

EXECUTIVE SUMMARY

TANGI ACADEMY will be an open-admissions K-8 school in Tangipahoa Parish. The mission of the Tangipahoa Charter School Association, Inc. (TCSA) is to govern a school, TANGI ACADEMY, that will *provide children with an exemplary education using a rigorous, arts integrated and globally minded curriculum in a student-centered environment that respects individual capabilities, learning styles and cultures.*

The school will leverage a contracted partnership with Young Audiences of Louisiana (YALA) to provide the children of Hammond with quality arts-integrated experiences proven to strengthen a student's access to and understanding of the core curriculum. As a provider of quality afterschool and summer programs, Young Audiences of Louisiana has consistently and effectively used the arts to provide districts, schools and community organizations with arts-integrated residencies, after-school & summer enrichment programs and faculty professional development.

Tangipahoa Parish School System is currently under an active desegregation order as a result of *Moore v Tangipahoa Parish School Board (1965)*. The current order's Majority to Minority transfers have put a strain on Ponchatoula and Loranger Schools (the District's higher performing areas with "C" and "B" schools respectively). With Hammond schools ranking "D" and "F", Ponchatoula and Loranger are crowded with Hammond families seeking higher-achieving school options. Opening an academically challenging charter school in Hammond proper will offer families an alternative to bussing their children out of the community and significantly reduce the District's transportation costs. Recently the TPSS School Board approved a historic and monumental modification to the desegregation court order. This modification will help some of the necessary changes to take place by restructuring school attendance zones. These changes, however, could also create further overcrowding in Loranger and Ponchatoula schools. Locating TANGI ACADEMY in Hammond will offer students an alternative to the Majority to Minority Transfers at the root of this congestion – and provide students in the metro area with a creative educational option closer to home.

As the majority of students in Hammond Public Schools are currently being underserved, there is a great need to provide academic programs that accelerate student achievement. Arts-integrated programs have proven to hasten student achievement, raising standardized test scores as much as two times faster than the scores of youth in more traditional schools (Catterall & Waldorf, 1999). Additionally, arts-integrated programs are associated with academic gains across the curriculum, having particularly significant impacts on achievement levels of struggling students (Rabkin & Redmond, 2004). Low-performing students in arts-integrated programs consistently show decreased levels of truancy and increased levels of classroom engagement as the curriculum provides them with multiple avenues to success.

Students highly involved in the arts are more likely to have improved grades, better standardized test scores, and lower dropout rates; the connection is particularly strong among low-income students (Catterall et al., 1999; Heath, 1998). Arts education also develops valuable skills for the workplace such as creativity, organization and collaboration (Ohler, 2000). Finally, the arts are a defining feature of culture; art helps students understand their own identities and provides a window into other historic and contemporary cultures (Ballengee-Morris & Stuhr, 2001).

DuPont (1993) found that sixth grade remedial readers using creative drama as a learning strategy scored consistently higher on the Metropolitan Reading Comprehension Test. In a national longitudinal study of 920 high-risk elementary school students in the arts-integrated *Different Ways of Knowing Program*, Catterall (1995) reported an 8 percentile-point gain on standardized tests for one year of participation and a 16 point gain after two years. We believe that academic achievement

of all of our students will be positively impacted by our arts-integration model, especially those who are underserved in traditional school settings.

A recent study from the National Endowment for the Arts found that at-risk students who have access to the arts in or out of school tend to have better academic results, better workforce opportunities, and more civic engagement. Arts-rich experiences can help English Language Learners increase their vocabulary with arts-related terms, including colors, shapes and sizes. Special needs students will also benefit from the therapeutic benefits of music, art and other art forms, and will have multiple places to shine whether performing a piece or displaying artwork.

We believe that arts education benefits all students because it cultivates the whole child, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. This process requires not merely an active mind but a trained one.

We recognize that students come to school with varied skill sets and experiences and that all students must be provided with opportunities to master the skills necessary for success on state standardized tests. Our faculty will understand that all learners do not learn in the same way, or at the same pace, and so will incorporate strategies that differentiate the instruction to address varied learning needs. Sarason (1990) has surveyed a broad spectrum of students and concluded that students feel betrayed by a one-size-fits-all delivery system and are asking for a different approach to teaching and learning. Our teachers will be in tune with the developmental needs, interests, talents, strengths, and struggles of their students by providing a wide range of opportunities for learners to meet with success.

TANGI ACADEMY will use a rigorous and supportive process to ensure that its teachers continue to grow in their ability to educate students to the highest levels of academic achievement. Professional development will be focused on providing faculty and staff with the skills they need to facilitate each individual student's learning of the curriculum. Because we will be tailoring instruction to meet each child's distinct and specific needs, it is critical for teachers, administrators, and other school staff to understand who their students are, where they come from, and what abilities, ideas, and understandings they bring to the table.

The National Endowment of the Arts' guiding principle is embodied in one sentence: "Art works." "Art works" is a noun; the creation of works of art by artists. "Art works" is a verb; art works on and within people to change and inspire them. "Art works" is a statement; Students highly involved in the arts are more likely to have improved grades, better standardized test scores, and lower dropout rates. Furthermore, art knows no boundaries, so can be incorporated in classes for every student, including students with special needs, English Language Learners and students at risk of academic failure.

The Board and Administration of TANGI ACADEMY believe an educated person of the 21st century is flexible, creative, and complex with a continuous thirst for knowledge. They are self-confident and self-motivated lifelong learners that are active participants in their community. An educated person of the 21st century is prepared for a multicultural world that is globally interconnected. Being a part of the ever-changing and fast-paced information age, an educated person is technologically savvy, curious, and productive. Students at TANGI ACADEMY will take responsibility for their own learning. They will be able to gain valuable information and insights from concrete experiences in order to develop positive problem solving and critical thinking skills. Students will make more efficient and meaningful choices to expand inter- and intra-personal relationships.

The Board and Administration of TANGI ACADEMY is committed to bringing a high-quality public charter school with a rich and exciting arts component to the children and families of Tangipahoa Parish.

COMMUNITY NEEDS

1) Describe the community in which your school will be located, including the community's greatest strengths and greatest challenges.

Hammond is the largest city in Tangipahoa Parish, which is one of the fastest growing parishes in the State of Louisiana. Hammond is located on the Northshore of Lake Pontchartrain at the crossroads of I-55 and I-12. Southeastern Louisiana University and North Oaks Medical Center both call Hammond home. Hammond is part of the South Tangipahoa Metropolitan Planning Organization and has won several awards including "Cleanest City" in Louisiana on six occasions. The National Safety Council has also designated Hammond as a "Safe Community" - the only city in the state to receive this honor. The Hammond Northshore Regional Airport is located just minutes from downtown and offers travelers a safe and modern facility.

Hammond, an accredited Louisiana Main Street Community of 20,000 residents, is diverse in culture and race; its people are friendly, warm and hospitable. There is a revitalized downtown area that is a center for the arts, food and shopping. The City of Hammond has experienced steady annual growth rate over the last 20 years. Between 2010 and 2015 the population in Hammond is expected to grow by 27.2%. Households with families make up the largest segment of the community, with approximately 56.7% of all households fitting into this category.

The Greater Hammond area is poised to become a Northshore hub for business and residents alike. However, limited access to high-achieving public schools is inhibiting the area's economic growth and development. With the exception of the tuition-based, highly selective SLU Lab School, all Hammond public schools are rated as "D" and "F" schools, leaving families without access to high achieving, open enrollment schools within city limits.

For nearly 50 years Tangipahoa Parish has been under a comprehensive desegregation order. This protracted process has been encumbered by numerous lawsuits, overt violations by the public school district and community concern for compliance, resulting in both public mistrust and misspent public resources. By and large, the people of Hammond believe quality education is vital and are actively engaged in progressive education reform. While residents may vote to pass millages for public education, a majority of Hammond families opt out of sending their children to public schools in the city. Instead, these families choose home-schooling programs or tuition-based private schools. Many Hammond residents just do not view *their* local public schools as a viable choice for *their* children.

The lack of high-achieving public schools in Hammond also limits the ability of city leaders to attract new business to the area. Fritz Anderson, President of Florida Parishes Bank, said in a recent e-mail to staff and clients, "*Already many people you know work in Tangipahoa but live in other parishes, mainly due to school choice...Even if you do not have children in the system you are affected with lower home and property values...Our opportunities for new lending in the area and for growth will be restricted.*" The Tangipahoa Charter School Association hopes to turn this tide by opening TANGI ACADEMY in the fall of 2015.



2) Identify key relationships that your organization has established in the community you intend to serve. Identify the mutually beneficial nature of each key relationship.

The TANGIPAHOA CHARTER SCHOOL ASSOCIATION (TCSA) has built strong ties with organizations that will work to strengthen the school and the community it will serve. The TCSA has garnered the support of many professional and community associations in Hammond and surrounding Tangipahoa Parish. These individuals and organizations appreciate the impact of high-quality public schools on our region's continued economic growth and support TANGI ACADEMY as a viable option for school choice.

TANGI ACADEMY will be housed within the Tangipahoa African-American Heritage Museum complex on Phoenix Square in West Hammond. This location was originally the home of Mooney Avenue Elementary School, one of the first African-American elementary schools in Tangipahoa Parish. The Heritage Society purchased this historical property from Tangipahoa Parish School System and has beautifully renovated it for exhibition and education.

THE AFRICAN AMERICAN HERITAGE MUSEUM FOUNDATION is an integral partner for TANGI ACADEMY. The two organizations will work in tandem to provide students with access to the art and history contained in the Museum's galleries. The school will be housed in two unoccupied buildings on the Museum grounds, bringing the campus full circle to continue its legacy of excellent public education for the children of Hammond. Mr. Delmas Dunn is the President of the Museum Board and also sits on the TCSA Advisory Board.

To deliver ensure that it's arts integrated educational program meets high standards, TANGI ACADEMY has developed a contractual partnership with YOUNG AUDIENCES OF LOUISIANA (YALA). The school will use academic resources designed by Young Audiences and its partners. This includes Arts for Learning Lessons, The Art of Science | The Science of Art (ASSA), and The Wolf Trap Institute for Early Learning Through the Arts.

The TCSA Board has developed a mutually beneficial partnership with SOUTHEASTERN LOUISIANA UNIVERSITY, specifically the College of Education. TCSA will be collaborating with university professors for professional development, leadership training, and in-time field experience. To their advantage, SLU is looking forward to having a start-up charter school near campus for student training and university studies.

TCSA has been actively involved in establishing a cohort of new charter schools under the LOUISIANA ASSOCIATION OF PUBLIC CHARTER SCHOOLS. This group's purpose is to provide support and direction to new community charter schools throughout Louisiana. Current members include Discovery Health Science Foundation, Bricolage and Young Audiences Charter School.

THE TANGIPAHOA NAACP, under the direction of Mrs. Patricia Morris, has supported TCSA throughout our school development process. The Tangipahoa NAACP has passed a resolution of support that will be critical as we navigate the Federal court desegregation case.

Hammond mayor, MAYSON FOSTER, has been a strong supporter of improving education in his city. Mayor Foster was instrumental in developing the Task Force that led to the formation of

this school's Founding Board. He has continued to meet with school leaders to offer feedback and support. As the City of Hammond moves forward with education initiatives, our relationship with city leadership will play a key role in the growth and development of TANGI ACADEMY.

TAMARLON CARTER, PRESIDENT OF TANGICONNECT, is a valued member of our Advisory Board. Mr. Carter, a respected champion of public education, also pastors Macedonia Baptist Church in Hammond. By partnering with the TangiConnect workforce development program, TANGI ACADEMY will be working to ensure that students are prepared with the academic and life skills needed for professional success.

HAMMOND AREA ECONOMIC AND INDUSTRIAL DEVELOPMENT DISTRICT (HAEIDD) has issued a resolution of support to TSCA. HAEIDD recognizes the impact a high-quality education system has on a region's economic development and is committed to reforming public education in Hammond.

FLORIDA PARISHES BANK and its officers have shown public support for charter schools. BANK PRESIDENT, FRITZ ANDERSON has worked with the TSCA Board to discuss the school's financial picture, assist the board in obtaining necessary funds and facilitate a meeting with local Bank Officers to discuss the negative impacts of poor-quality education on economic development in Hammond and Tangipahoa Parish. The groups agree that a high-quality charter school would be a positive step in providing families tuition-free, academic choice.

These relationships will help the TSCA start a successful, sustainable school. As the Board of the TSCA moves forward through application and implementation, these organizations and people will have a role in shaping the future of public education in our region.

3) Describe the student population that your school will serve.

TANGI ACADEMY's target populations are Hammond area students currently placed in schools that have poor school performance scores or on the Louisiana Department of Education's watch list. The School will also recruit to draw students from overcrowded schools across Tangipahoa Parish. TANGI ACADEMY will recruit for an enrollment that approximates the realities of our city and greater Tangipahoa Parish. With recruitment strategies designed to reach special needs populations and the neighborhood surrounding the school, we anticipate an enrollment of 73-75% of students from economically disadvantaged families; 10% of students with special needs; approximately 5% English Language Learners; and a racial/ethnic profile that reflects the demography of the area and meets the assignment ratios of the prevailing desegregation order: 40% white, 50% black, 10% Hispanic and other races.

4) Describe the needs of your intended student population. Describe the most impactful school systems and non-school system programs that currently serve your intended student population, and explain why current schools and service providers are not satisfactorily meeting their needs.

With the exception of the tuition-based, highly selective SLU Lab School, all Hammond public schools are rated as "D" and "F" schools, leaving families without access to high achieving, open enrollment schools within the city limits. Rather than invest in under-achieving public schools,

the majority of Hammond families choose to reduce their income either by having one parent home school, or by paying tuition fees at private and parochial schools. Either way, the end result is that there are fewer students in the public school system *and* Hammond families experience a reduction in disposable income, which significantly impacts the region’s economic growth and development.

Currently public schools in Hammond provide few opportunities for parental involvement and family engagement. The majority of families attending Hammond Public Schools are living at or below the Federal poverty line. The far-flung locations of Hammond schools make it difficult for families to participate in PTA meetings, teacher conferences and volunteer events. Family-school- community partnerships are elusive and difficult to establish. By locating TANGI ACADEMY centrally, near the most populated areas of Hammond, our school will be able to help connect families and community businesses in school improvement efforts.

| 2012 Performance of Hammond Area Schools | School Name | Grades Served | Percentage of students on or above grade level | | Performance Score (SPS) |
|--|------------------------------------|---------------|--|------|-------------------------|
| | | | English | Math | |
| | Hammond Eastside Elementary Magnet | Pre-K thru 6 | 60 | 40 | D |
| | Hammond Westside Elementary Magnet | Pre-K thru 6 | 57 | 31 | F |
| | Woodland Park | Pre-K and K | N/A | N/A | D |
| | Midway Elementary | Pre-k thru 2 | N/A | N/A | D |
| | Hammond Jr High Magnet | 7 and 8 | 36 | 32 | F |
| | Natalbany Elementary | 3 thru 5 | 62 | 56 | D |
| | SLU Lab School | K- 8 | 96 | 91 | A |

With Hammond schools ranking “D” and “F”, Ponchatoula and Loranger (the District’s higher performing areas with “C” and “B” schools respectively) are over capacity and crowded with Hammond families seeking higher-achieving schools for their children. Opening an academically challenging charter school in Hammond proper will offer families an alternative to busing their children out of the community. Recently the Tangipahoa Parish School System (TPSS) School Board approved a historic and monumental modification to the desegregation court order. This modification will help some of the necessary changes to take place by restructuring school attendance zones. These changes, however, could also create further overcrowding in Loranger and Ponchatoula schools. Locating TANGI ACADEMY in Hammond will offer students an alternative to the Majority to Minority Transfers at the root of this congestion.

The Tangipahoa Charter School Association is committed to helping TPSS gain Unitary Status under the desegregation order. Charter Schools often attract parents that have abandoned the traditional public school system. By using targeted recruitment plans for both students and faculty, TANGI ACADEMY will build a diverse student body and multi-cultural teaching corps.

MISSION & VISION

1) *Provide the mission of your non-profit and describe the role that your mission will play in the school's daily activities.*

The mission of TANGI ACADEMY is for students to achieve academic excellence through arts-integration and individual creativity.

Our mission is realized through a community of parents, teachers, administrators, students and our board, who are invested in promoting equality of opportunity and developing creative learners with the ability to serve and lead their communities. Tangipahoa Charter School Association believes that students and their families should participate fully in learning experiences developed within a child-centered, hands-on environment and that the community must be an integral part of the school and the school an integral part of the community. TANGI ACADEMY will provide children with an exemplary education using a rigorous, arts integrated curriculum that is aligned with Common Core State Standards and delivered in a student-centered environment that respects individual capabilities and learning styles. The arts-integrated curriculum will facilitate critical thinking, social, communication, reasoning, self-management, and research skills. Our governing value is that all children can learn and, with appropriate encouragement and support, are capable of reaching their full potential.

2) *Provide a vision for your school that clearly illustrates what success will look like in terms of (a) life outcomes for students and (b) impact on community and/or society.*

Our vision is to bring wholeness to children's educations. Students must have opportunities to see how disciplines meet, overlap, and inform each other. The arts provide an excellent vehicle for exploring these connections. In particular, the arts offer aesthetic, personal, and creative dimensions to various disciplines included in the curriculum. (Kennedy Center, *Changing Education Through the Arts*, unpublished paper, 2004).

According to Rocco Landesman, Chairman of the National Endowment for the Arts, "When a school delivers the complete education to which every child is entitled—an education that very much includes the arts—the whole child blossoms." TANGI ACADEMY will create and support a culture of high expectations that allows for that "whole child" to truly "blossom." To accomplish this, the school will provide a safe, supportive, and challenging environment that encourages students to maximize their learning and explore their interests. We will create a school where the artistic habits of mind will foster mutual respect for one another and one another's work that will transfer over into all other aspects of the school culture. We will empower students to take ownership over their individual projects while absorbing the material and gaining a deeper understanding of the subject matter.



We believe that an arts-integration model will positively impact overall academic achievement, especially for those students who have been underserved in traditional school settings. TANGI ACADEMY envisions parents, families, and community members as the backbone of the school. As a provider of quality after school and summer programs, Young Audiences of Louisiana has effectively used the arts as a community building strategy throughout Orleans and Jefferson Parish schools tailoring education services to the needs of children and families in public schools. For this reason, we have chosen to enter into a contractual partnership with Young Audiences to deliver their award-winning, arts-integration programs in Tangipahoa Parish.

We believe that arts education benefits all students because it cultivates the whole child, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. This process requires not merely an active mind but a trained one.

Students come to school with varied skill sets and experiences. All students must be provided with opportunities to master the skills necessary to be college and career ready. We understand that all children learn differently and will incorporate differentiated strategies that address varied learning needs.

TANGI ACADEMY will integrate the critical avenue of professional development into its culture and programming using a rigorous and supportive process to ensure that teachers continue to grow in their ability to educate students to the highest levels of academic achievement. Professional development at TANGI ACADEMY will be focused on providing faculty and staff with the skills they need to facilitate each individual student's learning of the curriculum. Because we will be tailoring instruction to meet each child's distinct and specific needs, it is critical for teachers, administrators, and other school staff to understand who their students are, where they come from, and what abilities, ideas, and understandings they bring to the table.

When education is rigorous and relevant, students are engaged and learning is joyful. This creates an environment where students want to learn and are excited to start the school day. TANGI ACADEMY will build a culture where children WANT to be in school. Attendance is an absolute priority and we will communicate its significance to families and students alike.

TANGI ACADEMY believes an educated person of the 21st century is flexible, creative, and complex with a continuous thirst for knowledge. These individuals are self-confident and self-motivated lifelong learners that are active participants in their community. An educated person of the 21st century is prepared for a multicultural world that is globally interconnected. Being a part of the ever-changing and fast-paced information age, an educated person is technologically savvy, curious, and productive. Students at TANGI ACADEMY will take responsibility for their own learning. They will be able to gain valuable information and insights from concrete experiences in order to develop positive problem solving and critical thinking skills. Students will make more efficient and meaningful choices to expand inter- and intra-personal relationships.



Well-qualified teachers, support personnel and diverse classrooms environments will provide optimal opportunities for every child to be reached and supported in their educational development. Outdoor and indoor classroom instruction will take into account the multiple modalities of learning (Gardner), the development of the whole child (Piaget, Erikson & Lev Vygotsky), and the differences of abilities among students (Marcia Tate).

TANGI ACADEMY will impact the community surrounding the school, the City of Hammond and on a larger scale, Tangipahoa Parish. High performing schools in neighborhoods positively change crime rates and property values within the community and engage the community in extremely beneficial education practices. A charter school will influence the way other schools perform by setting a higher standard. The school will also help the community grow and thrive through several joint projects such as community gardens, recycling plans and much more.

High performing schools attract highly qualified workers so recruiting at some of Hammond's larger companies, such as North Oaks and Southeastern Louisiana University becomes easier. Commuters from Livingston and St. Tammany Parishes who work in Tangipahoa Parish will gain confidence in Tangipahoa Parish School System and will feel more inclined to move there to be nearer to better schools, spurring economic development and growth.

GOALS & PERFORMANCE TARGETS

1) Describe the performance goals that you will achieve to put students on the path towards achieving your vision. Include the goals that you will reach both in Year One and in Year Five, at the end of your first charter contract.

Goal One: Increase Student Achievement

The academic priority of TANGI ACADEMY is to increase student performance. TANGI ACADEMY students will be prepared to pass grade-level interim, benchmark assessments and annual standardized state assessments at or above grade level. Our overall student performance goals are as follows:

Year 1: Using Hammond's public school's average proficiency data (ELA 62%, Math 50%) as a starting place, our student performance goal for year 1 will be to increase student performance 8-10% across all curricular areas.

To ensure that our students reach their academic potential, after Year 1, TANGI ACADEMY proposes to employ an authentic and comprehensive assessment plan based on attaining the following annual benchmarks:

- Annually 5-10% growth from previous year in the number of students passing interim and final assessments at grade level in Reading, Writing, Mathematics, Science and Social Studies.

By Year 5: 85% of our students in grades 3-8 will pass interim, benchmark and final state standardized assessments at or above grade level in all curricular areas (Reading,

Writing, Math, Science and Social Studies); 100% of our first class of 8th grade students will graduate from TANGI ACADEMY ready to enter the high school of their choice.

Given the current academic performance of Hammond public schools, we have chosen to employ a proven arts-integrated model developed by Young Audiences Arts for Learning. Arts-integrated programs have proven to hasten student achievement, raising standardized test scores as much as two times faster than the scores of youth in more traditional schools (Evaluation, Chicago Arts Partnership in Education, Catterall & Waldorf, 1999). Additionally, arts-integrated programs are associated with academic gains across the curriculum, having particularly significant impacts on achievement levels of struggling students (Rabkin & Redmond, 2004). Low-performing students in arts-integrated programs consistently show decreased levels of truancy and increased levels of classroom engagement as the arts-integrated curriculum provides them with multiple avenues to success.

Goal Two: Create a school with a diverse socioeconomic student body and staff

We anticipate that student demographics will be reflective of the greater Hammond area: a diverse population, with students coming from multi-cultural neighborhoods, inclusive of African-American, Latino, and Caucasian households (recruitment goals are 50% Black, 40% White, 10% Hispanic/Other). It is expected that 73% or more of students will meet federal guidelines qualifying them for the Free and Reduced Meal Program, 7-12% of students will require special education services and 5-9% will require ELL assistance. Likewise, it is in our hiring plan to leverage resources with Young Audiences to ensure a hiring pool of candidates with diverse backgrounds and socioeconomics.

Goal Three: 100% of staff is proficient in using data to drive instruction

All elements of a school's culture, from academics to a code of conduct that promotes positive learning behaviors, benefit from the use of student learning data. Effectively improving instruction is nearly impossible without it. The data-driven cycle of assessment, analysis, and action, which is indispensable for increasing student achievement, must be deeply embedded in the school's culture and a top priority for school-wide improvement. It is our goal to get everyone in the school working toward preparing every child for college and career readiness, by analyzing results from the CCSS based progress monitoring assessments for all students in a given grade level and content area. This common thread is essential if teachers are to collaborate on data analysis, professional development, and strategies for re-teaching and improving student learning (Fenton and Murphy, 2013).

Goal Four: All lessons will be comprised of a minimum 60% arts integrated instruction

In order to deliver a true arts integrated model of instruction, it will be necessary to plan and deliver instruction with this in mind. True arts-integration is an effective strategy for helping students to close the achievement gap at an accelerated rate and as such, there must be a measureable formula to ensure that this is occurring. At TANGI ACADEMY all instructional delivery must consist of four components: arts-focused, child centered, outcome based and measurably effective at each grade level.

METRICS

2) Describe the metrics that you will use to measure progress toward your goals, including the mechanisms by which you will collect data to measure your progress.

Goal One: Increase student achievement by employing a rigorous arts-integrated curriculum measured by authentic assessments. Faculty, staff and board members at TANGI ACADEMY understand that the purpose of assessment is to provide meaningful feedback to improve student learning and instructional practice. According to Cloud, Genesee, and Hamayan (Thomson Heinle, 2000), the goals of assessment are to

- Demonstrate to others that students are learning as expected;
- Monitor student progress in order to plan appropriate instruction;
- Understand students' learning styles, learning strategies, interests, attitudes, motivations, and relevant background factors that might impinge on classroom learning; and
- Engage students in self-assessments so that they can take active responsibility for their own learning.

At TANGI ACADEMY, teachers and administrators will form relationships with their students, sitting with them, teaching them, listening to them and assuring that formative and summative assessments are implemented consistently in order to keep a watchful eye on their progress. Teachers will informally and formally assess and monitor student understanding through questioning, checklists, exit tickets, rubrics, samples of their work, performance tasks, writing, and through the use of cumulative quarterly and final exams. Faculty and administrators will follow individual student progress closely over time in order to ensure that each child is making adequate yearly progress.

In order to help us closely monitor our students' progress, TANGI ACADEMY proposes to work with the Achievement Network (ANet). ANet is an education nonprofit founded in 2005 to provide schools that serve high-need students with effective data-driven strategies, so that they can identify and close gaps in student learning and embed these strategies into everyday routines. The tools provided by ANet will allow faculty and administrators to measure progress and increase student achievement using high-quality, standards-aligned assessments. These assessments will be administered quarterly, with the last one being administered a few weeks before state standardized testing. Educators will be coached in how to analyze assessment results, identify gaps in student learning, and create action plans to address these gaps. Finally, the TANGI ACADEMY will collaborate with a peer network of schools to improve its use of data.

TANGI ACADEMY will prepare its students to be successful on state mandated tests, including Partnership for Assessment of Readiness for College and Career (PARCC), which are necessary to demonstrate basic skill levels of student achievement and knowledge attainment as required by the state of Louisiana. At TANGI ACADEMY, teachers will design and utilize benchmark tests periodically to monitor student progress of content standards and grade level expectations and will also provide alternative assessments to differentially measure progress. These alternative assessments will include portfolios, which reflect samples of student work over time, individual

and group projects, performance, and student exhibitions, which reflect student abilities to assimilate and synthesize information and knowledge.

Teachers at TANGI ACADEMY will be trained in instructional techniques (such as scaffolding, differentiation and teaching to multiple intelligences) that allow many interventions and acceleration needs to be addressed during regular instruction. For most students, teachers will provide comprehensive in-classroom learning; however, for some students, additional support may be needed.

TANGI ACADEMY will use benchmark assessments regularly to monitor each student's specific educational needs.

Benchmark Assessments

Within the first 30 days of each new school year, incoming Kindergarten students will be assessed using the Developing Skills Checklist (CTB)/ McGraw-Hill. The results of this developmental readiness screen will be used in placing students and planning their instructional programs to meet identified needs. This screen will not be used to exclude students who meet the age requirements. Students in Kindergarten through grade 3 will also be assessed using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), a set of procedures and measures for assessing the acquisition of early literacy skills. At TANGI ACADEMY, DIBELS testing will be administered to students in grades K through 3 three times a year (in the beginning, the middle and the end of the school year). It will also be administered for students in 4th and 5th grades if it is suspected that the child will need to enter the RTI program.

Every six to eight weeks (from August through April), TANGI ACADEMY will administer interim assessments provided by the Achievement Network (ANet) to all students in grades three through eight. These assessments consist of questions that evaluate students' mastery of the skills covered cumulatively from the beginning of the school year to the time of the test administration.

With ANet assessments, TANGI ACADEMY will be able to

- Assess the students' mastery of the state standards and degree of difficulty of the year-end state tests;
- Measure mastery of recently taught skills and concepts as assessments are aligned to the scope and sequence of participating schools; and
- Compare their results to those of other ANet participating schools taking the same set of assessments.

After each ANet interim assessment, teachers and school leaders will meet by grade-level to study the data, identify the strengths and weaknesses of students, and prepare an action plan to re-teach or remediate, either as whole class or in small group. This will allow us to assess both students' mastery of the subject area and the effectiveness of a teacher's instruction. Quarterly data meetings, followed by re-teaching and reflection meetings will allow teachers to exchange ideas and best practices to improve their own teaching.

Once benchmarking of all students is complete, if the data does not reflect how the student is performing in core content areas, the student will be re-assessed for validation. If it is determined that the student should be placed in an intervention group, the guidelines for placement, progress monitoring, and intervention changes will be implemented.

Response to Intervention (RTI) is a multi-tiered approach that promotes the consistent practice of providing high quality, research-based instruction and interventions matched to a student's specific academic and behavioral need. At TANGI ACADEMY, RTI will not be used as a direct route to evaluation and Special Education services, but rather will be the process to ensure that a student has been provided with all supports necessary to succeed in the regular education setting. This data will be used to drive decisions about student progress and to determine the appropriate instructional plan and/or behavioral support.

To organize a system of supportive placement and intervention determination, TANGI ACADEMY will rely on the following four components of RTI integration:

Component 1- Universal Screening: All students will be assessed through benchmark assessments throughout the year to determine if they are proficient on targeted skills for the appropriate time of year in each grade level. Parents will be notified via report card of each student's status after each benchmarking. Once benchmark testing is complete, students not meeting benchmarking levels will be assigned to appropriate intervention groups.

Component 2- Tiered Interventions: Interventions will be done daily and with accuracy for all students not meeting benchmark levels on assessments. A three-tiered model of intervention will be implemented.

- TIER I (Least Intensive) is the level at which students are achieving grade-level success. Supplemental intervention is provided in addition to general instruction typically within a small group setting. Frequency will vary between three to five times a week for approximately 10-15 minute each time. The classroom teacher, parent, Assistant teacher or peer will administer this intervention.
- TIER II (Moderately intensive) will be implemented when students need strategic support to achieve grade-level success (are consistent with Approaching Basic Scores on State Assessments). Supplemental intervention will be provided outside the classroom and will typically occur within a small group or on an individual basis three to four times a week for 15 to 30 minutes. The classroom teacher, the assistant teacher or remediation specialists will administer the intervention.
- TIER III (Most Intensive) is the level at which students need intensive support to achieve grade level success (are consistent with Unsatisfactory scores on State Assessments). Intervention will be typically administered 3-4 times a week for 30-40 minutes and is one-on-one. The classroom teacher, the assistant teacher or remediation specialists will administer the intervention.

Component 3- Progress Monitoring: Progress monitoring will be performed for students not achieving adequate levels on benchmark assessments through interventionist examination of

weekly progress. Every four weeks each student's data will be reviewed for progress. If a student has not made progress in four consecutive data points, changes will occur to provide the student with more targeted intervention strategies. Every student should participate in documenting his or her data. Students achieving benchmark level on benchmark assessments will have their progress monitored on the highest skill assessed once every four weeks by the classroom teacher. If any student shows a decline in scores, it will be the teacher's responsibility to have the student assessed for re-entry into an intervention group. Parents of all Tier 2 and Tier 3 students will be provided with a Parent Report with the report card of each grading period reflecting student progress. Parents will be included in the decision making process when students reach Tier 3 status.

Component 4- Outcomes Driven Model: All activities for interventions will be evidence based, proven to be effective and chosen based on data indicating each student's individual areas of need. A compilation of data is important when making instructional decisions. Teachers and other stakeholders must look at several data sources before making instructional decisions or changes. It is recommended that interventionists provide students with tools to track their own data. This could be done in a planner, student agenda, homework folder, etc. Student tracking of data helps students to be more aware of their own progress toward their academic goals.

The RTI process is designed to help school leaders, teachers, parents, and paraprofessionals utilize data based decisions to improve the educational outcomes for all students, especially those students whose success is at risk due to academic or behavioral challenges. Successful outcomes reduce the need for special education services. Unless a student has an obvious disability requiring Special Education services, a referral for a Special Education evaluation is expected to be accompanied by data demonstrating that the student was provided with appropriate scientific research-based instruction (including interventions) in the general education setting, delivered by qualified personnel, along with progress monitoring data as required by federal and state regulations. If, over time, collected data indicate that the student has not shown adequate progress despite implemented research-based interventions, consideration for Special Education may be warranted.

The Education Services Coordinator will assign an appropriate supplemental intervention curriculum and develop the intervention plan. Students identified as academically at-risk by their 2nd grade DIBELS scores will be referred to our Education Services Department and placed into a small group or individual pullout sessions; additionally, classroom teachers may recommend a student for academic supports. TANGI ACADEMY will employ remediation specialists trained to implement intervention with our students. Children will be in pullout sessions two to five times weekly, depending on need. Individual student progress will be tracked at each session and assessments given weekly. Student remediation plans will be modified according to progress made during the week. Some students will be taken out of remediation due to ample success, others will increase remediation efforts due to lack of progress.

For Literacy remediation, TANGI ACADEMY proposes to use Curriculum Associates CARS & STARS programs; support in Mathematics will come from Curriculum Associates CAMS & STAMS system. Both of these programs have been used with measurable success and are approved by the Louisiana Department of Education.



The Education Services Director will manage RTI, IEPs and 504 Services at the school level. TANGI ACADEMY will hire a highly qualified, highly certified special education professional to fill this role. This person will act as the steward of all special services and is responsible for assembling IEP teams, coordinating professional development for education services personnel, encouraging the participation and education of classroom teachers and paraprofessionals in the delivery of special services. They will hold the primary responsibility for ensuring compliance with all reporting and documenting requirements and the coordination, collaboration and supervision of multi-disciplinary teams of related service providers, both in school and contracted (i.e. speech language pathologists, counselors or occupational therapists). They will also be responsible for observation and support of classroom teachers and interventionists in the implementation of the RTI model. Interventionists will directly provide services for exceptional students, both in the classroom and small group settings. They will interact with regular education teachers to optimize inclusion in regular classroom activities. They will review lesson plans with teachers and strategize ways to integrate special services into classroom activities. They will hold IEP meetings and ensure compliance and reporting requirements for the students assigned to them.

Adequate opportunities to support the specific needs of students, including those receiving ELL, SPED, intervention and G&T programming will be provided throughout the school day, specifically in blocks called “Studio” and “Exploratory”.

TANGI ACADEMY is committed to providing a free appropriate public education to all its students, including those who are identified as gifted/talented (G/T). Because our school is designed to use differentiation, project-based learning and multiple forms of diagnostics and assessment for all students, we anticipate that it will be particularly effective in providing students identified as G/T with appropriately differentiated curriculum and instruction.

We will offer an extensively differentiated classroom instruction in an arts-integrated environment, using strategies and techniques designed to reach each learner at his or her individual level. In this way, our curriculum, in essence, becomes a gifted curriculum for all learners, encouraging them to excel beyond grade level, and reach understanding at a high level on Bloom’s taxonomy of learning objectives.

Goal Two: Create a school with a diverse socioeconomic student body and staff

Our targeted recruitment plan (included in the *Student Report*) reaches into every neighborhood in greater Hammond. We will gauge attainment of this goal by measuring school student enrollment (SIS) and Profile of Educational Personnel (PEP) data. We anticipate that student demographics will be reflective of the greater Hammond area: a diverse population, with students coming from multi-cultural neighborhoods, inclusive of African-American, Latino, and Caucasian households (recruitment goals are 50% Black, 40% White, 10% Hispanic/Other). It is expected that 73% or more of students will meet federal guidelines qualifying them for the Free and Reduced Meal Program, 7-12% of students will require special education services and 5-9% will require ELL assistance. To recruit a diverse staff, we will use resources that target a market both locally and nationally.

Goal Three: 100% of staff is proficient in using data to drive instruction.

For an interim assessment to produce useful information about how students will perform on state tests, each question needs to be clearly aligned to a standard. Moreover, the questions should reflect both the rigor and format of the state test if they are to guide teachers about how much students are expected to know and be able to do. In this way, assessments clearly define standards and render them meaningful (ASCD, 2014). Teachers need professional development that strengthens this skill and then also guides them to the next step, which is to analyze the results and plan meaningful instruction based on these results. Teachers will be provided with professional development time weekly to support this process. Students will be dismissed after a half-day of instruction one day a week to allow teachers to collaborate, plan and receive additional professional trainings so that each student's classroom experience is maximized. In addition to professional development each teacher and teaching artist will be observed in his/her classroom frequently and feedback provided. All teachers and teaching artist will participate in PLC's, in school and classroom visits and learning rounds (walks). Each of these is discussed further in the Theory of Change section of this document.

Goal Four: All lessons will be comprised of at least 60% arts-integrated instruction

In order to retain a professional partnership with Young Audiences of Louisiana as well as maintain integrity of this model, it will be necessary to plan and deliver instruction with this level of arts-integration in mind. To help teachers reach this planning objective a rubric will be provided that specifies in measureable terms the four elements of an arts integrated lesson: experiencing the arts, understanding in the arts, creating in the arts, and connecting the arts across the curriculum. The school leader or her designee will review the lesson plans designed weekly by all teachers and teaching artists to ensure that 60% of the instruction planned is arts and weekly feedback on these lesson plans will be provided.

3) Identify the greatest obstacles to your achievement of your performance goals. Discuss how you will overcome those obstacles.

For over 47 years Tangipahoa Parish public schools have been subject to a desegregation court order, creating great disparity in student achievement levels. Our vision of being a diverse, open enrollment school allows for varied academic levels and performance across grade levels and sections. The Board and School Leaders of TANGI ACADEMY understand that students will come to us from a variety of backgrounds. As a new school, we will not have extensive data on our students prior to their arrival, making it difficult to anticipate their specific academic needs.

Being prepared for this diversity will be essential for our school's success. Our conservative budgeting process allows us to be prepared and revise budget and staffing numbers to adjust to the specific needs of students. Key aspects of Year One professional development (held in conjunction with Young Audiences Charter School at Kate Middleton to reduce costs) will focus on differentiated instructional strategies to prepare our faculty for the diversity in their classrooms and meeting the needs of **all** students.

Our school schedule has built in components designated to enhance differentiation and engage children in arts-integrated lessons. The schedule gives teachers the time they need to provide

intervention and enrichment services. It also allows teachers time within the instructional day to plan collaboratively with a team to best support student achievement.

THEORY OF CHANGE

1) Articulate your approach to education. Describe the most fundamental features of a school that ensure successful student outcomes.

Over two hundred individual studies have shown that the only factor that can *truly* create student achievement is a knowledgeable, skillful teacher. The Board and Leadership Team of TANGI ACADEMY have made a commitment to hiring a maximum number of certified, highly qualified teachers, and retaining 100% of effective teachers each and every school year. In addition to weekly professional development programs, TANGI ACADEMY will employ the following instructional support strategies:

Classroom Observations and Feedback: Our School Leader, team leaders and instructional coaches will conduct regular classroom observations of both regular teachers and teaching artists. Teachers and teaching artists will receive feedback through written follow-ups and debrief conversations around strengths and areas for growth within observed lessons. Achievement data from the lesson's objective will be discussed, and both teacher and student actions will be correlated to the data to determine trends. Next steps will be derived from these debrief conversations and follow-up observations will be conducted to ensure a frequent observation-feedback loop. Observations will range from 5 minutes to 30 minutes. The School Leader will also identify teachers demonstrating strong instructional practices in specific areas, and provide coverage for teachers to observe these practices in actions.

Professional Learning Communities (PLCs): Grade level teams and subject area clusters will meet regularly (no less than 2-3 times per month) for the purposes of coaching, engagement in planning lessons, creating assessments, and determining how curriculum and/or instruction may need to be modified based on performance data. Participants will read and share pertinent articles, discuss data which informs instruction, attend training sessions, and reflect on the work of the entire charter with the intent of working toward overall school improvement. Since teachers and teaching artists need to learn how to analyze practice, they will learn how to conduct classroom observations and give and receive feedback from peers and school leadership. Peer coaching and feedback will be conducted on an ongoing basis (*see above*). Standards Based Instruction, project-based teaching, and Balanced Literacy/Numeracy may be subject areas for PLC learning.

Data Analysis: After interim assessments and on designated early release days, teachers and teaching artists will gather with the School Leader to analyze data and determine instructional adjustments. Teachers will conduct item analyses, where they correlate exit tickets, benchmark test results and portfolio items to standards-based objectives, assess student mastery of the objectives, and determine specific misunderstandings that may exist with groups of students or individual students to guide re-teaching plans. This could include identifying students who should have scored higher, based on teacher observations, and working with those students on testing strategies or finding ways to encourage them to push themselves further. Noting how students fared with specific objectives will provide the platform for the lesson and unit plans

teachers create. Teachers will break the mastery of objectives into groups, which correlate with the following circumstances: (1) objectives mastered by 100% of students and require additional challenge, which may involve increasing the rigor through word and logic problems or advancing vertically to the next grade level's objective within that same strand; (2) objectives mastered by 70% or more of students, which require small group intervention and support with the 30% of students failing to achieve mastery; (3) objectives mastered by less than 70% of students, which requires a re-teach of a lesson to majority of the classroom. Lesson and unit plans will be reviewed on a regular basis to ensure that they reflect these adjustments.

Instructional Rounds: Throughout the year, TANGI ACADEMY teachers and teaching artists will be given opportunities to visit and observe other classes. Less experienced teachers will be paired with mentors and teachers working on a particular strategy will work with a “master” practitioner. The instructional leadership team will also conduct a weekly whole-school analysis of instruction by observing every classroom for a brief period of time. Following a discussion, notes will be calibrated, trends will be determined, and instructional gaps will be identified. These “snapshot” reviews will be used to determine professional development priorities.

School and Classroom Visits: TANGI ACADEMY will continue to improve and refine its practices by observing the practices of the highest performing local schools. Teachers, artist in residence, staff and board members will take regular trips to high performing schools to study best practices and model systems. Following these visits, we will share “lessons learned” and put them into practice via professional growth plans and strategic initiatives.

2) Describe the fundamental features of your educational model that will drive educational outcomes in your proposed school.

Curriculum: TANGI ACADEMY will use the Common Core State Standards (CCSS). Use of CCSS will ensure that all students meet minimum State requirements for achievement, are successful on State assessments, and are well prepared to excel in high school, college and career. The school will also use *enVisionMATH* Common Core and Core Knowledge for ELA and Social Studies as well curricular resources designed by Young Audiences (YA) and its partners. This includes Arts for Learning Lessons, The Art of Science | The Science of Art (ASSA), and The Wolf Trap Institute for Early Learning Through the Arts.

The Core Knowledge Language Arts (CKLA) program is aligned with Common Core State Standards and is based on decades of cognitive science research revealing that reading requires two keys for success. The first key is decoding skills, which are addressed in the Skills strand of the CKLA program. The second key is oral language, vocabulary, and background knowledge sufficient to understand what is decoded. These are covered in the Listening & Learning strand. Combing well-established findings from cognitive science with classroom-based feedback from hundreds of teachers, Core Knowledge Language Arts (CKLA) ensures that children will learn to listen, speak, read, and write well. Researchers established through decades of research that reading comprehension and critical thinking are only possible with relevant prior knowledge. Since students should be able to read and think about a wide variety of topics, their education must deliver broad knowledge of a wide variety of topics. Learning about an academic domain, and acquiring the vocabulary of that domain, depends on staying focused on a topic and

progressing from basic to in-depth materials and activities over two to three weeks. This gives students time to digest new concepts and practice using new words. These basic findings from cognitive science form the research foundation for CKLA (Core Knowledge Foundation, 2014).

enVisionMATH Common Core (Scott Foresman-Addison Wesley) seeks to help students develop an understanding of math concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling. *enVisionMATH* students have significantly outperformed their peers with stronger effects occurring over time. The research results indicate that the longer students learned with *enVisionMATH*, the greater their gains in math concepts, problem solving and communication” (*What Works Clearinghouse*, 2013)

Science and Technology Concepts (STC) provides students with true inquiry based learning opportunities. Each module provides opportunity for interdisciplinary concepts to be reinforced, which allows children to see the connections with what they learn in school and the world around them. STEM specific modules are offered in addition to grade specific modules. Research shows that despite attempts to engage students in different ways, traditional methods of teaching science are failing students. It becomes increasingly difficult for students to understand and apply scientific concepts as they continue the course of their science education. Inquiry-based curriculum materials, in comparison with traditional teaching methods, help students engage in, reflect on, and apply scientific knowledge and science process skills and perform better on assessments than traditional methods. In addition, students in classes where science is taught using hands-on methods are generally more favorable to science and have a better understanding of the nature of science than students in textbook classes. Based on the research of both textbook curriculum and inquiry-based curriculum across many states, districts, and demographics, it is becoming evident that the most exemplary and effective way to teach science is through hands-on, inquiry-based curriculum and materials (Foley, B. J. & McPhee, C., 2008).

Arts for Learning Lessons © is a groundbreaking supplemental literacy program that blends the creativity and discipline of the arts with the science of learning to raise student achievement in reading and writing. Working with a design team from the University of Washington led by learning scientist Dr. John Bransford, Young Audiences (YA) crafted five units of Arts for Learning Lessons. Each unit includes 9-12 hours of sequential, cumulative lessons anchored in at least one well-recognized literary work. Students work back and forth in an integrated manner between literacy instruction and arts-based activities, strengthening their creative and critical thinking skills while building and using higher-level literacy skills aligned with state and local standards. Initially designed for use by grade 3-6 classroom teachers, the units have been adapted by YA and collaborating teachers for grades 7-8 and grades 1-2, supporting whole school participation and coordination across grades. The units also may also be implemented in after school and summer programs.

The Art of Science | The Science of Art (ASSA) program’s design and pedagogy is based on the foundation of the Arts for Learning Lessons literacy program and is being developed by Young Audiences, Inc., WestEd, Young Audiences of Louisiana (YALA) and Young Audiences of Northeast Ohio (YANEO), and independent evaluators at Roanoke College. The program will consist of four arts integrated science curriculum units to teach challenging Common Core Science Standards. The arts integrated teaching and learning strategy will result in increased

student engagement in and enthusiasm for science, greater access for all students in approaching challenging science topics, and improved student achievement on state and national standards based assessments in science. The curriculum is designed to help students develop key 21st century skills like critical thinking, creativity, collaboration and self-awareness that will prepare them for success in school and in life.

TANGI ACADEMY will also leverage curriculum resources and expertise from Young Audiences' local and national partners. These include the Young Audiences Charter School, Arts Council of New Orleans, Berklee City Music Network, Jefferson Performing Arts Society, Louisiana Division of the Arts, the National Guild for Community Arts Education, the Ogden Museum of Southern Art, Partnership for Youth Development, New Orleans Kids Partnership, Young Aspirations | Young Artists and 21st Century Community Learning Centers.

One of the hallmarks of TANGI ACADEMY is the Young Audiences model of the Teaching Artists program. Utilizing the Young Audiences Teaching Artists Training Program, TANGI ACADEMY will hire local artists from five different disciplines: visual arts, theater, dance, creative writing and music. The school will have teaching artists trained and certified by Young Audiences for grades K-2, 3-5 and 6-8. These teaching artists will 1) collaborate with classroom teachers to design and implement arts-integrated lessons, activities and projects, 2) develop instructional resources, 3) assist teachers with portfolio assessments, 4) stage exhibitions of student learning and 5) coordinate the school's signature Art Burst program. Classroom teachers will be provided with guidelines around subject specific arts-integration. Over the course of the year, all students at every grade level will be exposed to each art discipline in a variety of ways, including demonstrations, activities and projects both in the classroom and studios. The teaching artists will also work with classroom teachers to align and refine the curriculum.

TANGI ACADEMY's teachers, teaching artists and staff will draw from a number of curriculum resources. These will include lessons, projects and assessments from other YA programs via our curriculum mapping software, online databases like Curriki and SAS Curriculum Pathways, and traditional textbook series, such as Core Knowledge. In reviewing curricular materials, we consider the following factors:

- Alignment with Louisiana, Common Core, Framework for 21st Century Learning and/or National Educational Technology standards;
- Basis in scientific research of methods that are successful with our target population, particularly Special Education students and English Language Learners;
- Degree of use in other high performing schools;
- Organization and extensiveness of teacher & student materials;
- Level of vocabulary; and,
- Reinforcement of grade level appropriate literacy skills.

Arts-integration: The use of the arts as a teaching tool accommodates individual learning styles across multiple intelligences, encourages active participation, and creates motivation and enthusiasm for learning. Opportunities for students to contribute their ideas through open-ended questions and performance-based experiences are essential elements for fostering the creative process and providing connections and scaffolds to the learning hierarchy.



TANGI ACADEMY considers the study of the arts important for the following reasons:

- It engages students and opens them to learning about themselves and their world;
- Literacy in the arts is necessary to function effectively in today's world;
- It provides a powerful context for learning in all disciplines; and,
- It transforms the learning environment by fostering independence and collaboration.

Teaching through the arts promotes competencies for children across the curriculum. Evidence shows that teaching through the arts increases positive social and civic engagement. This new century needs people who are innovative; people who are creative and critical thinkers, risk takers, able to work alone or in groups, self-motivated, and open to new experiences. It requires people who have faith in themselves and the future, and who want to make a difference.

Students will be offered a comprehensive and connected educational program that reflects the philosophy of educating the whole child and recognizes that individuals learn in different ways. The arts-integrated, balanced curriculum will challenge students and allow them to demonstrate their knowledge in a variety of ways. Projects within disciplines will reflect curriculum guidelines for that subject and incorporate guidelines from other subject areas as well. It is important that content be taught in context in order for students to find meaning in and relevance in their learning. Therefore, no teacher will teach in isolation and no course offered without reference or connection to other courses of study. Teachers will plan together to create more comprehensive lessons for their discipline and to design joint projects that pull together skills and knowledge from other areas of instruction. In planning the projects, teachers will determine when and how best to use block periods for separate instruction or in combination with each other for integrated teaching and learning.

Students highly involved in the arts are more likely to have improved grades, better standardized test scores, and lower dropout rates; the connection is particularly strong among low-income students (Catterall et al., 1999; Heath, 1998). Arts education also develops valuable skills for the workplace such as creativity, organization and collaboration (Ohler, 2000). Finally, the arts are a defining feature of culture; art helps students understand their own identities and provides a window into other historic and contemporary cultures (Ballengee-Morris & Stuhr, 2001).

The TANGI ACADEMY curriculum will focus on the natural connections between learning concepts and skills as defined in national and state content standards for the core subject areas of reading/language arts, mathematics, social studies, geography, science, the visual and performing arts, world languages, health, and physical education.

Curriculum Mapping: While the Common Core State Standards (CCSS) will serve as the foundation of our curriculum, we also believe that creative instructors will make engaging choices in original lesson plans. When highly qualified and effective teachers are empowered to design their own lessons around benchmarks, students' learning needs and their personal areas of interest, students benefit greatly.

Teachers at TANGI ACADEMY will create annual curriculum maps (instructional plans) using shared curriculum mapping software. They will adopt, adapt or design inquiry based, backward-designed lessons and units that are aligned with LCC and CCSS standards. These maps will reflect specific learning objectives our students must reach, a timeline of when objectives will be achieved, methods and materials to reach standards, and assessments for measuring mastery of these standards.

Targeted professional development will help teachers learn how to set high expectations for all students, appropriately sequence and pace content, and use effective instructional strategies to help our students meet expectations. Oversight by academic administration ensures that the curriculum stays aligned with state standards and is implemented equally across grade levels and subject areas. All teachers will have online access to the school's curriculum maps and will be given opportunities to regularly align and refine them.

Schedule: THE TANGI ACADEMY school schedule is broken into five interdisciplinary blocks. The time is allocated, and lessons and projects will be designed, to meet the state standards for each subject area. All of these will incorporate direct instruction, guided and independent practice, cooperative learning activities, project work and reflection. TANGI ACADEMY will also stress the importance of reading, writing and calculating across the entire curriculum.

To allow for the greatest amount of teacher creativity and collaboration in instruction, we have allocated instructional time into interdisciplinary blocks. Teachers will be provided with guidelines for meeting state mandated, subject specific weekly minimum standards for instructional time. These blocks are defined as:

- *Humanities:* English Language Arts and Social Studies
- *STEAM:* Science, Technology, Engineering, (Arts) and Math
- *Enrichment:* Spanish, Health and Physical Education (Note: Spanish-speaking lunch tables with invited members of the Hispanic Community will be scheduled weekly.)
- *Exploratory:* Differentiated Instruction and Skill Remediation (TANGI ACADEMY will draw from a number of resources including Compass Learning, Renzulli, Achieve 3000, Khan Academy, Rosetta Stone and educational apps and podcasts.)
- *Studio Arts:* Visual Arts, Music, Dance, Literacy Arts and Theater-Based lessons, activities and projects

Each day will include a brief period of sustained silent reading. For our beginning and struggling readers, this time will be used for guided activities and small group remediation.

Finally, each day will start and end with an Art Burst. This time will be used to expose the entire student body to great works of art. From Beethoven's 5th to Baryshnikov and Langston Hughes, these works and artists are meant to inspire our young learners and to instill in them an intrinsic appreciation for excellence. Later in the year, this time will also be used to celebrate our students' own created great works.

Instruction: TANGI ACADEMY will employ a variety of research-based instructional practices. In general, lessons will follow the "I-We-You" approach: I do, we do and then you do. In other



words, lessons will begin with direct instruction, continue with guided practice, and then culminate in a longer period of independent or group practice. At the end of each unit of study, the learning objective(s) will be assessed using exit tickets. These exit tickets, along with other formative and summative assessments will then be used to plan and adjust instruction. (*See* section on assessment and data analysis). While our teachers will be encouraged to use a myriad of techniques and strategies, the school will focus on the following: inquiry and project-based learning; cooperative learning; differentiation; and technology integration.

Backward Design: "To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction." (Covey, 1994) At TANGI ACADEMY, teachers will use backwards design strategies from Understanding by Design (UbD), by Wiggins and McTighe, to guide their lesson development and instruction practices. In the backward design model, the teacher starts with the end, the desired results, and then derives the curriculum from the evidence of learning called for by the expectations and the teaching needed to equip students to perform. Having teachers determine what they would accept as evidence that students have attained the desired understanding and proficiencies, before proceeding to plan teaching and learning experiences, enables them to remain focused on the desired results.

TANGI ACADEMY teachers will first plan assessments that drive the units of study, and then lay out the enduring understandings that are critical to student learning outcomes, and provide opportunities for students to connect those understandings and apply them to new learning experiences and to real life situations. Teachers then systematically determine students' prior knowledge through pre-assessments, student surveys, checklists, and other means before each unit is introduced. Teachers consider content standards central to instruction, but students will also be taught how to apply their new knowledge in ways that are meaningful to them. All of the following approaches will incorporate backwards design.

Inquiry and Inter-disciplinary Projects: At TANGI ACADEMY, students will participate in classrooms where critical thinking and problem solving are practiced and developed daily. To further ensure that critical thinking skills are taught and emphasized, teachers infuse questioning techniques into every unit of study, with special emphasis on the higher order questioning included in Bloom's Taxonomy. Educators have used Bloom's Taxonomy of Educational Objectives Handbook since the early 1960's as a guide for incorporating higher order questioning and thinking into the classroom. The TANGI ACADEMY aims to incorporate all levels of Bloom's cognitive domain, and the school recognizes that the highest ladders of the taxonomy are dependent on students' capacity to recall and comprehend information. Our students are constantly reminded through our curriculum that lower-level skills are important, not as ends in themselves, but because they provide access to the higher levels of the taxonomy. This approach also recognizes the vital role of a strong skills base for all students in order to participate in the inquiry process at their full capacity. Teachers design mini-lessons for students around skills needed for success, then scaffold and differentiate their planning and instruction to meet the needs of individual learners. This inquiry approach will also incorporate project and problem-based teaching and learning. TANGI ACADEMY teachers will adopt, adapt and/or create projects that all adhere to the principles of backwards design.

Cooperative Learning: TANGI ACADEMY recognizes cooperative learning among students as a sound method to teach problem-solving skills and develop critical thinking. Additionally, cooperative learning is one of the instructional strategies most likely to improve student achievement across all content areas and grade levels. The research done by Robert Marzano, Debra Pickering, and Jane Pollock in *Classroom Instruction that Works* (2001) points to the highly successful effect on overall learning from structured, systematic cooperative learning in small groups, designed around positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability. Cooperative-learning approaches range from simply asking students to help one another complete individually assigned material to having students collectively define projects and generate work that reflects the entire group. Many approaches fall between these two extremes. Teachers of TANGI ACADEMY will use the cooperative-learning model consistently as they assist students in developing problem-solving skills in realistic settings that prepare them for future education, work, and community involvement.

Differentiated Instruction: At TANGI ACADEMY, students are instructed in diverse classroom settings, with high expectations for every learner. Each student, regardless of skill-level, will encounter learning experiences that are engaging, relevant and challenging. We recognize that students come to school with varied skill sets and experiences and that all students must be provided with opportunities to master the skills necessary for success on state standardized tests. More importantly, students must be prepared for the higher-order demands of our curriculum, as well as longer-term success in high school, college, and career. Teachers will provide mini-lessons, individual and small group instruction, and whole group instruction of basic skills in reading, writing and math, as students need it for unit study and academic success.

Our faculty understands that all children do not learn in the same way, or at the same pace, and so will incorporate strategies that differentiate instruction to address varied learning needs. Realizing that our classrooms may have some children who are highly advanced in their learning, some who struggle to read, some who are limited in their English proficiency, some with learning disabilities, some who lack economic support, along with many other differences, it is essential that instruction focuses carefully on processes and procedures that ensure effective learning for varied individuals (Tomlinson and McTighe, 2006). Research around differentiated instruction centers on readiness for learning, student interests, and ways in which students process what they need to learn. Sarason (1990) has surveyed a broad spectrum of students and concluded that students feel betrayed by a one-size-fits-all delivery system and are asking for a different approach to teaching and learning. Teachers must be in tune with the developmental needs, interests, talents, strengths, and struggles of their students by providing a wide range of opportunities for learners to meet with success.

3) *Describe the mechanisms by which the fundamental features you described in (2) will dramatically influence student success.*

School Schedule and Calendar: In year one, TANGI ACADEMY students will be in school for 178 days, receiving 66,750 minutes of total instruction. There are ten days of pre-opening professional development in year one, with an additional seven PD/in-service days throughout the year. Weekly, early release days will allow faculty meetings, targeted PD and cross grade-

band collaboration. Our daily schedule will include 75-minute blocks, so that students have time to fully engage in hand-on, arts integrated lessons, projects and performance tasks.

Our school building will open for faculty and staff at 7:15 a.m.; children who need care or assistance before school will be able to arrive at 7:30 a.m. For every TANGI ACADEMY student, the instructional day will start at 8:15 a.m. with a great work of art. Our teaching artists will share a painting, song, dance production, or scene from a play or film. For some of these, the students will have a chance to respond in writing or through small group or class discussions. For others, they will simply enjoy the “art for art’s sake.”

The day will continue with one of three 75-minute interdisciplinary block periods. Each of these will include a “hook” or real-world connection, direct instruction, guided practice, independent practice, and an exit ticket or reflection activity. During the Humanities block, our students will practice basic ELA reading and writing skills via whole-group instruction and/or small group learning stations, participate in literacy-based arts activities, and work on projects that address Social Studies themes and concepts. During the STEAM block, our students will participate in learning activities that incorporate skills and content from science, technology, engineering and math. They will virtually dissect frogs, create multimedia presentations, design buildings and bridges, and put together personal budgets. As with the humanities block, there will be plenty of opportunities to incorporate the arts into instruction.

TANGI ACADEMY teachers will provide instruction in core content areas in accordance with the Louisiana Department of Education’s Suggested and Required Minutes Per Week.

Daily, a one-hour Exploratory period is offered specifically for differentiated personalized learning. While instruction will be differentiated throughout the day in all classes, the Exploratory period is designed specifically for individual and small group instruction. During this time, teachers will utilize technology to support individuals or groups of students with identified skill deficits and/or students who require accelerated learning opportunities. Additionally, remediation specialists, ELL and Special Education teachers will utilize this time to work with individuals or small groups of students who need additional guidance or practice. The instructional day will end at 3:15 p.m. as it started, with a great work of art.

From 3:15-3:45 p.m. teachers will be available in their classrooms to meet with students or families that need assistance, to do grading or plan instruction. From the first to final Art Burst, there will be 375 instructional minutes in each school day. Students will be given daily homework assignments that will allow them to reinforce skills and content at home, to work on projects or home reading requirements. For families that choose to participate, TANGI ACADEMY will offer a Young Audiences after school program on a sliding scale fee. It will include arts enrichment activities, traditional arts classes and academic support. Young Audiences of Louisiana is applying for funding to offer these services at the lowest rate possible.

Portfolios: Portfolios are “purposeful collections of student work that tell the story of a student’s efforts, progress, or achievement” (Arter, 1995). There are three general types of portfolios – working portfolios, display portfolios, and evaluation portfolios - and each type of portfolio addresses different instructional or assessment needs. Working portfolios represent intentional

collections of work used to diagnose learning needs. Display portfolios demonstrate a student's highest level of achievement. Evaluation portfolios document student learning on specific standards or curricular outcomes and may be used in determining student promotion or graduation (Abrutyn and Danielson, 1997). TANGI ACADEMY will employ all three. When used in individual classrooms, portfolios are especially effective in giving children an opportunity to look critically at their own work. This helps students to internalize their own definitions of standards and quality. When used across a school in an integrated system, portfolios have the ability to shape and improve school-wide assessment and instruction.

RISKS AND ASSOCIATED CONTINGENCY PLANS

1) Identify the greatest threats to your success.

The TCSA Board, school leader, faculty and staff recognize that parental involvement is a crucial component that supports student achievement in school and beyond. Historically, family engagement has been difficult to establish in Tangipahoa Parish public schools. Parental and community involvement help drive a school toward success and without it our school's success is threatened.

Research shows that parental involvement can dramatically increase student achievement and that schools can indeed change the level of parental and community involvement (Jeynes, W. H.2003). At TANGI ACADEMY we are interested in increasing opportunities for the whole family to be involved by empowering parents with trust and confidence in the school. Therefore, our Board, administrators, teachers and staff will personally invite and welcome parents and caregivers participate in all areas of the charter's operation. Our community outreach action plan includes the following:

- Creating a position for a parent representation on the TCSA Board of Directors. This position will be filled with a board member from the Parent Organization;
- Promoting an active Parent Organization that assists with event planning, community building, and fundraising. The Development Director will help plan professional community members as guest speakers for parent meetings. Guest speakers will inform parents on a variety of topics such as child development, home discipline and management, technology safety, positive mental health, and other relevant child development topics;
- Students, parents and teachers will be welcome to attend monthly open board meetings, make presentations and recommendations to the Board;
- The Development Director will coordinate the numerous opportunities for parents and community to volunteer at the school through tutoring, art programs, office assistance, drama, fundraising events, chaperoning, working on school projects, or as members of various school committees;
- Training in areas of school curriculum, school discipline policy and technology will be offered for parents to be able to work with their children and reinforce success. Parent nights will be held periodically with focus on topics such as

standardized testing resources, and literacy and math development in and out of the home setting;

- An effective communication system from school to home will increase awareness and participation. The system will provide a way to notify parents and caregivers of school meetings, events, updates, school registration and closures. The communication system will include a website, monthly newsletter and phone tree and texting; and,
- A parent/community center created and manned by volunteers, to be a hub for parents and the community. Parental training classes will be held on a regular basis and will be easily accessible to parents and family members of students.

One of the ways that we will foster parental support is to meet parents where they are: in the community. We will hold new parent/student workshops at community centers in Hammond. To help parents warm up to the school and teachers, we will meet parents in neutral and inviting locations. A Family Engagement Team will serve as facilitators for the coordination of academic and cultural resources and act as a liaison within the school. In collaboration with faculty members, the Team will have an integral say in curriculum and pacing, to the extent that they are aligned with school goals. The Team will also act as a grievance committee when needed. This Team will also coordinate annual stakeholder satisfaction surveys.

Before school is in session, TANGI ACADEMY will hold an Orientation Session for the parents of enrolled students to help them understand that they are an integral part of the TANGI ACADEMY school community. The Orientation Session is also intended to extend a dialogue between parents and the TANGI ACADEMY staff. At this session, the administrators, teachers, and staff will review the vision, mission, and educational philosophy, expectations for the academic year, the disciplinary code, school uniform policy and additional materials in the Family Orientation Packet. This packet will include the following documents:

- Student Handbook
- Parent Volunteer Registration Packet
- Clubs and Activities Information
- School Calendar
- Emergency Cards
- After school Information

Parents will be invited for conferences with teachers during the afternoon portion of professional development days. In addition, parents and teachers will be supported and encouraged to maintain maximum flexibility in meeting times and places to accommodate working parents and parents with other special circumstances. Such meetings will not only review student progress, but also enlist the parent in identifying active ways to best support the student.

Parents will also be invited to attend several academic-based events at the school throughout the year. These include Back-to-School Night, where the parents meet the School Leadership Team, spend time with the teacher in their child's classroom and meet co-curricular teachers and staff. Parents will also be invited to academic evenings during the school year, such as Literacy Night, Spring Art Showcase, and Author's Showcase. During these sessions, parents are invited to view their child's work and actively participate in academic programs with their children. Intertwined with these fun events, parents will learn more about academic growth and development in

addition to how to support their children’s academics. It is the goal of TANGI ACADEMY is to have one evening program every marking period.

Desegregation Case

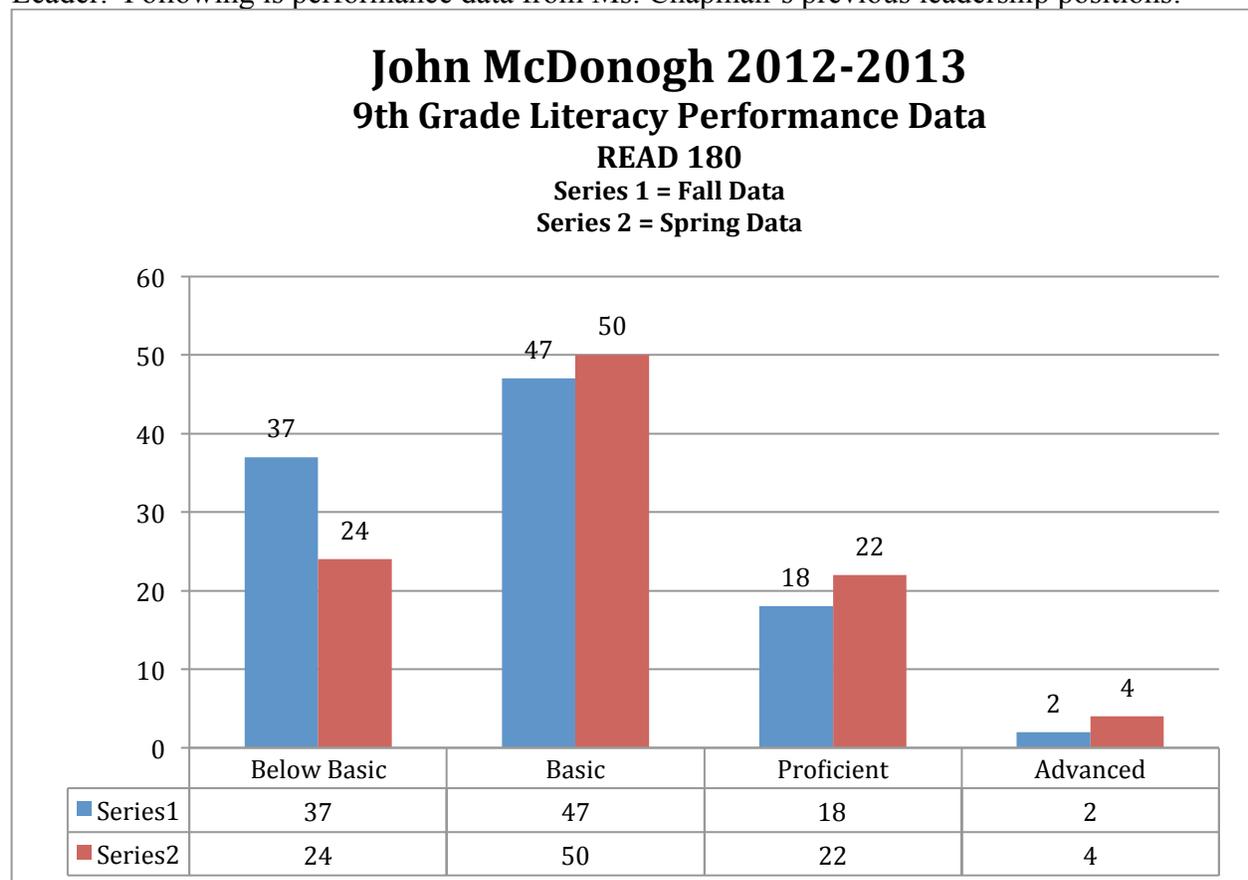
Tangipahoa Parish School System has been involved in a federal court desegregation case for over 60 years. Once our charter is approved, the TCSA board is prepared to intervene as defendants in the case. TANGI ACADEMY will need to help move Tangipahoa Parish towards desegregation in order for the judge to approve our opening. The federal judge will need to approve student recruiting and application processes, hiring practices, and parental involvement policies. The TCSA board intends to comply with the desegregation order and help lead this parish towards Unitary Status.

LEADERSHIP TRACK RECORD

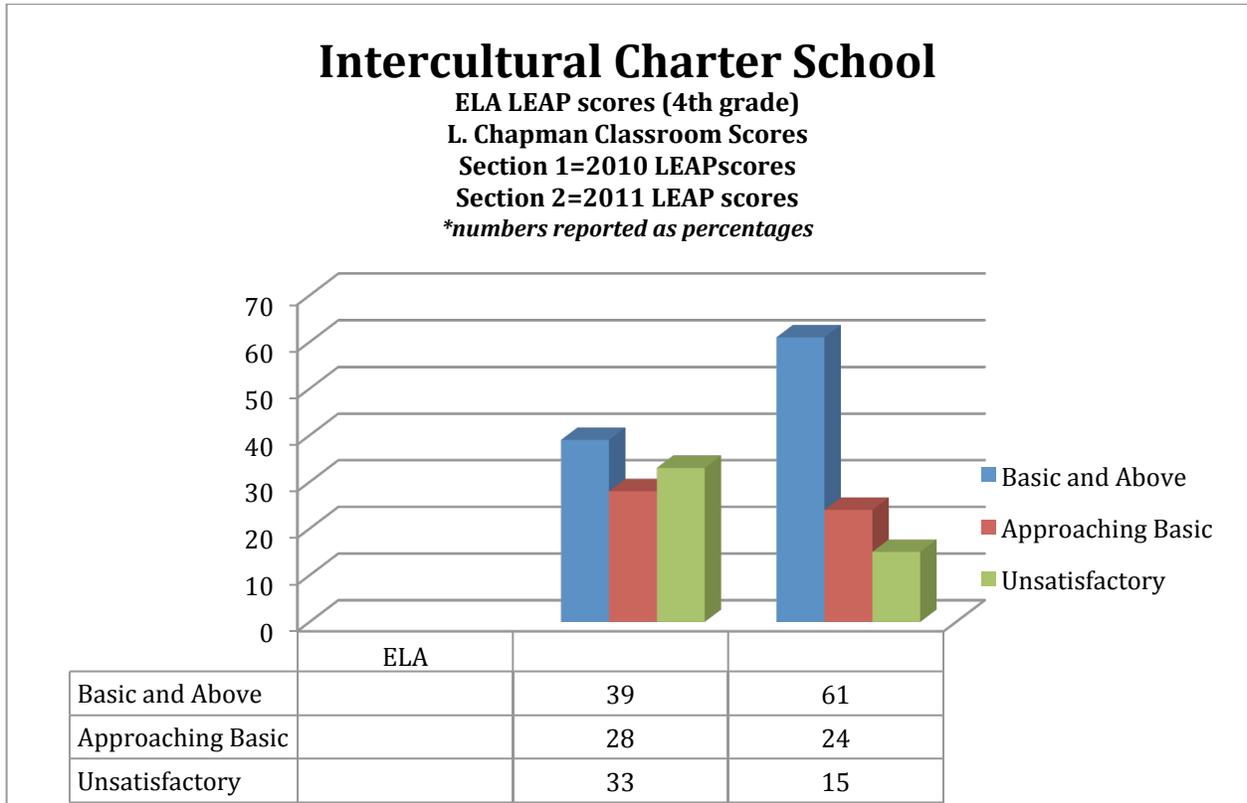
1) *Appendix A provides a one-page resume of our identified School Leader, Lauren Chapman and Administrative Director, Lisa Profitt-Rau.*

2) *Provide performance data for all schools or other organizations associated with the school leader you have chosen, including school level performance data.*

The Tangipahoa Charter School Association has chosen Lauren Chapman as its founding School Leader. Following is performance data from Ms. Chapman’s previous leadership positions:



- Fall (series 1) data indicates that 67% of 9th grade cohort LEXILE scores were at or above basic
- Spring (series 2) data indicates a dramatic increase of 81% of 9th grade cohort LEXILE scores were at or above basic.
- Decrease in Below Basic scores by 13%



- Scores show that students scoring basic or above increased by 22%
- Scores show that students scoring approaching basic decreased by 4%
- Scores show that students scoring unsatisfactory decreased by 18%

Additional information:

3rd grade cohort iLEAP scores (incoming 4th graders) for 2009 were as follows:

- 26% of cohort scored basic or above (so growth of that cohort was 13% from third to fourth grade)
- 35% of cohort scored approaching basic (so decrease by 7% from third to fourth grade)
- 39% of cohort scored unsatisfactory (decrease of 6% from third to fourth grade)

3rd grade cohort iLEAP scores (incoming 4th graders for 2010) were as follows:

- 50% basic or above (so cohort increased in this category by 11%)
- 22% of cohort scored approaching basic (increase of 2% in this category)
- 28% of cohort scored unsatisfactory (decrease in this category by 13%)

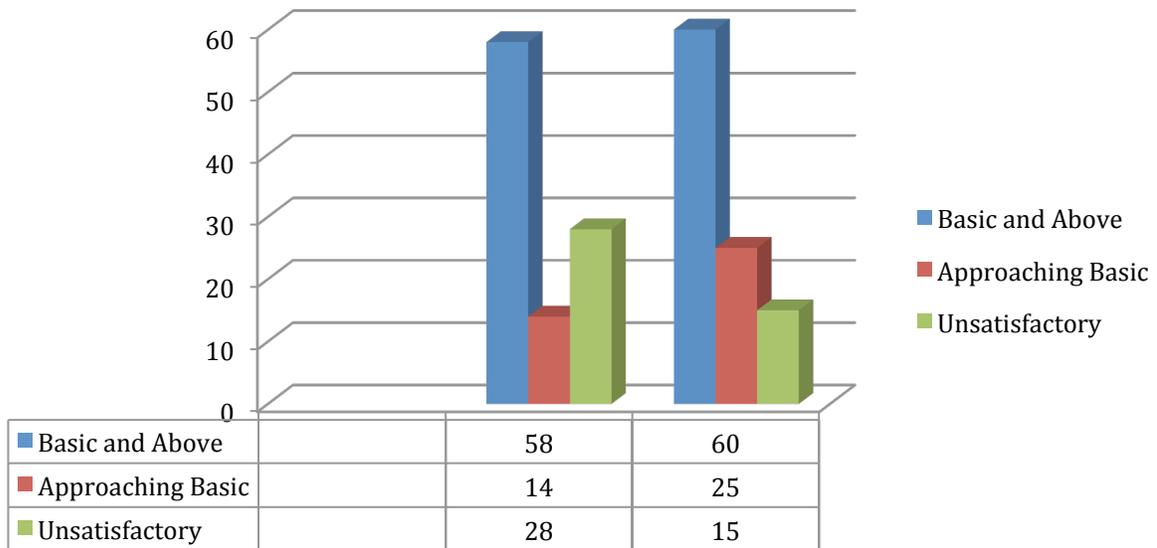
Intercultural Charter School Math LEAP scores (4th grade)

L. Chapman classroom data

section 1=2010

section 2=2011

**numbers reported as percentages*



- Scores indicate that number of students scoring unsatisfactory decreased by 13%
- Scores indicate that number of students scoring approaching basic increased by 11%
- Scores indicate that number of students scoring basic or above increased by 2%

Additional information: 2010 3rd grade iLEAP scores (incoming 4th graders for 2010)

- 37% basic or Above (dramatic growth of cohort by 21% from third to fourth grade)
- 31% Approaching Basic (decrease in this category by 17% from third to fourth grade)
- 32% Unsatisfactory (decrease in this category by 4% from third to fourth grade)

Additional information: 2011 3rd grade iLEAP scores (incoming 4th graders for 2011)

- 54% basic or above (growth of cohort by 6% from third to fourth grade)
- 24% Approaching basic (growth of cohort by 1% from third to fourth grade)
- 22% Unsatisfactory (decrease in this category by 7% from third to fourth grade)

3) Provide a narrative account of your proposed school leader(s) greatest achievements in other organizations or schools that they have led.

The Tangipahoa Charter School Association has chosen Lauren Chapman as its founding School Leader. Ms. Chapman has fourteen years of experience in education. She has taught elementary, middle and high school students in New Orleans, Slidell and Alabama. She has a background rich in experiences that promote cultural diversity and tolerance; she grew up in a military family,

so had opportunities to live in countries outside of the United States and interact with students of other cultures. As a teacher she has been fortunate to work with students of many backgrounds. She understands how a community's culture and socioeconomic factors impact learning as she has taught students from suburban and agricultural-based communities in addition to children in inner-city urban areas. She is an instructional leader with the ability to build connections across a school community that includes faculty, students and parents. She recognizes and practices effective education pedagogy.

Since moving to Louisiana in 2008, Ms. Chapman has been passionately involved in the charter school movement to bring quality education to students in under-performing schools. She has experience with new start up charters as well as take-over charter situations. At the school level she has not only taught pre-k through 11th grade students, she has delivered professional development to staff on topics such as using student data to plan effective instruction; using student data to target areas for student growth/enrichment (data driven decision making); effective classroom management; how to differentiate instruction to meet the needs of all learners; how to implement a school-wide model of student led conferences to present portfolios to parents; how to turn any classroom, regardless of content, into a literacy-based classroom and cultural diversity and how it impacts classroom instruction. She is currently a fellow of the 2014 cohort of Leading Effective Administrative Development Academy, offered by the St. Tammany Parish School Board. This program identifies and grooms future school leaders in St. Tammany Parish (35 hours of field experience plus 15 hours of instruction time). Ms. Chapman sets high professional expectations for herself but also models what it means to be a continuous learner. She also is a member of the Hammond Youth Education Alliance, which facilitates city-wide initiatives for after school and summer programs in Hammond.

In addition to her classroom experience, Ms. Chapman has served on school leadership teams for more than ten years. During this time she has written school improvement plans, created PBIS plans, been part of staff interviews for new staff members, supported staff members through coaching, and assisted multiple principals with budget reviews, staff observations and evaluations. She is currently working with the St. Tammany Parish Public School System as a Literacy Interventionist. This position is tied to the Striving Readers Comprehensive Literacy Grant awarded to St. Tammany parish School System in 2012. This grant is designed to advance literacy skills in at risk children from birth to 12th grade. She is working with the Department of Curriculum and Instruction and is currently assigned to Salmen High School in Slidell. She is also a member of the 2013-14 cohort for Prospective Administrators offered by St. Tammany Parish School System called Leading Effective Administrative Development Academy.

Ms. Chapman's experience as a member of the founding leadership team for the Intercultural Charter School (ICS, K-8) in post-Katrina New Orleans East cemented her passion for school reform. She was the only 4th grade teacher in the school's first year of operation and quickly moved out of the classroom into an instructional support role. While facing many obstacles during her four years there, including multiple school leader changes and difficulties involving the school's CMO, Ms. Chapman was able to reach out and build support through parents and the community the school served. She had the opportunity to work with different cultures in a community to positively impact education, particularly when cultural acceptance and understanding were limited and tolerance was low. She gained valuable insight into how crucial

it is for a charter school board to be both diverse in skill set and adequately trained in school governance to promote sustainability of a school. She also was able to rally core staff members to create a stable and safe environment for students, despite the fact that school leaders were often in turmoil and uncertainty.

Following her four years with ICS, Ms. Chapman served as Lead Reading Interventionist at John McDonogh High School in New Orleans. This was the school's first year of operation as a charter under the California-based *Future is Now* charter management organization. This highly publicized takeover of a once vibrant New Orleans institution was contentious and controversial. Ms. Chapman was quickly introduced to the risks associated with media coverage when The Oprah Winfrey Network (OWN) chose to document the school's turnaround in the reality show "*Blackboard Wars*". Despite the show's claim that "John Mc" was the "worst school in America", Ms. Chapman's department showed immediate growth, which continued throughout the school year.

Dr Marvin Thompson, Chief Academic Officer, had carefully selected a talented group of teachers and leaders from across the country to do the job of reforming education for the students of John McDonogh High School as it made its transition to a charter school. Ms. Chapman was recruited to lead the team of Reading Interventionists and to coordinate the 504 Program of Services for the school. The data from that department shows tremendous growth in just a few short months and speaks to her ability to use data to drive instruction. She had to frequently monitor student performance and help teachers to make adjustments in instruction as well as review lesson plans weekly to ensure that learning objectives were aligned to the Common Core State Standards. Lesson plans were reviewed to ensure that proper accommodations for students with IEPs/IAPs were documented and delivered. Ms. Chapman reviewed additional discipline data for 504 students weekly. She managed Behavior Intervention Plans for a core group of students, provided daily check-in/check-outs and ensured that discipline consequences were aligned with state guidelines regarding students with disabilities. She had to quickly learn to understand the culture of the community to develop a network of support for students who were at a critical point – all while under the scrutinizing eye of OWN's cameras.

To complement Ms. Chapman's academic experience, she has selected Lisa Proffit-Rau to serve as the school's Development Director. Mrs. Proffit-Rau has consulted with the TCSA board and helped to navigate through three charter school application periods. During this time she has attended multiple trainings on Board Development, LDOE Charter Application Processes, charter school law and policies and other trainings related to charter schools and education reform initiatives.

Lisa has served on a task force sponsored by the LDOE's Parental Options office to give feedback on the application process and has been instrumental in the starting the initiative to bring a charter school to Tangipahoa Parish. She has been a key person in the development of not only this application but of previous cycles both with the TPSS and LDOE. Mrs. Proffit-Rau has spent the last four years aligning relationships within the community so that TANGI ACADEMY will thrive. She currently serves on the Hammond Youth Education Alliance to seek solutions for the lack of after school programs in Hammond.

Professionally, Mrs. Proffit-Rau has extensive experience in recruiting & marketing, winning awards for her many achievements. She has experience in office operations, designing and implementing policies and procedures, and technology initiatives. Her strengths include her networking skills, ability to identify resources and project management.

4) Describe the key tenets of the leadership philosophy that your school leader(s) will employ to drive success in your school.

Ms. Chapman has prepared the following statement on her Leadership Philosophy: “There is an urgent need for academic reform and accountability in education and it is high time that schools stop making excuses for the lack of student performance and address the learning needs of the students in their charge. No more excuses. My leadership philosophy pivots from three fundamental pillars: academic success of all students by educating the whole child; recruitment and leadership development of human capital and fiscal responsibility and resourcefulness to maintain stability and longevity.”

Academic Success of All Students

Academic success is a school culture that is non-negotiable. As a school leader, Ms. Chapman possesses the unwavering belief that ALL children can learn and will adopt a model for ensuring student success in the classroom. Recognizing that adverse factors, such as unstable home environments, population transience, learning disabilities, language barriers and lack of trust between home and school can impact student success, she believes it is necessary to build a strong team of educators and support staff so that students can be motivated to overcome these obstacles. By partnering that belief with a rigorous arts-integrated curriculum, as well as a strong and balanced PBIS program, every child will have the opportunity for self-expression, academic progression and social growth. Ms. Chapman expects all members of her educational team to recognize that each employee of the school has an impact on student learning and must take ownership of this role to be an effective steward of academic achievement. The prime responsibility of all education leaders is to put in place learning that engages students intellectually, socially, and emotionally. Sustainable leadership goes beyond temporary gains in achievement scores to create lasting, meaningful improvements in learning (Glickman, 2002; Stoll, Fink & Earl, 2002).

Recruitment and Development of Staff

Competent and highly qualified team members are necessary to ensure the longevity of any school. Ms. Chapman will work diligently during the hiring process to cultivate a team of professionals that share this philosophy in order to promote student and school success. Sustainable leadership recognizes and takes responsibility for the fact that schools affect one another in webs of mutual influence (Baker & Foote, in press). Leadership must be aware of how magnet and charter schools can impact the existing school system that they enter and be careful not to skim the cream off the local leadership/teaching pool, as that would promote an adversarial relationship and work against school longevity and success. Ms. Chapman seeks to work with surrounding district school boards, if applicable, to connect with the parents/guardians, community and vested stakeholders to build a healthy, trustworthy relationship so that support for our mission is upheld as well as leveraging resources available through partnerships to recruit the best possible candidates from a variety of locations to staff

this school. It is her intention to work collaboratively to cultivate an environment with the capacity to stimulate continuous improvement on a broad front. Supporters of sustainability enable people to adapt to and prosper in their increasingly complex environments by learning from one another's diverse practices (Capra, 1997).

Sustainable leadership should be a long-term goal of every school and that requires that leaders pay serious attention to leadership succession. One way for leaders to leave a lasting legacy is to ensure that others share and help develop their vision. Leadership succession, therefore, means more than grooming the principal's successor. It means distributing leadership throughout the school's professional community so others can carry the torch after the principal has gone (Spillane, Halverson, & Drummond, 2001). A distributed leadership model ensures that future successors continue important reforms over time. It is necessary to build a leadership team that provides a network of individuals that can sustain the effective practices put in place over time.

Lauren believes that an academic and artistic educational model that uses interdisciplinary projects as a methodology to teach the Common Core State Standards and artistic expression to foster higher-level thinking so that academics will be both rigorous and scaffolded to ensure skill mastery. This type of learning model has proven to be particularly successful with at-risk students. It allows for differentiated instruction and a block schedule to promote time each day for teachers to provide intervention and enrichment services based on individual student need. Additionally, teachers will need adequate time to meet with cross curricular/cross grade level cohorts to discuss planning and projects for students.

To fully prepare a leadership team and staff for the work with a diverse group of learners, ideally professional development should be centered around two central premises: how to effectively teach culturally diverse learners and how to effectively teach academically diverse learners. There are some local resources such as the cultural trainings of Dr. Rebecca Hensley as well as the People's Institute work on undoing racism will be crucial information in order to fully understand cultural diversity and sensitivity and its impact at the classroom level and the school level. It is Lauren's belief that this will promote a true understanding of how to build a school culture that promotes and celebrates diversity. E.D. Hirsch's teaching on cultural literacy will also serve us well to promote a school culture strengthened by cultural exploration.

To teach academically diverse learners, professional development should focus on how to deliver effective differentiated instruction to students. This should be ongoing through the year. Lauren believes it most effective to structure a scaffolded approach to support teachers as they explore the process of how to use student data to plan effective differentiated instruction, what differentiated instruction looks like and how ALL learners benefit from this model. Frequent teacher observations and feedback from instructional leaders are valuable and necessary resources for adequate support and teacher growth. It also ensures that effective instruction continues to occur. Lauren also expects lesson plans to be submitted weekly for her to review and determine that they reflect the differentiation strategies that teachers are expected to use. Lesson plans are to be formatted in a predetermined template so as to challenge teachers to include the necessary components of effective instruction that support the model of PBL and arts-integration. It is also the expectation that lessons model the "I-Do, We-Do, You-Do" as a matter of best practice.

Lauren will use *The New Teacher Induction Program* developed by Annette Breaux and Harry Wong as the basis of pre-opening professional development. *New Teacher Induction* provides a guide to set up a program that not only retains highly qualified new teachers, which reduces new teacher attrition, it also ensures that these teachers are teaching effectively from the very first day of school. Additional Professional Development will be planned focusing on curriculum mapping/lesson planning and effective data analysis to ensure the success of staff.

Development of Leadership Team

A leadership team is an effective way to help ensure that a culture of high performance of staff is supported and maintained. This leadership team should lead Professional Learning Community (PLC) groups and meet biweekly or monthly as determined by the size of the staff and the needs of the staff. The topics for discussion for these PLC groups would be determined ahead of time as it relates to school needs. PLC groups, when effectively implemented, promote student success through discussion and planning around student data analysis and foster a culture of collaboration among staff members as action plans are developed and reviewed. It requires the school staff to focus on learning rather than teaching, work collaboratively on matters related to learning, and hold itself accountable for the kind of results that fuel continual improvement.

Fiscal Responsibility and Resourcefulness

Ms. Chapman's final tenet of leadership speaks to fiscal management. Healthy finances and decision-making with regard to short and long term budget goals are the keys to a successful school operation and that it is achieved by making sure that a proper set of checks and balances are put into place as well as a transparent reporting system. This will ensure accountability of the school leader and the Board to the community and to the state, as well as foster a sense of trust and support with the stakeholders vested in the school's success.

Sustainable leadership must be thrifty without being cheap. It carefully blends its resources in developing the talents of all its educators. It is crucial to ensure the integrity of the school's finances and provide transparent reporting so that all the necessary resources for the school can be planned for in the budget as well as utilizing the expertise of a proven grant writer (team) to help secure grants and private funding sources to generate income to support the mission of the school.

5) Describe the leadership training and development that will be provided to your school leader(s) in the year between charter approval and school opening. Include a description of the skills that the school leader(s) will gain from these experiences.

The TCSA Board recognizes that their chosen school leader, while highly qualified, is new to an administrative role and will need support and professional development opportunities to grow capacity. Ms. Chapman has applied to LDOE's Believe and Succeed Program for Leadership Development with a personal growth plan that provides her with training in the required management skills. In addition, TCSA has established a relationship with the College of Education at Southeastern Louisiana University and was offered support from their Educational Leadership Department, which stands ready to assist with professional development and training. Additionally, our board members have a diverse skill set available to the school leader.

Ms. Chapman's pre-opening professional development includes the following:

- COMPASS evaluation system;
- Issues in Contemporary Education PD- offered by SELU;
- Planned visits to highly successful charter schools to establish a network and support system of fellow charter school administrators;
- Data-driven instruction and assessment;
- Positive behavior support / character education;
- Creation and implementation of PLC's; and,
- Development of School Culture.

BOARD CAPACITY

Appendix B contains signed statements from members of the TCSA Board.

FINANCIAL READINESS ASSESSMENT

- 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.*

TANGI ACADEMY will use an experienced back office service provider to ensure a strong foundation for effective school operations. The school will contract with Michael Dunn, CPA. Mr. Dunn, an accomplished financial professional with over 25 years of non-profit experience, is former CFO of KIPP New Orleans. Mr. Dunn currently provides financial services for Young Audiences Charter School at Kate Middleton and Academic Resource Services in Baton Rouge.

- 3) To whom will your back-office service provider report: the school leader or the board?*

The back-office service provider will report directly to the Tangipahoa Charter School Association Board of Directors.

- 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.*

TSCA has placed a priority on organizational sustainability and fiscal solvency. Our prudent approach to financial decision-making is focused on leveraging assets to maximize educational impact. In other words, our primary consideration is the academic achievement and best interests of the children we serve. For this reason, we have chosen to partner with an experienced arts-in-education, charter school management organization that has demonstrated alignment with this philosophy.

Our budget assumptions are based on enrollment of 191 students in year one with a Tangipahoa School District MFP of \$7,370.00 per student. It is anticipated that 73% or more of enrolled students will qualify for the Free and Reduced Meal Program, making TANGI ACADEMY eligible for Title 1 funding. The school will participate in the National School Lunch Program and assume that meal reimbursements and paid meals will offset vendor and sponsor expenses.

TANGI ACADEMY will occupy buildings at the Tangipahoa African American Heritage Museum and have allocated funds for appropriate insurance and rental.

The budget reflects funds for student recruitment and advertising used to implement the recruitment plan detailed in this application. Given the extensive outreach done by TCSA founding members and the excellent reputation of Young Audiences' educational programs and national name recognition, we expect that TANGI ACADEMY will exceed enrollment goals. If, after aggressive marketing and outreach strategies have been exhausted, student enrollment continues to fall short of projections, the TCSA Board will make budget adjustments and seek private funding to eliminate gaps.

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.

In order to comply with the required fiscal audits, TCSA will meet all deadlines, prepare all documents necessary for audit and cooperate fully with the chosen CPA firm and its representatives. The required fiscal audits are as follows:

- Regular audit which includes review of all financial statements and internal governance processes;
- Single audit (if necessary) which is a second audit required if receiving more than \$500,000.00 in federal money;
- Performance statistical data (agreed upon procedures reports);
- 990 tax return (information return to the IRS and state).

A Finance Committee appointed by the TCSA Board will promote fiscal accountability and transparency. The committee will do this by:

- Reviewing the school's financial statements, including the Balance Sheet and Income Statement with the contracted Financial Services provider;
- Promoting proper financial and accounting practices;
- Conducting thorough investigations of any financial discrepancies or irregularities;
- Ensuring compliance with all applicable laws and regulations.

Tangi Academy will use Blackbaud's Financial Edge. The internal control policies and procedures include: two signatures required for checks over \$2,500.00, limited approval authority for purchases made by support staff, requiring School Leader signature on all purchases over \$1,000.00 and a record retention policy.

TCSA's accounting software is set up to coincide with the Louisiana Accounting Uniform Governmental Handbook (LAUGH) system to allow for uniform financial reporting.

A CPA firm chosen by the TCSA Board will audit all TANGI ACADEMY financial statements annually. The CPA will audit the school's journal entries, payroll system, tax filings, and record/receipt filing systems. All transactions and documents will adhere to Generally Accepted

Accounting Procedures (GAAP). Furthermore, the CPA will ensure that restricted grant funds have been properly appropriated according to the terms associated with the awarding of those grants. A CPA will also prepare the IRS Form 990.

A CPA firm will advise on internal corporate governance policies as well as general financial accounting and financial analysis practices. A CPA may also be retained to prepare the SSA Form 5500 and the related audit, if necessary.

The TANGI ACADEMY Operational Team will work closely with the Board Finance Committee and an external Certified Public Accountant to ensure that all finances are accurately accounted for in the school's financial statements. Material items (non-consumables) with value in excess of \$5,000.00 will be capitalized and depreciated over an appropriate period and reflected on the balance sheet. The Board will be responsible for ensuring that school's financial accounting plan adheres to generally accepted accounting procedures (GAAP).

All entries into financial information systems will be spot checked by both the Development Director and the TCSA Finance Committee. Paper files will be maintained to document transactions including purchases, grants, government payments, and contracts. These files will be maintained by the Development Director in order to provide accurate and complete information for audit purposes. All financial files will be backed up on a regular basis. Accounting system software security features will be utilized to maintain data security.

TANGI ACADEMY will contract with a third-party CPA firm to conduct an annual audit of all financial records. All audits must match the scope of audits required of other public schools. To ensure that financial information is accurately reported to the Department of Education, the school chart of accounts will be modeled on the account structure found in the LAUGH Guide. This setup will allow for easy transfer of data from the accounting system to state reports.

The budgets were prepared based on templates of recently approved charter applications and advice from established charter schools in the greater New Orleans area. This allowed us to create a meaningful and viable budget.

Amounts in the budget have been estimated based on actual costs of operating a charter school to every extent possible. Significant assumptions made in the projections are that revenue will not increase substantially (1% assumed) because of the recent experience with funding and most expenses are expected to increase at a rate of 3%.

SPECIAL POPULATIONS

Approach to recruitment, admissions and enrollment

Tangipahoa Charter School Association Inc. is prepared to meet with the Federal Judge, Ivan Lemelle. We understand that, in addition to an approval from The Louisiana Department of Education, the Federal Judge must approve our school – just as in the case of Delta, Delhi and D'Arbonne Woods Charter Schools. We know that the Federal Court must approve our marketing plan to assure that we are following the goals of desegregation for Tangipahoa Parish.

We are familiar with the Tangipahoa Parish School System's Desegregation Plan and its goals. We will support the Tangipahoa Parish School System in their efforts to gain Unitary Status. Our admissions, recruiting and marketing plans are all designed to achieve this goal.

TANGI ACADEMY will be an open admissions Type 2 Charter School. The student enrollment policy reflects this intention. While our primary goal is to improve academic achievement in Hammond and the surrounding area, as a Type 2 school, our program will be open to any family in Louisiana. The school will use no other selective criteria for admissions. Pursuant to state requirements, Tangi Academy will use a random lottery if more students apply for admission than can be admitted.

TANGI ACADEMY will hold a lottery for each grade level in which there are more applicants than there are spaces available. All lotteries will be open to the public. Prospective families will be notified of the date, time and location of the event. Once the number of spaces available for the lottery has been filled, a wait list will be created. The remaining applicants will be placed on the wait list in the order that their name is selected until every applicant has been selected. Applications that are submitted after the deadline will be added to the wait list in the order they are received.

TANGI ACADEMY will not discriminate in the rendering of services to individuals because of race, color, religion, sex, age, national origin, disability or any other non-merit factor.

TANGI ACADEMY will accept an application at any time throughout the school year; however the recruiting period shall be no more than three months and no less than one month. Applications for an upcoming year shall be available no later than the second Monday in October; applications for inclusion in the lottery (if one is required) must be received no later than the second Friday in January. Families will be notified of acceptance no later than the second Friday in April.

Student Recruitment Marketing: TANGI ACADEMY did not use any Intent to Enroll process. However, a survey of the community shows strong interest in attending/supporting a Charter School. Upon approval of this application, TANGI ACADEMY will begin the process of student recruitment in earnest. Marketing materials will be created and distributed; earned media and opportunities for community outreach will be sought. TANGI ACADEMY's student recruitment plan includes traditional marketing methods, such as electronic, print, television and radio media. Additionally, the School Leader and Board Members will provide for representation at school fairs, open houses, pre-school presentations and other non-media outreach events. The School leader and Board will receive support in the recruitment process from the Young Audiences of Louisiana brand.

Our student projection goals are 50% African American, 40% White and 10% Hispanic/other. We acknowledge the fact that Judge Ivan Lemelle will need to review and approve our marketing plan in order for the Board to proceed with student admission processes. Our marketing plan has been designed to attract the diverse population that we want to have in our school.

Additional strategies for recruitment include:

- Print and broadcast media targeted to reach our desired demographics
- Mailings to neighborhood daycare centers
- School tours and information sessions (with access to the facility)
- Website development and promotion
- Running advertisements in local and neighborhood newsletters
- Yard signs
- Canvas Neighborhood around the TAAHM (Mooney St. and J.W. Davis Dr.) with flyers and cards
- Canvas neighborhood in the Hyer-Cate Historic district

There will be a minimum of 4 Open House events to be held at the school site. These events will be held at various days/times to accommodate a myriad of schedules. Because of the unique nature of our arts-integrated curriculum, families will be required to attend one of these information sessions prior to application. While we believe strongly in parental choice, we believe that choice benefits a student best when it is well informed and exercised with intent. Administration, faculty and staff will be present at each Open House session to answer specific questions regarding curriculum, operations and expectations.

Special care will be taken to insure that traditionally underserved families will be provided with opportunities to learn if Tangi Academy will meet the academic needs of their children. A special Open House session will be held for parents of students with exceptionalities. In addition to the general marketing efforts described above, this session will be advertised with organizations who serve special needs students and their families.

It is our goal to create a creative learning environment that will encourage students and families to remain at TANGI ACADEMY year after year to 8th grade graduation. However, we recognize the realities of student attrition and relocation. Intent for Re-Enrollment surveys will be executed annually in April; a comprehensive re-recruitment plan will be developed upon identification of open seats at each grade level.

Student Discipline Plan

The philosophical approach to discipline at TANGI ACADEMY will not be to "enforce rules", but to tirelessly push appropriate behavioral expectations in all of our students and community members. School leaders are charged with creating a safe and behaviorally appropriate environment that allows effective learning to take place, thereby building a discipline system strengthened by a foundation of mutual respect.

We believe that learning requires *active* participation – instructional activities involving students in doing things while thinking about what they are doing. Therefore, TANGI ACADEMY will encourage teachers to practice classroom controls that allow students to engage in the learning process. As part of pre-opening preparations, faculty and administrators at TANGI ACADEMY will work collaboratively to establish clear and consistent expectations for classroom behavior and develop procedures and routines that support those expectations. In this way we will provide

structure to the learning environment and enable teachers to develop lessons that reflect our school culture. TANGI ACADEMY will set high standards of behavior focused on:

- respect for one's education and the education of others,
- respect and consideration for others (the rights of others including teachers, staff, peers and all students within the school),
- respect for one's own property, other student's property and the school's property,
- respect for a safe, clean, & caring environment in each classroom and throughout the school

Students at TANGI ACADEMY will be expected to responsibly engage in their education; school adults (faculty and staff) will be expected to support them in achieving their academic and personal goals. Every adult in our school will be trained in creating a safe and effective learning environment; assisting students in making positive behavior choices (i.e. "No Running!" becomes "We walk in our hallways."). They will be provided with tools to communicate and to check for understanding of behavioral expectations. When needed, they will provide a child with guidance for impulse control, or use appropriate measures to redirect inappropriate behavior.

The goal is to empower students to make appropriate choices when faced with difficult circumstances. Students at TANGI ACADEMY, who engage in any type of misbehavior, whether minor or severe, will be required to make amends which are consistent with their misbehavior. Restitution may involve an apology, community or school service, or fixing or replacing damaged property. By holding students accountable and applying rules in a consistent manner, schools teach them a powerful two-fold lesson: that student claims and actions matter and that their words and deeds, both intentional and unintentional, have consequences.

When required, TANGI ACADEMY will employ a restorative discipline system that will be:

- Explicit, reasonable, and timely
- Have logical, fair, consistent, and age-appropriate consequences
- Include a variety of prevention and intervention measures
- Provide the opportunity for significant parent/guardian participation
- Respond to individual differences among students with insight and sensitivity
- Ensure the opportunity for students to obtain an education

TANGI ACADEMY will also use Positive Behavioral Supports to assist students in managing their own behaviors. Traditional discipline techniques focus on punitive responses to inappropriate student behavior. A more proactive approach in managing student behavior involves positive reinforcement and support for those students who behave appropriately. Students who misbehave will observe this positive response, and through direct intervention, will re-direct their efforts towards behaving appropriately.

TANGI ACADEMY will adopt the Positive Behavior Intervention Support Program (PBIS), a nation-wide program, endorsed by the Louisiana Department of Education. This is a school-wide program is designed to alter negative behaviors by rewarding appropriate behaviors. PBIS will succeed best when it is an integral part of the school's culture. PBIS provides consistent and systemic support for students within the school setting; its concepts can also be applied at home.

PBIS uses ongoing evaluations, data collection, and plan reassessment, as needed to ensure consistent implementation of the program. Students will be taught a small set of basic school-wide core values and will be rewarded for complying with those rules. Student infractions will also be related to these core values so students can internalize how the values translate into daily behavior.

Discipline for Students with Disabilities: It is our intent that disciplinary procedures are applied equitably and fairly for all students, including those with exceptionalities. However, we recognize that students in need of special education services may have difficulty demonstrating socially appropriate behaviors. Therefore, children who have disabilities that prevent them from understanding or responding appropriately to components of our code of conduct will have those exceptions incorporated and addressed in their IEP. It will be the responsibility of the Special Education team to review the code of conduct and determine what specialized help and instruction a child with exceptionalities may need to understand the code and consistently demonstrate the appropriate classroom and school behaviors conducive to learning. The SpEd team will be responsible for establishing plans to reduce the chance that behavior infractions will occur; providing adaptations and compensations for behaviors that require an intervention plan and incorporating these plans into the student's IEP.

A child with exceptionalities and their parents/guardians will receive specific guidance on the code of conduct and the consequences for violating each component of that code. Parents will be asked to assist the school in finding effective strategies for positive behavioral interventions and strategies. They will be asked to participate in the IEP process to help determine what exceptions to the discipline code are necessary and to help design behavioral goals that will reduce behavioral difficulties. These plans will be incorporated into the special education and related services interventions designed to assist the child in maximizing her/his social responsibility. Behavioral goals, just as academic goals, will be measurable, reviewed twice annually and modified as needed.

Detailed English Language Learner Plan

The families of all new students to TANGI ACADEMY will complete a student registration form that will include the three questions below. These questions serve as the first step of the screening process to determine if a student is in need of ESL services. These questions are:

- What is the first language learned by the student?
- Is there a language other than English used at home, and if so, what is it?
- What is the language the student uses most often?

In the case where a student's registration form shows the use of a language other than English, the student will be identified as a language minority student and screened for English language proficiency. Students whose first language is one other than English, or who speak another language the majority of the time, will also be screened for English language proficiency.

Students identified as language minority will be administered the Language Assessment Scales (LAS) Test. This test is an objective screening instrument used to assess English proficiency in order to determine whether the student is identified as "limited English proficient" (LEP) and therefore eligible for ESL services.

Once a student is identified as having limited proficiency in the English language, based on the results of the language assessment, the school leader and the Education Services Coordinator will work together to determine the most appropriate instructional plan for the student, which includes regular classroom instruction and targeted intervention as needed. The parent is notified of this instructional plan and of the exit (ELDA) test that are administered each spring to determine a student with LEP instructional plan for the following year.

TANGI ACADEMY will provide a comprehensive achievement program designed to provide education that leads to the attainment of English proficiency and academic achievement. In addition to specific ESL instruction and programming, the strong and inclusive community and emphasis on differentiated instruction will provide added supports, as needed. Students identified as LEP, will be equally celebrated, encouraged and inspired to develop and demonstrate accomplishments.

Each teacher of students who qualify as LEP students will be required to develop a year-round achievement plan to address the English language learning needs of each student. This plan will be used regularly to reflect on student progress with the goal of achieving language proficiency and progress on annual English Language Arts (ELA) assessments. Students are to be included in general classes with other students to the maximum extent appropriate, to ensure growth in the general education curriculum. Teachers of ELL students will use a variety of strategies and techniques in the classroom including but not limited to: TPR, demonstrations, illustrations following directions, written directions (with diagrams or examples), use visual aids (realia), modify speech, focus on key vocabulary, ask for physical responses, use yes/no questions, ask for single-word answers and use of cloze exercises to expand on student answers. Teachers will use authentic, teacher/student created and mainstream materials (picture dictionaries, ancillary textbook materials) to support the curriculum.

To teach vocabulary and word usage, ELL teachers will speak new words orally first, using realia and pictures to provide a visual of the word. Students will then be shown the word in print, working with the teacher to sound out and read the word. Finally students will copy and spell the new word. Teachers will recycle the vocabulary in future lessons and encourage learners to use the new words in speaking and, eventually, in reading and writing.

Student progress will be measured with The Louisiana ESL standards (which provide learning objectives for each performance level) and the National TESOL standards. Teachers will recommend adjustments to the LEP plan as needed for students to make effective progress. Parents/guardians will be required to review and authorize their student's plan, with the opportunity to make recommendations for change at any point during its design or implementation. Based on students ESL level determined by the LAS, combined with anecdotal information and classroom samples, teachers will use previously mentioned strategies and techniques to differentiate instruction for ESL students in the mainstream classroom. RTI is an applicable system to ESL students as well as other students who need additional assistance.

In addition to teachers' weekly progress notes on the LEP plan, students' scores on State ELA exams will be used to aid in ongoing monitoring. This data will serve as the most important

marker of English language improvement as scores are generated against scientifically accepted and standardized benchmarks. A Language Appraisal Team comprised of the ESL specialist, a classroom teacher, and an administrator will review the LAS, student grades, student social adjustment, LEAP scores, and other assessment materials. This team will make decisions as to when it is appropriate to exit a student from the program. Although a student may exit the program, strategies will continue to be implemented in the classroom to assist in their continued growth as Language Learners. ESL students will be monitored for continued success and interventions will be put in place if there is a noted slide in their performance. After achieving ELA proficiency, the academic progress of former LEP students will be monitored for two years. This will include future ELA scores as well as state content standards-based assessment, with primacy given to math scores. If a student fails to make academic progress during a monitoring year, students may be retested and reassessed, and their achievement plan revised.

TANGI ACADEMY will implement a range of strategies to respond flexibly to the needs of LEP students and ensure academic success. At each grade level, research-based language learning programs will be implemented. During Exploratory and Studio blocks, LEP students will have opportunities to engage in these programs for deepened instruction with individualized and small group study. Teachers and staff will adjust content as needed to allow students to receive information and to demonstrate what they have learned in ways that are appropriate to their level of English language acquisition. LEP students will receive additional tutoring support and additional Reading and English language arts classes as appropriate

Detailed Special Education Plan

The TANGI ACADEMY will adhere to the concept of “natural proportions” with respect to disability; that is, the number of students with disabilities in a school or class should not exceed that which is found in the general population. The TANGI ACADEMY’S mission and values statements clearly state that enrollment is open to all students. The Leadership Academy’s administrators and staff are prepared to welcome and teach a student body that includes 10-12% of students who qualify for special education services, a majority of which diagnosed with developmental delays.

We believe that the multiple avenues for positive feedback found in arts-integrated instruction specially benefits students with special needs, their families and the learning environment. Special-needs students will demonstrate their creative process to other students, which creates a cooperative learning environment. An arts-integrated curriculum allows for emotional expression, which benefits all students, but particularly those with special needs.

TANGI ACADEMY will provide students with disabilities creative access to a free and appropriate public education (FAPE) in the least restrictive environment (LRE). We will respond to the needs of all students, including students with disabilities, enabling them to grow in the general education curriculum to best of their abilities (IDEA indicator). The requirements of Federal and State regulations regarding IDEA compliance are addressed and embedded appropriately throughout this section of the application. The school is designed for all students to have individualized programs of study: Differentiation of instruction, project-based learning and multiple forms of diagnostics and assessments for all students. This insures the school’s ability to

effectively provide students with disabilities highly differentiated instruction, modifications and accommodations without inappropriately tracking, singling out or restricting the students. In addition to the specialized nature of the school's curriculum structure and instructional methodologies, students with disabilities will additionally receive needed services, such as specially designed instruction, program modifications, classroom accommodations, and supplementary learning aids, services and supports.

TANGI ACADEMY will comply with the Federal and State laws that govern the education of students with disabilities, the Individuals with Disabilities Education Act (IDEA, 2004), 20 U.S.C. §§1400-1485, and Louisiana's Education of Students with Exceptionalities regulations, Bulletin 1706, 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 students with disabilities a free, appropriate public education that requires students to be educated with their non-disabled peers to the maximum extent appropriate (LRE). TANGI ACADEMY also understands that charter schools are legally responsible for developing and implementing all of the necessary systems and programs to ensure that students with disabilities receive and prosper within the framework of a free and appropriate public education.

In addition to complying with the IDEA and Louisiana's Bulletin 1706 that documents the regulations, to every extent possible, TANGI ACADEMY will adhere to the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. The ADA may require a school to modify its physical facilities to provide students with disabilities the greatest possible access to their educational opportunities (see ADA for specific criteria). Section 504 requires schools to actively seek out and identify students with disabilities that qualify for services/accommodations, to provide a free and appropriate public education.

In keeping with the TANGI ACADEMY's values and philosophy, students who qualify for Extended School Year (ESY) services will be served, based on their needs, in community settings in Tangipahoa Parish as outlined in Bulletin 1530, Chapter 7. The specially designed instruction will be provided by personnel from the TANGI ACADEMY or with contract personnel, depending on the type of service the student(s) need.

TANGI ACADEMY will employ a full-time Director of Special services and a full time licensed Social Worker/Counselor to provide support services to all students and their families. These services include, but are not limited to, resource and service referrals, group counseling, individual counseling and crisis intervention/ management. If a student with disabilities is found to be in need of these services by the IEP team, the duration/minutes will be documented on the Individualized Education Plan (IEP).

If students need additional related services as documented on the IEP, TANGI ACADEMY will provide them directly or will find an external provider. Examples of such services are:

- Speech/occupational/ physical therapy
- Adaptive physical education
- Interpreters
- Parent counseling and training in support of the IEP
- Medical services
- Psychological or counseling services
- Orientation and mobility services

- Recreation services
- Rehabilitation
- Additional social work or referrals
- Transportation

TANGI ACADEMY will directly provide all services to the maximum extent of our resources and capabilities, and as they relate to the fair and equitable provision of our instructional program. Third-party contracts will be enacted in cases when we cannot meet students' need internally. When an outside provider is used, our Education Services Manager will monitor and evaluate the consistency, quality and results of each provider.

TANGI ACADEMY will employ an Education Coordinator who is certified and/or Highly Qualified in the area of Special Education (in accordance with the LDOE's certification requirements).

Additional certified/Highly Qualified teachers will be hired as appropriate to provide services to enrolled students with disabilities.

To insure that students receive the differentiated instruction and services they need at all times during the school day/year, it is important that all staff members of TANGI ACADEMY are considered part of the "team" which supports students receiving special education in the school.

Identification and Assessment Process

Identification of appropriate goals, objectives, and implementation of the Individualized Education Plan (IEP) are the keys to providing students with disabilities an academic program that will consistently increase their success and provide opportunities for growth in the general education curriculum.

TANGI ACADEMY understands that a student with a disability is any student who meets both of the following criteria:

- The student has a specific and identifiable learning disability, severe developmental delay, mental or physical impairment, or serious emotional disturbance; or other (see Bulletin 1508/Handbook on Pupil Appraisal), and
- The documented disability affects the student's ability to participate in TANGI ACADEMY's general curriculum.

In order to identify students with disabilities, TANGI ACADEMY will develop a referral process in accordance with Bulletin 1508:

- Establish an in-school Response to Intervention (RTI) committee to coordinate the intervention data needed for a referral for special education services. The RTI committee will include the School Leader or designee, at least one general education teacher, and at least one special education teacher.
- Train teachers to recognize signs of specific / suspected disabilities,
- Train teachers to report suspected cases of students with disabilities, in accordance with Bulletin 1508 referral process (interventions/data) to this committee
- Provide internal referral forms and procedures for reporting cases
- Include the referring teacher in the committee meeting

If a parent requests an evaluation, TANGI ACADEMY will consider the request and all relevant student data (grades, interview with teachers) If the RTI team has the data to support the request, the team will initiate the internal referral process and conduct an evaluation by appropriate individuals (see Bulletin 1508), if indicated through the referral process.

Parents will be invited to the referral meeting and will be provided with a copy of the Louisiana's Educational Rights of Children with Disabilities Booklet (current edition). It should be clearly stated that the Booklet provides basic information for a student who has been identified as a student with an exceptionality/disability. This is a referral meeting, not an IEP meeting. Both parents and students will also be notified that additional information regarding the IDEA and regulations is available online at: <http://www.doe.state.la.us/lde/uploads/10772.pdf>.

To ensure that there is a consistent and effective method for evaluating students suspected of having a disability, TANGI ACADEMY will develop a student evaluation policy in compliance with Bulletin 1508

The evaluations will consist of a variety of assessments to determine a student's strengths and weaknesses/concerns. They will also include observations of the student in the general education classroom by a teacher other than the referring teacher.

If the student is found to have a disability, an IEP will be developed within 30 days of the date of the finding. The special education teacher must be provided a copy of the student's evaluation in order to develop a draft (only) of a proposed IEP. There must be no pre-determination of placement.

The parent must be provided a Written Prior Notice Letter (form) documenting the invitation to the student's IEP meeting, no less than 10 days prior to the scheduled meeting.

If a parent does not consent, the committee will reconvene to review next steps in accordance with the procedural safeguards of the IDEA.

Re-Evaluations and IEP Review Process

TANGI ACADEMY will also develop a re-evaluation (review of the evaluation) policy and ensure that individualized education plans (IEP) for students with disabilities are reviewed, updated, and reconvened as necessary on a periodic basis, but no less than annually (strict one year compliance date). The re-evaluation policy will be as follows:

- Parents, teachers, or administrators may request re-evaluation no more than once per school year, unless all parties agree to more.
- Students receiving special education services must be re-evaluated at least once every three years.
- A student must receive a new evaluation prior to the initiation or cessation of special education services by the school/LEA (New IDEA regulation, 2008: A parent may cease special education services through a written request submitted to the school).

- No student can qualify for special education services if the discrepancy between his/her ability and achievement is due to a lack of proper instruction in any subject or skill evaluated, including a lack of fluency in English.

IEP Implementation Process

Once a student is evaluated and determined to have a disability that qualifies for special education services, TANGI ACADEMY'S Individualized Education Plan (IEP) Team will convene to develop an individual education plan for the student. The IEP, developed by the IEP team, will be in compliance with Bulletin 1706 and Bulletin 1530 (IEP Bulletin). Consistent with these requirements of the IDEA, the IEP will document the general student information, annual goals and objectives (measurable), State Assessment Data, modifications, and placement of the student to receive services in the "least restrictive environment", beginning with instruction in the general education classroom. The full continuum must be available if needed; however, the IEP must document the reasons why a student could not benefit and grow in the general education curriculum beginning with the least restrictive environment. The IEP must provide documentation of the setting where "specialized instruction by the special education teacher" will occur (e.g., general or special education setting). The plan will be structured to encourage collaboration and cooperation among all teachers, parents, and staff, in order to provide the best environment and support for each student.

The IEP team will meet no later than 30 days from the date that the student is determined to have a disability qualifying for special education services, and will consist of the following individuals:

- The student's parents / legal guardian
- The student, as appropriate
- At least one of the student's general education teachers
- At least one of the student's special education teachers
- A school administrator qualified to make decisions about special education (ODR)
- An instructional expert (if none of the other members qualify)
- A bilingual staff member or translator, if needed.

The IEP team must provide parents and/or students at the age of majority, with a copy of the procedural safeguards/rights booklet and inform them that similar information is available online at <http://www.doe.state.la.us/lde/uploads/10772.pdf>.

The IEP team will develop an Individualized Education Plan (IEP) that states in writing:

- The student's present levels of academic achievement and performance
- A description of how the student's disability affects involvement and progress in the school program and curriculum
- Measurable annual goals for the student, including a description of any alternative benchmarks or objectives that differ from the standard curriculum
- A description of the special education and related services to be provided
- A description of the extent, if any, to which the student will not participate in regular classroom activities
- Explanations of 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:
 - A full Transition Plan must be in place by the year the student will be 16 years old.
 - Appropriate, measurable post-secondary goals for the student
 - A description of any necessary transition services
 - A statement that the student has been informed of his or her rights

Once the parent consents/signs in writing, the IEP will be put into place within 10 days.

Section 504 Individualized Accommodation Plans (IAP)

In accordance with Section 504 of the Rehabilitation Act, 1973, a student will be identified as in need of a Section 504 Accommodation Plan (IAP) through a similar Identification and Assessment process described above. Progress and implementation will be monitored and documented.

While the IEP is convened and reviewed by the team and parents on an annual basis (more often, if needed), the expectation of TANGI ACADEMY is that special education teachers, general education teachers and staff will be in communication with the parents of students in special education on a continual basis. All students at TANGI ACADEMY are on individualized plans and all teachers at TANGI ACADEMY are responsible for constant progress monitoring and for communicating this progress with students and their parents in a way that empowers their decision making. Information on student progress will be shared with parents continually throughout the year during parent-teacher-student conference, student progress presentations and student portfolio reviews. All students at TANGI ACADEMY learn to track their progress through portfolio assessments and standards based grading and for which parents will be provided training to read and analyze. Special education students and parents will additionally use these check in points and documents to review progress toward IEP goals.

As mandated by the IDEA, parents will be provided a special education Progress Report on a quarterly basis.

TANGI ACADEMY will create a communication policy specifically for the parents of students with disabilities, which will be consistent with the Louisiana state education requirements for a special education parent communication policy.

TANGI ACADEMY will identify all students with special needs students on state assessments as required by the State of Louisiana. The results of the academic progress and status of all identified students will also be reported as required. Any mandates, or changes therein, to track and report the progress of special education students will be honored at all times. State examination outcomes will be made readily available to students and parents. Documentation of State Assessments (e.g., LEAP, iLEAP, LAA1, LAA2) is recorded on the IEP.

TANGI ACADEMY will employ a part-time nurse to address health needs in the general student population, but specifically to provide assistance to students with special needs. All nursing

services will be provided in accordance with Louisiana state regulations. The following are the qualifications and role requirements for a school nurse:

- Possess a RN certification;
- Experience with school-age youth;
- Provide basic first aid;
- Dispense any student medication;
- Ensure that students have proper immunizations; and
- Perform other administrative tasks, as necessary.

TANGI ACADEMY staff members will also be trained in emergency procedures. Emergency medical information for each student will be maintained in a readily accessible site.

We have a vision for TANGI ACADEMY in which students with exceptionalities excel, in large part, because art is a meaningful aspect of their lives. The arts are able to help students with exceptionalities express anger, frustration, fear, confusion, and unhappiness. Art gives students with exceptionalities multiple ways to express themselves, as it enhances their self-esteem. The arts-integrated classroom can provide the opportunity and space for students with exceptionalities to find and explore their voice—however that voice may manifest.

APPENDIX A

LAUREN P CHAPMAN

70399 8th Street, Covington, LA 70433 || C: 256-227-1028 laurencchapman2011@gmail.com

Professional Summary

Highly skilled educator with fourteen years of experience in a variety of leadership positions including; Assistant Principal, Literacy Specialist, division leader for grade cluster and lead teacher. Specialized in maximizing learning opportunities in diverse socioeconomic classroom settings. Dedicated to the belief that all students can learn. **2014** cohort of LEAD Academy in St. Tammany Parish Public School System.

Achievements

Led intervention team at John McDonogh High School 2012-2013, and Lexile scores improved 2-3 grade levels per child in one year. 76% of 9th grade students were reading at Basic Level or above by March

Designed a literacy intervention program to implement in a computer lab setting for PK-8th grade students

Led a fourth grade class to increase their overall standardized test scores in reading by an average of 22% over the course of the 2010-2011

Education and Certification

Masters of Education, Ed Leadership and Supervision K-12 2007
Grand Canyon University - Phoenix, AZ, United States

BA, Elementary Education, grades 1-6 1996
University of Alabama - Huntsville, AL, United States

Professional Experience

Literacy Interventionist, Salmen High School Jul 2013 to Current
St Tammany Parish Public Schools - New Orleans, LA

Literacy Interventionist Mar 2012 to Jul 2013
McDonogh 42 Charter School - New Orleans, LA

Reading Intervention Specialist and 504 Coordinator June 2012 to Apr 2013
Future Is Now Schools @ John McDonogh High School - New Orleans, LA

Assistant Principal/Educator Aug 2008 to Jun 2012
Intercultural Charter School - New Orleans, LA

Classroom teacher Jul 1997 to May 2008
Decatur City School System/Huntsville City School System- Alabama

APPENDIX B

Jackie Gelvin
530 Montmartre Street
Mandeville, LA 70448
(985) 276-0148

It has always been my philosophy that to overcome poverty, crime and a failing community is to educate our youth. So when I was approached by one of the board members of the Tangipahoa Charter School to assist with their budget I immediately said yes. I became so moved with their mission that I shortly thereafter became a board member.

I am fortunate that I was able to send my children to private school, where I feel they received an excellent education. I have always felt that if everyone could have the same opportunity to receive an outstanding education that the community would thrive.

I am in no way criticizing our current public education system that meets the needs of the majority of students. I am addressing those students that are not in the majority. That is the at risk students whose parents are unable to give them the extra support that they need.

I believe that the status quo has not fulfilled the needs of our community in Tangipahoa as the grades have been below par. It is my belief that failing schools are unacceptable and changes need to be made. Charter schools have a proven track record for success. It is my hope that Tangipahoa Parish can share in this new innovative way of thinking in education that will give our children a brighter future.

A handwritten signature in cursive script that reads "Jackie Gelvin". The signature is written in black ink and is positioned in the lower right quadrant of the page.

Bonnie Thibodaux

208 N Pine St.

Hammond, LA 70401

985-969-7721

As a trained educator, parent and grandparent, I recognize the need for education reforms in Hammond and Louisiana. The children of our community deserve excellent education opportunities that are available to all children. It is time for parents and grandparents to start investing in their children's education and take an active part in schools.

I have been a member of the Hammond community for many years and I have served on many committees that strengthen and build both our community and the parish. I am looking forward to contributing to improving education in Hammond.

As an active member of the Hammond Regional Arts Center and an acting board member, I believe that arts integration in education will benefit the learners. The Arts have an innate ability to engage children and capture their attention. Data shows that children engaged in arts- integrated learning have lower discipline problems and we see test scores rise as children become more engaged in the arts.

My skills with team building and business development will help create a strong board that will work as in unison for a common purpose. I am thrilled to be a part of this group.

A handwritten signature in cursive script that reads "Bonnie Thibodaux". The signature is written in black ink and is positioned below the typed text of the letter.

Stephanie E. Cheramie, M.Ed.
2207 Westdale Court
Hammond, LA 70401
Phone: (985) 974-3966
Email: StephanieCheramie9@gmail.com

September 3, 2013

As the daughter of a single mother who was an educator for 25 years in the public school system, I am well aware of what living in poverty feels like and the possibility of overcoming such is possible. When approached by a board member of the Tangipahoa Charter School to help as an advocate for children, an educator with a Master's Degree pursuing a doctorate in Organizational Leadership I was drawn in and related to their mission and philosophy immediately.

As an educator once in Tangipahoa Parish School System, we all know that there is room for improvement because meeting the needs and providing a quality education to all students should be the first priority. I believe that the work that can be done by Tangipahoa Charter School will enhance learning, provide better opportunities for children and ultimately enhance and promote success of students at-risk, from culturally diverse backgrounds and children who need more than what is currently being provided. I believe that a charter school in Tangipahoa Parish is an excellent way to collaborate with and assist the school board to meet the needs of every child in our community and I am hoping to be a part of such success. By engaging with and working together with the Board of Directors, I can help the students of our community and will be an integral part of the way of the future for the children of Tangipahoa Parish.

A handwritten signature in black ink, appearing to read "Stephanie Cheramie". The signature is written in a cursive, flowing style with large loops and a long horizontal stroke at the end.

Lisa Taylor, Ph.D.
78 Hawk Street
New Orleans, LA 70124
lisataylor78@hotmail.com
504-451-8163 cell
504-282-5924 home

As a school leader for over 27 years, I have had the opportunity to be in the classroom as a teacher, to serve as assistant principal and principal, and to oversee schools as an associate superintendent. In these roles, I have designed curriculum, managed finances, led professional development, built schools, raised funds, and created community school relations to name a few. Through my studies, I have learned best practices, used data to drive decisions, and worked with universities.

I would like to join the board in order to bring these skills to create a much-needed school in Tangipahoa Parish—a school that is different from those already in existence in Hammond, LA. This charter school seeks to have all stakeholders participate fully in the learning experiences which are developed within a child-centered, hands-on environment that respects individual learning styles.

With all the resources which abound in this community, failing schools are unacceptable. I know I can help this school. I want to help this school succeed so that no child is left behind anymore in Hammond, LA.

Sincerely in Education,

A handwritten signature in cursive script that reads "Lisa Taylor".

Lisa Taylor, Ph.D.

TCSA Board Member Statement

Anthony S. Maska, Esq. (Board President)

A Hammond resident, Mr. Maska has practiced law in Louisiana for almost 17 years, concentrating in insurance defense, tort claims and constitutional law. He works in Covington as a solo practitioner at Anthony S. Maska, Attorney at Law, a well-established law firm representing clients throughout southeastern Louisiana. Mr. Maska brings his knowledge and expertise of Louisiana substantive and procedural law to the Board. He earned his Bachelor's degree in Sociology from Yale University and his Juris Doctorate from Loyola Law School, and has been a member of the Louisiana State Bar Association since 1997.

Mr. Maska faced a life-altering event while living in Arabi, Louisiana in the summer of 2005. When Hurricane Katrina hit, Mr. Maska and his wife, two dogs, one cat and two days' change of clothing were all that remained of his possessions once the levee broke. Mr. Maska's entire house was flooded, and he lost all of his worldly possessions. In the aftermath of the Hurricane Katrina flooding, Mr. Maska lived in North Carolina with friends for eight months, unsure of his personal and professional future.

Once the opportunity presented itself, Mr. Maska and his wife knew that their future was to return to Louisiana and participate as best they could in the re-emergence of the southern part of the state. Settling in Hammond in 2006, Mr. Maska and wife engaged in rebuilding their personal and professional lives in Louisiana, and helping in any ways possible for Louisiana to become a better place following the flood. Living in Hammond with newborn children eventually exposed Mr. Maska to the unfortunate status of Hammond's public education system, and in 2009, with other concerned parents and citizens who sought to provide improvement to our local public education system and choices for parents and tax payers, Mr. Maska became a founding member of the Tangipahoa Charter School Association, Inc., and continues to serve as its President.



Anthony S. Maska

To: Board Members of the Tangipahoa Charter School Association, Inc.,

From: Francine Smith

Date: February 18, 2014

A Louisiana Resident, I have worked in the Louisiana Charter Schools for over 5 years as a School Operations Manager. I am the wife of 17 years to Cdr. Winston Smith, Navy Retired and have two sons. Before moving to Louisiana, we traveled abroad and State side. I have over 28 years of solid experience in Finance, Accounting, and Business Operations. Attending the University of Southern Mississippi, I received a MBA / Finance Degree and BS / Accounting Degree. I am a former member of the Louisiana Charter School Association.

While attending service at a new church, we met many retired Principals, Administrators and Educators. Here, we learned about the (past and present) poor conditions of the Louisiana Public School System. With much prayer, I began to research the Charter School Movement. I decided to focus my attention on employment within this organization. I was successful in establishing standards, process and controls surrounding grant administration, accounting, budget and financial reporting to multiple agencies under their required policies and guidelines.

The students and faculty became my driving force working to ensure all available funds were being utilized for the purpose of educating the students.

I became involved with Tangipahoa Charter School Association, Inc., (TSCA) after receiving a call from a charter member requesting a reference on a potential School Leader candidate. This call led to a long discussion about the organization and plans to establish a new school in Tangipahoa Parish. Afterwards, I began to participate and add input to assist the organization.

I bring to the board Charter School Experience (Start-ups and Life Cycle) in Business Operations, Finance, Accounting and Organizational Skills. I have connected with and supported the board for many years. Now I desire to serve as a member of the TSCA Board.

Sincerely,



Francine Smith

APPENDIX C

MICHAEL A. DUNN, C.P.A.

1515 Robert E. Lee Blvd.
New Orleans, LA 70122

504-259-2503
michael.dunn800@gmail.com

Chief Financial Officer

A results-driven professional with extensive experience managing all financial functions and various shared services (Facilities, IT, Purchasing, Risk Management and Administration) in the Educational, Not-For-Profit, Commercial Real Estate, and Manufacturing/Distribution sectors. Extensive experience partnering with senior leadership to develop sound strategies for tough business issues. Comfortable working in organizations of all sizes and stages. M.B.A. – Finance.

PROFESSIONAL EXPERIENCE

KIPP NEW ORLEANS SCHOOLS, New Orleans, LA

Louisiana's highest performing open-enrollment network of nine public charter schools serving over 3,200 students in kindergarten through eleventh grade.

Chief Financial Officer

2010 - 2013

Manage all accounting and financial operations for \$35 million Charter Management Organization including financial reporting, grants management, compliance, treasury, budgeting, and audit. Other operational responsibilities include oversight of Human Resources and Technology functions. Member of senior management team.

- Improved financial reporting system by managing selection and implementation of a consolidated accounting system that replaced obsolete stand-alone system
- Eased working capital needs by establishing a secured line of credit with local institutional lending partner
- Strengthened regional payroll function through centralization ensuring stronger financial controls and decreasing burden on schools
- Created stronger cost controls by launching centralized requisition/purchase order system
- Increased both credit capacity as well as purchasing controls by upgrading conventional credit card program with expanded, robust purchasing card program
- Reduced organization's program costs by 15% - 20% by modifying benefit plan cost structures
- Senior staff member for Board's Finance Committee and newly-formed Audit Committee

OUTWARD BOUND USA, Garrison, NY

Non-profit educational organization that serves people of all ages and backgrounds through active learning expeditions that inspire character development, self-discovery and service both in and out of the classroom.

Vice President/Chief Financial Officer

2005 - 2010

THE ROBERT E. MORRIS COMPANY AND SUBSIDIARIES, Farmington, CT

Closely held sales organization partnering with major OEMs to distribute metal-working machinery and engineered solutions to over 2,000 manufacturing customers.

Vice President Finance & Operations

2001 - 2005

Corporate Controller

1998 - 2001

EDUCATION

M.B.A., Finance, University of Connecticut, Storrs, CT

B.S., Accounting, Magna Cum Laude, University of Connecticut, Storrs, CT

PROFESSIONAL AFFILIATIONS

American Institute of Certified Public Accountants

Society of Louisiana Certified Public Accountants