. This leadership cohort will continue to meet twice each quarter, guided by the Network leadership team, and the Executive Director of Schools.

4. Leadership Position Qualifications

Job descriptions for key leadership positions in the ExCEED network are attached and include position qualifications.

5. School's Leader (CEO) Evaluation

Please see response above.

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:

1. 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.

Staff Recruitment Strategy.

The Executive Director of Talent, with support from the Recruitment & Retention Manager, leads the staff recruitment strategy development and process for the Network and schools. This team works with Network and school leaders to recruit, develop, and retain teachers and staff.

At ExCEED we believe in growing our people to be our leaders of tomorrow. We acknowledge that our teachers have varied aspirations, including perfecting their craft as a career teacher. Our teachers have individual expertise that are valued and shared to advance the mission of the school and the CMO. We use multiple effective, research-based and practice-proven avenues for recruitment: leveraging networks of effective in-network teachers and leaders; engaging with head-hunters; leveraging known professional networks such as secondary and university alumni organizations, Greek organizations, the New Orleans Business Council, Black Professionals Associations, the Louisiana Association of Public Charter Schools, and others. We recruit from local and state colleges and universities, and seek to partner with universities. By casting a wide net, we can select the best, and create a deep and wide bench of ExCEED future teachers and leaders.

ExCEED's hiring process is rigorous. Once a candidate applies, s/he is screened by the Talent team and

contacted by school leaders for phone, then in-person interviews. If candidates pass the phone and in-person interview round, they will be invited to teach a sample lesson (either in-person or via video). The Talent team will then check references and make an employment offer in collaboration with the school leader. Throughout the process, the team screens candidates for mission and culture alignment.

Teacher and Partner Expectations.

All mission critical partners will support and model the expectations of our ExCEED staff.

ExCEED teachers must be mission aligned and committed to excellence for students. The ExCEED teacher values our rich New Orleans traditions and is committed to defining excellence in education for the children of our schools. "Full STEAM ahead!" is the mantra for all educational exploits driving instructional practice and student engagement through interactive STEAM (Science, Technology, Engineering, Arts, and Mathematics) dialog, activities, and explorations. An ExCEED teacher is a Collaborative Partner with fellow teachers across curricula and grade levels; is family friendly and creates family within the school community; is communication driven, standards conscious, and eager to learn.

To be an ExCEED teacher is to assess students where they are, help them to construct knowledge and further understanding of the world around them in a continuous cycle to maximize their learning potential. Outside of academics, the ExCEED teacher models and reinforces respect, honesty, communication, and those attributes that contribute to healthy communities.

The ExCEED Teacher:

- Has a passion for teaching and learning that is infectious
- Practices honest self-reflection
- Forms positive relations and rapport with the students, families, peers, and leaders
- Conveys knowledge of the subject effectively,
- Conveys appreciation of the subject matter,
- Provides a positive environment to work in and produces satisfactory results
- Motivates students to learn to the best of their ability
- Values effort of student performance to build confidence for future learning
- Challenges students to demonstrate their desire to learn and to be a productive member of society
- Teaches all students and believes that each student can achieve success
- Manages and monitors student learning in order to adjust instruction
- Thinks systematically about teaching practice and learns from experiences
- Has the ability to engage students and create learning opportunities everyday
- Constantly learns and reflects about what they are doing

The following set of operating norms have been agreed to by our Network Principals, and as such, extend to how and what we expect from our faculty, staff, and all partners with whom we work.

- Establish effective communication norms among leadership, teachers, support staff, students, family, and community in a manner that demonstrates genuine care and respect.

- Mutual respect is fostered and expected.
- Professionals utilize effective active listening skills.
- Sacred times are established to address issues and concerns for positive success.
- Be courteous to students, one another, and the public and conduct themselves in a professional and ethical manner.
- Recognize and respect the rights and property of students, other employees, and the public.
- Maintain confidentiality of all matters relating to students and other employees.
- Demonstrate dependable attendance and punctuality with regard to assigned activities and work schedules.
- Observe and adhere to all terms of an employee's contract or job description.
- Strive to keep current and knowledgeable about the employee's area of responsibility. Refrain from promoting personal attitudes and opinions for matters other than general discussion.
- Refrain from using undue influence to gain, or attempt to gain, promotion, leave, favorable assignments, or other individual benefit or advantage.
- Refrain from conducting or participating in any unauthorized studies, surveys, or investigations while on duty.
- Advocate positive personal behavior on or off campus and attempt to avoid improprieties or the appearance of improprieties.

Professional Development

Our Professional Learning Communities are composed of collaborative grade level and department teams whose members work interdependently to achieve common goals linked to the purpose of learning for all. The very essence of a learning community is a focus on and a commitment to the learning of each student. The following structures are in place to facilitate the Network's PLCs:

- Grade/Department Meetings
- Weekly cluster meetings based on NIET best practices model
- Modeling and co-teaching
- Book/Concept Studies
- Monthly Tuesday Staff School-based PD
- Title II Workshops
- ELL Workshops
- ECS Workshops
- Network-wide PD
- School specific PD

The Grade/Department meetings occur weekly and are coordinated through the master teachers. The grade configuration for working with a master teacher is Pre-K-3/4-8. Groups record their PLC Meetings on Cluster Record Sheets and track team and student progress. Through the professional learning community (NIET cluster), staff can engage in creative-solutions and new ideas through readings, research, and discussion.

Network-wide PD happens on a quarterly schedule. Topics are determined by network and school leadership, based on annual goals.

OPSB Specific Questions

1. Minimum and Average Staff Qualifications

The goal of ExCEED is to have all highly qualified, highly effective, certified staff appropriate for their level of interaction with students.

In accordance with Louisiana teaching requirements all ExCEED teachers must:

- Complete a minimum of a bachelor's degree in the teaching field
- Complete an accredited teacher preparation program or alternative teaching program
- Verification of a passing scores on required Praxis exams
- Hold a valid Louisiana Teaching Certificate in area(s) intending to teach

2. Instructional Staff Compensation Model

ExCEED will follow OPSB's salary schedule for pedagogical staff. In partnership with NIET and funded in part by a pre-existing TIF grant, stipend and performance compensation plans are being developed over a five year build out. The Board may elect to modify this schedule through its annual planning process in the future.

3. Instructional Staff Evaluations

Teacher and school leader evaluations are a regular and familiar part of the annual cycle of school operations in the ExCEED network. COMPASS, as well as the NIET best practices, guide what is evaluated, how evaluations happen, and the purpose and vision of those evaluations. Ultimately, evaluation is about ensuring that teachers have the information, support and resources they need about their instructional practices in order to grow, and better serve their students. Master Teachers, along with school leaders are responsible for completing teacher evaluations. Formal evaluations take place twice in a school year. Feedback is delivered face-to-face, with the assistance of the rubric, and detailed notes that the observer takes. Typically, a pre-conference has happened where the teacher informs the observers about his/her objectives, methods, and standards addressed. At ExCEED, we consider feedback to be a gift; it is neither negative nor positive, it is affirming or adjusting. We give and receive feedback every day as part of our everyday practice, and as guided by the NIET best practices. However, if a teacher, or any staff member, is struggling over extended periods of time to make the required adjustments to their practice in order to improve job performance, a staff improvement plan may be created with specific milestones, deadlines and supports. At the milestones, the supervisor and team member will meet to review the plan, and determine next steps.

4. Supporting Documentation

Please see Attachment 7 for additional supporting documentation.

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 partner 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.

1. Mission-critical Partners

ExCEED Network values partners that expand academic and extra-curricular opportunities for our students. We will leverage the robust set of existing partners of the ExCEED schools – 13 academic partners, 5 enrichment partners and 4 health/wellness partners. Among those, ExCEED has identified the National Institute for Excellence in Teaching as a partner that is critical to our schools' success.

2. Provided Service

ExCEED Network Schools Charter Management Organization does not have any preliminary written agreements with mission-critical organizations in place at the time of submission. We are in the process of transferring the existing agreement with NIET from OPSB to the Network. We have identified this partnership as mission-critical because of the impact on our teachers' professional development.

3. Expectations

Ultimately, ExCEED expects partner organizations to actively participate in fulfilling the mission by providing services that enhance student achievement. This expectation will be clearly outlined in agreements and contracts. If at any time ExCEED is partnered with an organization that does not assist in fulfilling the mission or simply works in contrast to the mission, ExCEED will terminate the agreement and refocus on student success.

4. Contracts

Not Applicable

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	<ol style="list-style-type: none">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.
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TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1. Student Population

As our schools are well established and, for the most part, fully enrolled, ExCEED students are the same children each school currently enrolls from Pre-K through Secondary. We look forward to continuing to serve our students and all future students. Many of our schools have a greater than 10% special education population and 80% poverty population, respectively.

Specifically, our Community Engagement Specialist, in close cooperation with the Executive Director of Schools and Principals, will ensure our schools optimize enrollment. However, recruitment, which ultimately feeds enrollment, is the job the entire ExCEED team by representing our culture and values of excellence, commitment, and tradition.

2. Student Recruitment Strategy

ExCEED Schools have a rich legacy, making them a consistently high ranking choice on the OneApp/Enroll NOLA. We understand the New Orleans school landscape can be unpredictable at times, and we are prepared to actively recruit students to our schools.

ExCEED has received significant community support as evidenced by the letters and petition included in Attachment 3. This support from parents encourages ExCEED as we expect children of these parents to continue to enroll at ExCEED Schools.

We believe this support was garnered by our work over the last year and our desire to continue living our mission and values every day. Students and families are and will continue to be attracted to our cohesive network schools as we “redefine excellence in education by empowering school communities to prepare students for future options while honoring our traditions”.

However, we know we have to do more than that and as such active student recruitment efforts are ongoing throughout the year and ramp up in the late fall of each year. We will work with current families at each of our schools to ensure their children remain enrolled. We will implement the following strategies to retain existing and recruit new students to our schools:

- Current student and family engagement
- Open houses for prospective and current students
- Social and radio media campaigns
- Student recruitment materials (i.e. flyers, pens, notepads, other customized items)
- Bus and bus stop ads
- Local school fairs
- Visit local daycares, head starts, Pre-K programs
- Specific to our high schools, our cohesive curriculum, STEAM focus, common instructional practices, and course offerings will create a natural progression from one of our three elementary schools to one of our two high schools

OPSB Specific Questions

1) Budgeted Enrollment

Each ExCEED School's budget is built considering the best approach to student enrollment, achievement, and school culture. Our schools' budgeted enrollment figures for 2017-2018 are:

- Benjamin Franklin: 760
- Bethune: 668
- Mahalia Jackson: 380
- McDonogh 35: 1070
- McMain: 948

2) Target Enrollment

Target enrollment for each ExCEED Schools mirrors the budgeted enrollment figures. We believe these are the ideal scenarios for enrollment growth to maximize facility use.

3) Minimum Operating Enrollment

Minimum operating enrollment for ExCEED Schools:

- Benjamin Franklin: 760
- Bethune: 668
- Mahalia Jackson: 380
- McDonogh 35: 1070
- McMain: 884

4) Complete Enrollment Projection

Please see Attachment 9 for our enrollment projections reflecting Orleans Parish differentiated funding weights.

Start-up Plan

OPSB Specific Questions

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

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

OPSB Specific Questions

1. Start-up Plan

Unlike many startup charter management organizations, ExCEED will operate well established schools with strong leaders, proud traditions, and engaged communities. As such, the focus during the start-up phase is to establish a high functioning, supportive Network office. The goal is to create a high-performing team and support systems at one of the newest Networks serving some of the oldest schools in New Orleans. The support of the Network lifts the operational burdens from individual school leaders so that the schools can be truly focused on supporting student achievement.

Historically, ExCEED Schools have been working in isolation and dependent on central office decision-making. Since March 2016, ExCEED has begun to come together to provide direct support to schools. It is this change we look to build upon as our own charter management organization.

See Attachment 10 for the complete start-up plan.

2. Staff Recruitment Timelines/Approach

ExCEED Network staff are the basis of our collective success as they are responsible for directly supporting schools and their leaders. Strong instructional, financial, operational, and leadership staff ensure our students are set-up for excellence in the classroom. We have an aggressive timeline (as highlighted in the start-up plan in Attachment 10) to hire and onboard key Charter Management Organization (“CMO”) and school level staff by June 2017.

3. Student Recruitment Timeline/Approach

Student recruitment is an ongoing endeavor that is owned by every school- and CMO-based staff member. Student recruitment season begins each fall and continues until full enrollment projections are met. ExCEED schools aim to recruit all students by May of year prior to enrollment.

4. Facility Timeline/Approach

Each ExCEED school intends to utilize its current Orleans Parish School Board (“OPSB”) facility. Given each school has been in its facility for a number of years, ExCEED has not identified a need to secure additional facility resources.

Facility

- | | |
|--------------------------------|---|
| OPSB Specific Questions | <ol style="list-style-type: none">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.

OPSB Specific Questions

1. Facility Plan

See Attachment 11.

2. Securing the Facility

Because our schools are Type 3 conversions of existing Orleans Parish School Board (“OPSB”) schools, we are planning to remain in each of the five facilities our schools currently occupy.

3. Facility Characteristic

ExCEED students attend schools housed in buildings that are safe and secure learning environments. All facilities must adhere to Americans with Disabilities Act (“ADA”) standards and other state and local facility regulations.

4. Facility Maintenance & Safety

We intend to have systems in place that provide for regular preventative maintenance and safety inspections – typically annually, but no less frequent than as required by law. We will work closely with our contracted maintenance service providers to maintain our facilities and ensure a safe environment for students, staff, families, and community at all times. The ExCEED board and CEO will be in close contact with OPSB leadership to coordinate capital improvements in buildings that require them. Three (Bethune, Mahalia Jackson, and Mc Donogh 35) of the five ExCEED schools are newly constructed and will require minimal major repairs in the near future. One school, Ben Franklin Elementary, is scheduled for refurbishment in the upcoming school year. In the event of necessary maintenance and repairs, the Executive Director of Finance & Operations will work with the CEO and board to develop a fundraising strategy to address any funding gaps that may exist. The ExCEED school requiring the most attention is McMain. The ExCEED board and CEO will follow-up with the OPSB Facilities team to discuss the results of the facility assessments and the revised master plan for New Orleans schools. Additionally, a robust fundraising strategy is paramount.

5. Occupancy and Fire/Life Safety Codes

We understand there are occupancy and fire/life safety codes in place to protect our students, staff, and visitors. Our Network Executive Director of Finance and Operations, Director of Operations, and School Operations Managers will participate in thorough trainings around codes and regulations, and will work closely with school leadership and staff to ensure each school is adhering to codes and regulations at all

times. Pertinent codes and regulations will be posted in appropriate locations and inspection reports will be kept on file on site.

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:
 - a. State and Local Reporting
 - b. Citywide Common Enrollment
 - c. Discipline and Citywide Common Expulsion
 - d. Pupil Progression Plan
 - e. Information to Parents
 - f. Transportation
 - g. 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.

OPSB Specific Questions

1. Policy Systems and Practices

ExCEED intends to develop and maintain productive and positive relationships with Orleans Parish School Board (“OPSB”), Recovery School District (“RSD”), Louisiana Board of Elementary and Secondary Education (“BESE”), other Charter Management Organizations (“CMOs”), and relevant support organizations (New Schools for New Orleans, Louisiana Association of Public Charter Schools, etc.). We believe that by maintaining these relationships and remaining in close contact, we will be kept abreast of important policy requirements and changes. Our CEO and Chief of Staff will maintain these relationships and seek opportunities for further trainings and professional development for staff. Through monthly school leader and operations manager meetings and weekly newsletter communications, all policy information will be disseminated to the school level and implemented appropriately.

2. Policy Adherence

ExCEED CMO staff will work with each school leader and operations manager to ensure all federal, state, and local policies adherence. Initially, this may include setting up specific systems and evolve into internal audits to ensure compliance. ExCEED will work in partnership with the Portfolio Office at OPSB to ensure we are meeting policy requirements prior to any scheduled review.

3. Specific Policy Plans

1. State and Local Reporting – ExCEED will ensure timely state and local reporting by aligning internal reporting to state and local requirements. Timely submissions will be aligned with internal

performance management metrics. The Director of Data and Compliance in cooperation with the Executive Director of Finance and Operations are responsible for accurate and timely reporting.

2. Citywide Common Enrollment – Currently, each school in the ExCEED Network participates in citywide common enrollment through EnrollNOLA. ExCEED remains committed to serving all students who come to our schools without exception and we look forward to continued participation in citywide common enrollment through EnrollNOLA in the future.
3. Discipline and Citywide Common Expulsion – ExCEED Schools currently adhere to the Orleans Parish Uniform Code of Conduct and plan to adopt it upon approval of charter status.
4. Pupil Progression Plan – On an annual basis, we will review the ExCEED Pupil Progression Plan and make adjustments as necessary. We will submit the Pupil Progression Plan to the authorizer by the designated due date.
5. Information to Parents – ExCEED Schools will provide information to parents, as needed, in at least four languages – English, French, Spanish, and Vietnamese. The website will be accessible and communication to families (including letters sent home, auto calls, and text messages) will be offered in multiple languages. Each ExCEED School will employ an interpreter on site to provide language interpretation services to parents in need.
6. Transportation – The Network will contract with a transportation service provider to provide yellow school bus services for all students (including those in special education) to and from school each day at no cost to students or families.
7. Timeline Notifications to Authorizer – ExCEED understands and respects the importance of authorizer compliance. The Director of Data and Compliance will ensure all compliance requirements for the authorizer are met by designated due dates. The Director of Data and Compliance will work closely with Network leadership and school data managers to ensure data is accurate and reliable and submitted in the proper format.

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

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.

1. Financial Management

ExCEED will employ a finance department that will provide direct financial management services to our schools, including but not limited to: payroll, purchasing, accounts payable, benefits administration, accounting, and long and short term strategic financial planning support.

2. Finance Manager

Leroy Harris has served as the Director of Finance for these schools since 2016 and look forward to him becoming the Executive Director of Finance and Operations (“EDFO”) at the Network. His resume is attached. Mr. Harris has served as the Director of Finance for the Orleans Parish School Board (OPSB) Network Schools since the fall of 2016, where he oversaw the financial operations for the current ExCEED schools. Prior to joining the OPSB team, Mr. Harris served the Little Rock School District in a number of roles, including Fund and Budget Coordinator and Assistant Internal Auditor. He has vast experience with effectively and responsibly managing public funds and is a dedicated, mission-aligned member of the ExCEED team. Mr. Harris earned a Master of Business Administration and Bachelor of Science in Accounting from the University of Arkansas at Little Rock.

3. Finance Organization/Reporting

The EDFO will report directly to the CEO. As envisioned, the this position will oversee two departments – finance and operations – each with a director leading the department’s work. The EDFO will work closely with the Board Treasurer to keep the Board informed of ExCEED’s financial position and provide monthly financial reports in preparation for board meetings.

4. Budgeting Approach

ExCEED believes budgeting is a collaborative process that is driven by desired student outcomes. As such, we create school budgets using the following steps:

- The EDFO, Director of Finance, and School Operations Managers, in collaboration with school leaders, Executive Director of Teaching and Learning, Chief of Schools, and the CEO prepare the annual budget based on Minimum Foundation Program (“MFP”) funding and Federal Title funds.
- The CEO presents the budget to the Finance Committee of the Board for review and edits.
- The Finance Committee and CEO present the budget to the full board for approval.
- The Board of Directors approves the annual budget no later than June 1 of each year for the following fiscal year.*

*ExCEED will adhere to the Louisiana Local Government Budget Act.

ExCEED will avoid budget shortfalls by budgeting conservatively and including a 2% contingency in the budget on the front end. In the event of lower than projected enrollment or higher expenses, we will utilize our 2% contingency to offset reduced revenue or higher costs. If the shortfall is greater than the 2% contingency will cover, we will re-evaluate our budget to make necessary changes not at the expense of excellent teaching and learning.

5. Accounting & Controls

The Network's finance team will develop and implement proper controls, including but not limited to monthly reporting, segregation of duties, and grant accounting and reporting, to ensure sound financial management of all funds. These controls will be documented in our board approved financial policies and procedures, which will be drafted in consultation with an independent auditor/Certified Public Accountant ("CPA").

We strongly believe in transparency and accountability in finance and intend to model that through our practices. At least once per month, school and Network leadership will review financial statements (e.g. profit and loss, balance sheet, cash flow statements, and bank and credit card reconciliations) to identify trends or major variances that require addressing. The Board finance committee will review a similar set of reports for each school and the Network. This level of transparency will allow our team to identify potential issues and make necessary changes as soon as possible.

ExCEED's accounting systems will comply with Generally Accepted Accounting Principals ("GAAP") and our chart of accounts will be established in an accounting and financial reporting software using the Louisiana Accounting and Uniform Governmental Handbook ("LAUGH guide"). We will ensure annual financial audits are completed by an independent auditor and submitted to the authorizer and state by specified deadlines.

OPSB Specific Questions

1. Financial Stewardship

ExCEED Schools have a great appreciation of the financial resources available. Each school will operate with a school-based operations manager ("SOM"), who will work closely with school leaders and the Network finance team to minimize waste and/or overspending, as well as ensure schools have all resources required to achieve success for students. Regular reviews of financial reports and cash flows will allow the team to identify areas of concern and make budget adjustments as necessary.

2. School Leader Review

Both school and Network leadership will review monthly balance sheets, income statements, cash flow statements, bank and credit card reconciliations, grant reports, and payroll reports. All ExCEED team members will receive the financial policies and procedures and participate in an overview of pertinent policies.

3. Financial Stewardship Compliance

ExCEED Schools will follow the Board approved financial policies and procedures to ensure compliance with necessary financial requirements. Each staff member will be trained on appropriate expenditures and practices.

4. **Business Manager**

Financial stewardship is a shared responsibility among Network and school leadership, as well as the Board. The CEO, Executive Director of Finance and Operations, and Finance Director work together to provide sound financial leadership.

The Executive Director of Finance and Operations required qualifications are included in the attached job description (Appendix 13B).

5. **External Support**

The Network Finance Team will provide all finance-related back office support. We intend to work with a third-party payroll vendor and build a relationship with an independent auditor/CPA to provide general accounting advice and audit services.

Budget

OPSB Specific Questions	<ol style="list-style-type: none">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?
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TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

OPSB Specific Questions

1. Financial Plan and Budget

ExCEED's Financial Plan and Budget is available in Attachment 14.

2. Key Program Elements

ExCEED intends to build upon the rich history of our schools. There are five key elements to our program:

- Highly effective leadership and instructional staff - The expected costs include salaries for Executive Director of Schools, Executive Director of Teaching and Learning, master teacher salaries, and professional development contracts.
- Rigorous curriculum and aligned assessments – The expected costs include salaries for Assistant Director of Academics' salaries, Academic Deans, costs of textbooks, technology (hardware and software applications), and supplemental supplies.
- Specialized studies, accelerated classes, and extra-curricular activities – The expected costs include teacher stipends, contract for post-secondary teachers, textbooks, supplies, and band and athletic essentials.
- Operational efficiency and fiscal responsibility - The expected costs include Executive Director of Operations and Finance and school operations and finance manager salaries.
- Effective Parental and Community Engagement – The expected costs include the Chief of Staff and Communication and Community specialist salaries as well as the cost to set up websites.

3. Financing Costs

ExCEED Schools are budgeted using per pupil Minimum Foundation Program (“MFP”) and Federal funding (Title I, Title II, IDEA B, Federal School Service). Each school is projected to receive an initial fund balance transfer of 12.5% of its 2017-18 budgeted expenses from Orleans Parish School Board. In the event of unprojected revenue shortfall, ExCEED schools will utilize a line of credit to ensure proper cash flow is in place to operate the schools.