

EXECUTIVE SUMMARY

Mission, Academic Philosophy and Values

Local, state and national policy makers are now awakened to what two recent and prominent reports (National Academy of Sciences: The Gathering Storm: Building Engineering and Science: The Gathering Storm; Building Engineering and Science Talent: the Quiet Crisis) have referred to separately at the most pressing educational challenge facing the nation: the growing gap between the number of college graduates in the STEM fields and the number of high-tech jobs the nation needs to create and staff in order to remain competitive globally. Even more critically, both reports note that women and minority candidates are some of the least likely to enter these strategically important fields. In reference to this reality, the bipartisan and not-for-profit group Building Engineering and Science Talent (BEST) noted that:

“We ignore this gap at our peril. Closing it will require a national commitment to develop more of the talent of all our citizens, especially the underrepresented majority – the women, minorities, and persons with disabilities, who comprise a disproportionately small part of the nation’s science, engineering, and technology workforce.”

Sarah T. Reed Charter High School “Reed” will be the exemplary school in the city of New Orleans for students who wish to excel in the fields of science, technology, engineering and math. Henry Schaumberg Charter Elementary “Schaumberg” will have a math science focus with emphasis on literacy and mastery of basic skills in language arts, math, social studies and science. Schaumberg will provide exploratory learning opportunities such as math modeling, STEM activities, career exploration in grades 6 -8 as a bridge to the NAF high school academies.

The mission of Sarah T. Reed High School's Academy of Engineering, Academy of Information Technology and Academy of Biomedical Sciences exist to provide students with the academic, social, and intellectual skills necessary for success in today's increasingly high-tech world. Through partnerships with businesses and universities, we seek to inspire our students to achieve by showing them the relevant connections between what they learn in class and its application in the real world. As a school that is comprised almost entirely of African-American students, our academies are designed to support and encourage the specific needs of an underserved community.

The mission of Henry Schaumberg Elementary parallels that of the high school with explicit emphasis on mastery of the three elements of reading awareness, phonics, phonemic awareness, fluency coupled with comprehension as established in the National Assessment of Reading and provided in Louisiana State Standards and math skills.

The educational philosophy of Reed and Schaumberg espouses a highly structured learning environment that enables all students to master essential knowledge and skills at a rapid pace. All curriculum and instruction decisions will be based on the highest expectations of student performance. Students thus develop the skills and discipline to become self-directed learners

prepared for a rigorous college preparatory curriculum upon graduation from high school. Teachers will be equipped to design lessons that make learning attainable and engaging for all of their students with a keen focus on achievement aligned with Louisiana State Learning Standards.

Given this philosophical approach, the core instructional strategies utilized will be those associated with the direct instruction model. Instruction will provide clear expectations for learning, will be conducted through both large and small group instruction, and will provide frequent opportunities for assessment and skills practice based on levels of student mastery. Both schools will supplement this core instructional approach with cooperative, project-based courses in engineering, Information Technology and Biomedical Sciences at the high school level and programs that promote mastery of the basic skills of reading, mathematics, science and social studies at the elementary level. This approach will provide us with new partners wedded with a team approach that will allow us to better meet the needs of our students and community. All teachers will utilize differentiated learning and instructional strategies to ensure that all students have access to the curriculum at an appropriately challenging level. Integral to this instructional model is the teacher evaluation process that links both individual student and class performance to teacher effectiveness. Student test scores, learning gain, and achievement will account for 50% of a teacher's evaluation. Students will also be responsible for charting and recording their own progress in this continuous improvement system. Part of that self evaluation will take place as juniors and seniors participate in STEM internships. Seniors will continue this process in a culminating learning activity by completing a Capstone Project.

Reed and Schaumberg Charter Schools are guided and strengthened by core values of structure, high expectations, a focus on results, and support of continuous learning and improvement. For students, this translates into lessons that have a clearly articulated purpose, are challenging and relevant to their lives. This instructional model provides rigor, ample opportunity for practice of skills, and attainment of mastery. Students feed off of their successes in this learning environment, and the resulting culture of achievement resonates powerfully throughout the school. Teachers are expected and supported to constantly develop their craft through the mastery of proven instructional strategies, the effective utilization of curriculum professional development, and self and formal evaluation.

School Model Effectiveness in Improving Student Achievement

K12 creates a positive and stimulating instructional atmosphere for all children, implementing a variety of teaching and learning styles to fit diverse student needs. Faculty finds extensive support via a comprehensive school leadership and staff development program atypical of other public schools, which is designed to provide job-embedded, day to day, professional development support throughout the school year. While academic achievement increases through the implementation of NAF's school model, attendance is also expected to increase as a direct result of high standards in all factors. Please see the Education Program for Reed's and Schaumberg's specific internal goals, as well as a description of K12's past achievement as the managing entity.

School Structure & Governance

Reed will consist of three small learning communities. As mentioned previously, our learning communities or academies are:

- The Academy of Engineering
- The Academy of Information Technology/Math/Science Academy
- The Academy of Biomedical Sciences

Each Academy will include the Academy Director, a guidance counselor and its own teachers and classrooms. The Academy Directors will oversee academic programs, teacher development and accountability, parent and community relations, and the overall school environment. Veteran Principal, Donald Jackson, will be the instructional and organizational leader. The high school will also employ two Master Teachers. They will work closely with the Academy Directors to coach teachers on effective instructional practice, develop and coordinate professional development opportunities based on teacher needs, and oversee the implementation of student assessments and the use of resulting data.

Schaumburg will have two vertically arranged teams k -8 so that teachers can plan, coordinate curriculum, and evaluate student programs across grades. The Master Teachers will lead the vertical teams, and will be responsible for developing and implanting professional development appropriate for the elementary level, chairing and facilitate vertical team meetings, coordinating curriculum and facilitating teacher utilization of assessment data. A counselor skilled in providing personal and academic counseling to elementary students will support the Teams. The Principal will be the instructional and organizational leader.

One Master Teacher will serve both the elementary and high school with a specific focus on bridging learning between the elementary and high school. This person will identify and implement curricular programs and activities that prepare students for the Academies and the academic rigor and structure of the high school. This bridge to learning process will be evident in grades 5 through 9. Both Reed and Schaumburg will employ a cadre of highly skilled educators who are committed to student academic success and to constantly improving their craft as teachers and administrators.

Both schools includes a highly structured discipline and uniform code for students, monthly parent involvement activities, enrichment offerings, which take place after school, physical education and music. These programs together contribute to school-wide cultures of discipline and high expectations for all members of the school community-students, parents, and educators.

K12 Inc., the charter management organization, will provide ongoing support to the school's operations. The School Principals will report to K12 Inc.'s VP of School Solutions, Edwin Freddie, L.L.D. The schools will also be able to draw on the support of several key staff within K12. K12's Business Manager, Camille Martin-Jones, will oversee the budget development process and ongoing budget management for Reed High School. Sue Furick, Senior Director of Classroom Academics, will work with a team of individuals to closely assess the implementation of Reed High Schools academic programs, will facilitate professional development of staff , as well as the design

of after school programs. K12's management will be supervised by Peter Stewart, SVP School Development. K12 will be supervised by NOECA Inc.

The NOECA Board is comprised of dedicated, knowledgeable community leaders. The Board structure instituted by NOECA enables the inclusion of a diversity of work experience from representatives of school/higher education, corporate and community. The Board has expertise in management, finance, legal, and fundraising and community relations. In order to make the decisions in the best interest of all students and their families, the board members serve as an active team that devotes time and resources to achieving NOECA performance objectives. The board will meet monthly, and will combine outside perspectives with K12 representation to maintain NOECA's vision of offering quality public education to all children. The Board was created to develop and implement operational and educational best practices and provide oversight to ensure the realization of NOECA's mission statement.

Short-term and Long-term Goals

As a charter school, educational and operational goals for Sarah T. Reed Charter High School and Schaumberg Elementary are guided first and foremost by the performance standards and expectations established at the federal, state and local levels. In line with these expectations The schools will aim to meet or exceed all student-based, financial, as well as legal and contract performance expectations each year. A more detailed student performance plan will be developed to ensure that these expectations are met upon analysis of initial student achievement assessment results during the first semester of the 2010-11 school year.

Within the scope of the initial five year charter contract period, student achievement will attain levels expected by No Child Left Behind Act (NCLB) as outlined in Louisiana's Accountability Plan for NCLB. Specifically, by the end of the 2014-15 school year, at least 78% of Reed students will meet or exceed state standards in English/Language Arts and 76% in Mathematics as measured by the Louisiana Educational Assessment Program (iLEAP/GEE) standardized assessment. Likewise, by 2014 -2015 100% of Schaumberg students will meet or exceed state standards in Reading and 80% in Math by grade 3 as measured by the Louisiana Educational Assessment Program. Both Schools will ensure that all subgroups meet expectations under NCLB and will work to close any achievement gaps using baseline data to set measureable goals each year (as indicated in the Recovery School District Plan).