

Narrative Part A: Executive Summary

Lycée Français de la Nouvelle Orléans (LFNO) students will matriculate into the finest colleges and universities throughout the world.¹ Lycée Français will provide the opportunity for its students to achieve both the Baccalauréat Français Américain and the Louisiana high school diploma in an academically challenging and culturally diverse educational environment.

Lycée Français de la Nouvelle Orléans will be a Pre-K through 12th grade school subdivided into 4 distinct sections as per the French School model. Those sections are *Maternelle* serving the Pre-K through K years; *Primaire* serving the 1st – 5th grades, *Collège* serving the 6th – 9th grades, and the *Lycée* serving the 10th – 12th grades. These sections are tailored to the proven developmental stages (both mentally and physically) that children move through. At the conclusion of Collège, 9th Graders will take the *Brevet*, the French middle school exit exam. During the Lycée years, *Lycée Français* students will pursue a Baccalauréat Français Américain in one of three disciplines: Math & Science, History & Social Studies, or Art & Literature. All three Lycée level academic tracks lead to the Baccalauréat Français Américain.

Concentrating on implementing a proven, comprehensive curriculum while effectively ensuring the acquisition of bilingual mastery, Lycée Français is the first of its kind in the local public school sector. As an independent French School, it is positioned for innovation, thus complementing each child's development which will deepen the learning experience in the classroom, on campus, and in the community.

Lycée Français has three principal goals: *High Student Academic Achievement, College Ready Students for Universities in the United States and throughout the world, and Organizational Competency*. We will be held accountable to these goals by our students, families, community, and the Louisiana State Board of Elementary and Secondary Education (SBESE). Furthermore, Lycée Français will use clear and measurable objectives proven within the established curriculum standards that will enable us to monitor our progress with frequent assessment and evaluation.

- i. **High Academic Achievement:** Lycée Français will prepare students for success on national accountability exams required by the State of Louisiana, college and university admissions' officers, as well as the national exams required by the French Ministry of Education. Our targets for student achievement will be 1500+ on the SAT's, 23+ on ACT's, & AP's that average > 90% of class size. In addition, Lycée Français will meet or exceed Adequate Yearly Progress (AYP) guidelines established under the Elementary and Secondary Education Act (ESEA). Lycée Français will maintain an accountability system that includes criterion-referenced assessments and comparative assessments, value-added assessments, and internally developed assessments. We will continually use data-driven instruction to monitor our performance, and make adjustments in curriculum, instructional methods and practices as needed.
- ii. **College and University Ready Students:** To develop college ready students for the finest colleges and universities: Lycée Français will promote high academic achievement to ensure all of our students can enroll in top tier colleges and universities. During our first five years, we will measure our progress toward preparation for middle and high school success based primarily on academic goals established by the French government and Louisiana State Department of Education. After receiving a second charter term, we will continue to measure

¹ Please see list "Universities that have accepted graduates of American French Schools in the past 5 years" contained within the Appendix

our success based on our goal that 100% of Lycée Français students earn and receive the LA high school diploma and > 80% earn the Baccalauréat Français Américain. We will also

Narrative Part A: Executive Summary (cont.)

measure the academic success of our students based upon the colleges and universities they matriculate into. Lycee Français students will be wanted by the finest colleges and universities worldwide and many will receive full scholarship offers.

- iii. **Organizational Competency:** Our goal is to create a top-notch academic and multicultural school environment that will inspire our students to reach their potential. We understand that to create a School of Excellence, we must attract and retain inspired administrators and professional educators to ensure our objective. In order to meet that challenge, we will utilize our financial resources efficiently and fundraise within and without our community to enable our Board to provide highly competitive salaries in order to attract the best and brightest. We are committed to going the extra mile to accomplish our goals.

Extensive educational research has demonstrated a positive link between second language proficiency and academic and cognitive ability. Independent academic studies show that those who learn a second language have superior divergent thinking skills, are more creative and are better at solving complex problems than those who do not². Other studies correlate second language proficiency with higher scores on standardized tests as well as tests of both verbal and nonverbal intelligence³. Further, the longer a student studies a second language, the greater the academic benefits the student accrues as shown on standardized tests of academic achievement⁴.

The model *Lycée Français* is based upon has been proven academically successful for students for the following reasons:⁵

Fact: Success in school depends upon the child's command of cognitive/academic language, which is very different from the social language used at home or acquired through traditional language courses.

Fact: The development of cognitive/academic language requires time: 4 to 7 years of formal instruction until complete fluency.

Fact: Children who master multiple languages develop learning strategies that help when learning additional languages.

Fact: Children learn an additional language in different ways depending upon their cultures and their individual personalities.

Fact: Students fluent in multiple languages consistently outperform their peers on standard language and academic achievement tests.

French-American Education is a learner-centered system that provides for the personal development of each student. It is designed to encourage creativity and curiosity, while surrounding the child with a disciplined working environment. The curriculum begins at the pre-kindergarten level and continues through the 12th grade. Students are assigned groups that correspond to the American levels of pre-school/kindergarten, elementary, middle and high school. At the high school level LFNO will focus on preparing students for the Baccalauréat Français Américain as well as the Louisiana high school diploma.

² Landry, 1974; Bamford & Mizokawa, 1991

³ Armstrong & Rogers, 1997; Hakuta, 1986; Thomas, Collier & Abbott, 1993

⁴ Taylor-Ward, 2003

⁵ These **Facts** provided by the Association of French Schools in America

Narrative Part A: Executive Summary (cont.)

Unlike the American system in which students work toward a single high school diploma, French school students earn two diplomas: the *Brevet des Colleges*, awarded at the end of the 9th grade, and the *Baccalauréat*, awarded at the end of the 12th. To receive the *Brevet*, students take a mandatory exam administered by an official of the French Examination Center. Their scores on this test, combined with their performance in the 8th and 9th grades, determine whether they will receive the *Brevet*.

The “BFA” (Baccalauréat Français-Américaine) is based solely on Baccalauréat test scores and it is taken in two stages. The first portion of the test, which covers French Language Arts and the Sciences for students in literary and economics tracks, is taken at the end of the 11th grade. The remaining subjects are covered by exams taken at the end of the 12th grade. Students with passing scores are awarded the BFA, whose requirements are more stringent than the typical American high school diploma.⁶ The test format is fill in the blank, essay and oral. There are no multiple-guess or true/false questions. All answers are written by hand by the examinee from his or her aggregate body of knowledge.

In an ever changing and rapidly evolving world, the Lycée Français founders believe that it is imperative for children to become multi-lingual. In fact, the global marketplace our students will enter demands it right now. By implementing the comprehensive French national curriculum (recognized worldwide for its excellence⁷), and providing the environment for students to develop the ability to think multi-dimensionally, Lycée Français will be the first Pre-K through 12th grade French school within the universe of public U.S. Charter Schools. At Lycée Français, it is not just the belief that “all children can learn,” it is the core concept that “all children can excel academically and succeed in the expectations and experiences of life itself.”

Part A, Sub-part a: LFNO Authorizer

LFNO is authorized by the Louisiana State Board of Elementary and Secondary Education.

Part A, Sub-part b: The Parish in which your school will be located,

LFNO, a Type II Charter, is located in Orleans Parish.

Part A, Sub-part c: Target Student Population

As a Type II Charter, *LFNO*’s student body will come from the Greater New Orleans Metropolitan Area composed of Orleans, Jefferson, Plaquemines, St. Bernard, St. Charles, St. John, & St. Tammany Parishes and will approximate the greater metropolitan area’s overall demographics. *Lycée Français de la Nouvelle Orléans* will recruit and educate students who are at-risk or not at-risk, black or white, Asian or Hispanic, rich or poor. We will be open to and recruit all children within the State of Louisiana.

Part A, Sub-part d: Grade Levels and Student Ages

LFNO will open with Pre-K3 – Kindergarten and add one or more grade level(s) each year thereafter culminating in 12th grade. The first year’s student age range will be 3 – 5 or 6. Ultimately, the student age range will be 3 – 18 or 19.

⁶ Association of French Schools in America

⁷ Over 95% of French citizens enjoy a high degree of literacy: *Fr. Ministry of Education*

Part A, Sub-part e: First Year School Calendar

2011

August 8-12 Teacher Orientation
 August 15 First Day of School
 September 2 ½ Day &
 Staff Professional Development
 Sept. 5 Labor Day- No School
 Sept. 16 ½ Day &
 Staff Professional Development
 October 14 Staff Professional Development
 Oct. 18 Records Day
 Oct. 25 Report Cards
 November 11 ½ Day &
 Staff Professional Development
 Nov. 21-25 Thanksgiving Holidays
 December 1 Staff Professional Development
 Dec. 16 ½ Day & Records
 Dec. 19 - Winter Break
 Jan. 1, 2012

2012

Jan 6 ½ Day &
 Staff Professional Development
 Jan 17 Martin Luther King Day
 Jan. 20 Staff Professional Development
 Feb 3 ½ Day &
 Staff Professional Development
 Feb 17 Half Day – Mardi Gras Holiday
 Feb 20-22 Mardi Gras Holiday
 March 1 ½ Day & Records
 March 2 ½ Day &
 Staff Professional Development
 March 7 Report Cards
 Apr 6 ½ Day &
 Staff Professional Development
 Apr 9-13 Spring Break
 May 4 ½ Day &
 Staff Professional Development
 May 24 Report Cards
 May 25 Last Day of School

Narrative Part B: Goals and Objectives

The goals of LFNO have been designed to ensure that students are successful learners and meet or exceed all grade level expectations. These goals are:

<u>LDE Priority Goals</u>	<u>School's Internal Goal</u>
Kindergarten ready pupils	LFNO offers PreK-3 in addition to PreK-4 to prepare kids for Kindergarten.
Literacy by 3rd Grade	Meet state E/LA GLEs for each grade level. Students at LFNO will perform at basic or above on all State Criterion Referenced tests.
Timely entrance to 4th Grade	LFNO will provide 6 week assessments to ensure student performance at basic or above on all LA State and Fr. National Evaluations.
Student performance at or above grade level in E/LA by 8th Grade	LFNO will provide 6 week assessments to ensure our 8th grade students will score at basic or above on the LEAP E/LA.
Student Performance at or above Grade Level in Math by 8th Grade	LFNO will provide 6 week assessments to ensure our 8th grade students will score at basic or above on the LEAP Math.
Students matriculate from H.S. timely	LFNO 12th grade students will pass the GEE at a 100% rate and the BFA at an 90% rate.
College or University enrollment within two years of H.S. Graduation	90% of LFNO Graduates will receive Advanced Placement in the College of their choice.
Students will complete at least	100% of LFNO Graduates will complete at least one

Narrative Part B: Goals and Objectives (cont.)

In order to meet or exceed our goals, LFNO will break down its long term goals into manageable, measurable benchmarks against which the school will determine its progress. LFNO will create a detailed accountability plan using student data to monitor actual performance and make adjustments in instructional methods to best meet the needs of each student.

The framework of the French Curriculum is designed using research-based strategies to address the developmental needs of children. The curriculum is taught in “cycles” which are three years in duration. The concept of cycles acknowledges that learning occurs at a different pace and in different ways for each child. Furthermore, research indicates that homework is positively correlated with student achievement, especially in older children. To this end, LFNO will have an afterschool Homework Center staffed with French teachers to ensure positive learning experiences for our students.

The goals and objectives of LFNO relate to the Louisiana Accountability System in terms of student achievement in that they are specifically tied to LEAP scores and the SPS. This, combined with the additional comprehensive assessment system of the French Ministry of Education, ensures the success of each LFNO student.

Narrative Part C. Education Program

Lycée Français de la Nouvelle Orléans will be a Pre-K through 12th grade school subdivided into 4 distinct components or sections per the French School structural model. The components of a French School are the *Maternelle* serving the Pre-K through K½ years; *Primaire* serving the K½ – 5th grades, *Collège* serving the 6th – 9th grades, and the *Lycée* serving the 10th – 12th grades. These sections coincide with the proven developmental stages (both mentally and physically) that children move through. At the conclusion of 9th grade, all students will take the *Brevet*, the French middle school exit exam. While in the *Lycée*, *Lycée Français* students will pursue a Baccalauréat Français Américain in one of three disciplines: Math & Science, History & Social Studies, or Literature. All three academic tracks ultimately lead to the Baccalauréat Français Américain.

Lycée Français will follow the high performance standards of the French National Curriculum as set forth by the French Ministry of Education and will also meet the high performance educational benchmarks as set forth by the Louisiana Department of Education. Students enrolled at *Lycée Français* will target the Baccalauréat Français Américain – a world-renowned, educational distinction of highest achievement. “*In the United States, experienced college admissions officers increasingly recognize the [French]Baccalaureate...as a strong indicator of academic promise and achievement*”- US College Entrance Examination Board.

In North America, there are three accredited French schools in the public sector – Audubon Charter School (which does not go beyond 8th Grade) in New Orleans, Sunset Dade School in Miami, and Abraham Lincoln School in Chicago. The goal of *Lycée Français* is to join the ranks of these accredited public schools. In New Orleans, the International School of Louisiana, Haynes Academy, Edward Hynes, and J. C. Ellis are public schools offering a French Immersion program. An "immersion" program teaches the Louisiana Core Curriculum in a foreign language and typically culminates at the 8th Grade level. None have as rigorous an academic pursuit as a French School culminating with a Baccalauréat Français Américain. Students that have earned a Baccalauréat Français Américain earn “advanced placement” at most American universities and can enroll in the world’s most prominent Universities.

Furthermore, students enrolled in an accredited French School can transfer into other accredited French Schools in France or around the world.

Narrative Part C. Education Program (cont.)

In New Orleans, the above mentioned schools, year in and year out, receive upwards of 1,000 applications to enroll new students. Approximately 60% are turned away. *Lycée Français* will have space for 135 Pre-K through Kindergarten students the very first year. The availability of space in an “open access” school offering a world recognized academic curriculum will be a welcome addition to the Greater New Orleans public school landscape.

The instructional methods used by the *Lycée Français* will be those used by educators who teach the French National curriculum. The curriculum is based on knowledge based learning within cycles. Teachers within each cycle (which is comprised of 3 years) work as a team to ensure that students master concepts, not just facts regarding the subjects taught. This system has a proven track record not only in Europe, but in the few schools in which it is used in the United States. Students within the New Orleans area who are taught using the French National curriculum have not only exceeded the state averages on the Louisiana Comprehensive Curriculum assessments, but continually exceed the French national assessments averages as well. The representatives of the French Ministry of Education have repeatedly confirmed that U.S. students who are taught using the French National curriculum are equipped to integrate into French schools throughout the world.

Lycée Français de la Nouvelle Orléans has a firm commitment to providing its students with the most competent and well trained faculty. In conjunction with the **Council for the Development of French in Louisiana**, which partners with France, only teachers who are certified in the French National Curriculum will be chosen to be a part of the *LFNO* Faculty. Those instructors, who teach outside of the French National curriculum, must have certification in their field of study. Professional Development opportunities will be offered to all teachers regardless of certification for enhancing their curriculum instruction and skills. We seek to provide our students with teachers who have a strong desire to continue their own professional growth through self-reflection and continued development.

One of *Lycée Français’s* goals is to maintain consistency in grade level expectations and academic achievement standards consistent with both the Louisiana Curriculum as well as the French National curriculum. Since the French curriculum involves 3 year Cycles for students, meetings for teachers within these cycles are imperative to ensure that students’ needs are met not only within individual Cycles, but as they pass from one Cycle to another. By providing opportunities for teachers from each Cycle to attend seminars on curriculum instruction regarding the specialized curriculum of the *Lycée*, teachers will be able to satisfy ongoing professional growth and development needs.

Every year *Lycée Français* promises many career advancement and educational opportunities for its educators. Advancement in technology will continue to dominate the professional development curriculum since one of the goals of the *Lycée* is to participate in online classes with other French schools in other countries. Further, *Lycée Français* will endeavor to provide its faculty with technology classes (available to them at no charge) for advancement in this domain. In addition, the faculty will submit their email addresses to the State Representative of Foreign Language so they will be aware of any new opportunities available to those who are immersed in a foreign language, such as travel and study opportunities as well as contests involving students and faculty.

Narrative Part D. Professional Development

Professional development opportunities are essential to a teacher's growth. The Lycée Français has a firm commitment to its faculty with regard to professional growth. In the start-up year, all teachers will attend an extra three day professional development prior to the commencement of school in order to become familiar with the policies and expectations of the school. This professional development will include curriculum development strategies, technology used by the school, as well as academic expectations and

Narrative Part D. Professional Development (cont.)

discipline of the school. Teachers will also learn lockdown procedures for safety within the school and become familiar with the policies regarding homework centers, lesson plans, school dress codes for both teachers and students, resource classes, classroom assignments as well as teacher mentor assignments for teachers with less than three years of experience.

The first year of the Lycée Français promises many opportunities for its educators. Every other Wednesday, faculty meetings will be held to discuss ongoing opportunities for teachers to continue their growth as well as issues which dominate the school. In this first year, there will be a guest speaker in January to discuss children with special needs. It is our wish that we can excel in this area. Since the director of the French program will be responsible for professional development, he or she will be responsible for providing ongoing opportunities for the faculty to continue growth.

Advancement in technology will continue to dominate the professional development curriculum since one of the goals of the Lycée is to participate in online classes with other French schools in other countries. The Lycée Français hopes to provide its faculty with technology classes available to them at no charge for advancement in this domain.

As previously mentioned, one representative from each cycle of education within the French national curriculum will be provided the opportunity to attend workshops whereby they can learn about advancements and updates within their cycles. These representatives will then report back to their cycle group with the information. New teachers will also be assigned a mentor with whom they can confide and reach maximum professional growth.

In the second year of the Lycée Français, educators will continue their growth with monthly meetings as well as pre-school meetings for all teachers with an additional three days for those new to the school. The ultimate goal for all faculty is to continue growth in all areas of professional development. Each school year will provide approximately nine months with opportunities for faculty to advance professionally. It is the intent of the school that by year three all faculty are well versed on the technology and resources that are available to them. Faculty will be continually made aware of new advances in technology as well as strategies involving curriculum and teaching.

In addition to the above, the faculty will submit their emails to the state representative of Foreign Language so they will be aware of any new opportunities available to those who are immersed in a foreign language, such as travel and study opportunities as well as contests involving students and faculty.

Narrative Part E. Implementation Timeline

One of the most important aspects of creating a charter school is its school implementation strategy. The planning for securing a school site sets the tone for the process of identifying the needs of the school. The Board of Lycée Français de la Nouvelle Orleans submitted a start-up plan and timeline in its application process to create a French charter school in New Orleans. A narrative of the implementation timeline is as follows:

- As of September, 2009, The LFNO Board identified a principal who actively participated in the chartering process. The principal will oversee the implementation timeline for Lycée Français,

including the instructional, operational and financial aspects of the school program from October 2009 through the first day of school, August 2010. The principal will be formerly hired after the charter has been approved by the state.

Narrative Part E. Implementation Timeline (cont.)

- The LFNO Board has contracted with a French government curriculum specialist to finalize the curriculum, linking it to state accountability standards, to procure appropriate French government textbooks and instructional materials, and to order supplies for the academic program. The Director of Academics will be formerly hired after the charter has been approved by the state.
- During the first few months following the adoption of our charter the primary focus will be informing the community of the creation of Lycée Français de la Nouvelle Orleans and student enrollment. Activities for both our school's announcement and student recruitment have been identified in our charter proposal with tasks assigned to school administration, board members, and supporters of the school. Our overall objectives will be to (1) ensure community recognition of our school, and (2) that enrollment objectives have been met by January 2010.
- All aspects of the timeline implementation have been identified in our charter proposal with monthly objectives. The goals have been broken down into manageable monthly components commencing with instructional, operational, and financial responsibilities assigned to school administrators, board members and active parent participants and/or supporters.

Narrative Part F. Budget Details and Justification

100 Salaries & 200 Benefits:

Conservative salaries and benefits have been allocated for the phase 1 (Start-Up) year, during which time the emphasis will be on planning and initial implementation phases of LFNO. The CEO/Principal, the Director of Academics and the office manager will be responsible for ensuring the successful opening and operation of the school, whereby the salaries and benefits will support these individuals as they work to achieve LFNO's goals and objectives. Developing benchmarks for student assessment and program evaluation, ensuring appropriate administrative and academic policies and procedures are in place as well as the daily office operations and bookkeeping will be critical to seamless transition from start-up to implementation phase of LFNO operations. The allocated funds in this category will be supplemented with state and federal programs as well as our internal fundraising initiatives.

300 Purchased Professional and Technical Services:

Adequate Professional and technical assistance during the first three years of LFNO's operations will be critical to ensuring the board, administration and staff have the experience and skill set necessary to succeed. Funds will be allocated to providing professional development of teachers and other staff who work at LFNO, classes and professional training for the administration and informational and leadership training for the board. These services ranging from staff training to strategic planning consultants to on-site visits to other Lycee educational institutions provide LFNO with the opportunity to ensure its operations are second to none. The allocated funds in this category will be supplemented with state and federal programs as well as our internal fundraising initiatives.

400 Purchased Property Services:

LFNO is currently evaluating various prospective facility locations in anticipation of the fall of 2010 school year. Although the specific property will likely necessitate the minor renovations to meet

Narrative Part F. Budget Details and Justification (cont.)

applicable federal, state and local health and safety requirements, at this time we are not in a position to provide a detailed budget regarding the funds that will be required for prospective property services.

500 Other Purchased Services

LFNO will be utilizing requested grant funds during the start-up and implementation periods to support attendance at national and state charter school conferences as well as conferences specific to our international focus. In attending the conferences and events sponsored by the Louisiana Charter School Association and the National Association of Charter Schools, LFNO's board, administration and staff will have the opportunity to stay engaged with the charter school community with access to invaluable information pertaining to the issues facing LFNO as a Type-2 Louisiana Charter School. The allocated funds in this category will be supplemented with state and federal programs as well as our internal fundraising initiatives.

600 Supplies:

The supplies and materials that will be purchased during the start-up and implementation phases of LFNO will ensure that the facility and the curriculum in which it provides is outfitted with well thought, quality items that act to facilitate academic as well as professional growth and development. During the start-up phase the emphasis will be on the basic necessities of curriculum materials, administrative supplies and strategic one-time start-up technologies. Allocated start-up items include textbooks, desks, chairs, tables, computers and software. During the implementation phases of LFNO will expand upon the curriculum materials and classroom supplies as increased enrollment is realized. LFNO will also make a commitment to ensuring the administration and student body are outfitted with first class materials and technologies creating an environment supporting LFNO's mission providing a world class education accessible to the public. The allocated funds in this category will be supplemented with state and federal programs as well as our internal fundraising initiatives.

Narrative Part G. Recommended Use of Funds

Curriculum:

The LFNO French curriculum follows the guidelines of the French Ministry of Education, which is organized as a series of multi-year cycles, during which students must acquire specific knowledge and demonstrate given competencies. LFNO understands that our school leaders will devote significant time and attention during the school's planning year to incorporating and refining this curriculum. Funds have been specifically budgeted for developing, analyzing and revising curriculum materials during both the start-up and implementation phases of the grant process.

Governance:

Strong leadership and a depth of knowledge associated with the Board, administration and staff will be critical to the success of LFNO. Effort has been made to provide those individuals within the above categories the tools they will need to be effective in attaining the goals and objectives set out by LFNO in establishing a world-class learning environment. Funds have been budgeted during both the start-up and implementation phases of the grant process for Board development and training, strategic planning, to

design and implement effective governance strategies for the Board and to develop strong policies and procedures for the Board and school.

Narrative Part G. Recommended Use of Funds (cont.)

Professional Development:

Providing growth and development opportunities for the administration, teachers and staff will ensure LFNO's educators and those involved in the operation of the charter school have a well rounded comprehension of the skill sets and expertise required by them. Funds have been allocated during both the start-up and implementation phases of the grant process for professional development and IT training, to ensure the knowledge, skills and other competencies needed to serve our students are achieved.

Assessment Data Collection, Analysis, and Reporting:

Funds have been allocated for developing strong systems for student assessment including; collecting, analyzing and reporting achievement data. Developing effective data-driven strategies for improving student performance is also an area to which LFNO has allocated resources. Funds budgeted for assessment data collection, analysis and reporting are pertinent to both the start-up and implementation phases of the grant process.

Special Education Program Design:

Understanding and accepting LFNO's responsibility in building strong special education programs in our first years of operation, we have budgeted resources specifically to address this need. During both the start-up and implementation phases of the grant process funds will be allocated for special education professional development, technical assistance, program design and implementation.

For a complete compilation of the use of PCSP funds, please see the "Plan for Use of Funds Chart" contained within the Appendix