

MISSION STATEMENT

The mission of OLTC Institute Research TECH is to implement, test, and analyze educational innovations to disseminate best practices in teaching and learning while developing business and real-world skills using cyber-research techniques.

TARGET POPULATION

We will support the overall goals of the system to prepare co-ed students for successful work experiences by collaborating with local entrepreneurs as an educational component to start and introduce business and research skills at the 6-8 grade levels, with the potential of adding grades 9-12 after the third year, whether they attend higher education or not. To make that goal more attainable, the school will provide a solid base for making choices that will lead students into thoughtful academic pursuits at the high school level. A business attire code, implemented in grade 6, will provide the base for those choices. A vital part of that curriculum includes job shadowing experiences so that students can see what a job entails before committing to the training necessary to do that career or job as an adult. Establishing a school culture where students from all socioeconomic backgrounds and circumstances unite to learn and grow in a positive, safe, and nurturing environment is a primary part of our mission and a source of pride for the school.

SCHOOL DESIGN

The educational program of OLTC Institute Research TECH will reinforce any unaccredited school district and reflect the State of Missouri's core commitment to high standards of achievement for all 6th-8th grade co-ed children with the potential for accommodating high school students in 9th-12th grade after our third year. The focus of the charter school will be to support the surrounding community by offering an intensive and comprehensive approach to school readiness in research and business. As a full-inclusion co-ed school, we prepare participants in all business aspects with the curriculum and entrepreneurial training that will help them to simultaneously perform academics and create a mock career program. In collaboration with the community, this research entrepreneurial project would be assigned at the beginning and due at the end of the student's tenure in the school. They will create products and services in the technological area that will be offered to the community. The "10 Fingers" model will be implemented in developing real-world skills while incorporating the core academic curriculum.

The school will include a research-based model addressing the needs of the student. Our classroom atmosphere will be designed as a regular office, where there will be a secretary, student ID badges, and a co-ed business dress code.

There will also be a recognition system, called TUFF (Thank yoU FulFillment), based on academic and community involvement. All of the core curriculum subjects would be both online and onsite; students may design their own BRIGGS schedule once they officially enter 7th grade (all 6th grade students will be prepared for this procedure onsite through class instruction). In addition, the charter school will provide four hours of differentiated instruction with four additional hours of educational programming dedicated to improving the student's proficiency in all core academic domains.

We will accommodate all students holistically, including those with disabilities, academically at-risk students, and those who cannot speak English proficiently, as long as they have no disciplinary or attendance issues. The enrollment process for our co-ed students includes passing an onsite interview, a signed special needs form, and a written screening examination; online assessments will include a hands-on questionnaire and a pre-test. After the process is complete, if the assessments indicate the student may be about one grade level behind his/her peers, we will screen him/her further using hands-on interactive games to measure his/her performance outcomes.

COMMUNITY INTERACTION

As a community charter school, we will face the same challenges and constraints that confront all schools nationally, not just in Missouri. The correction for this academic issue is implementing technology at an earlier cognitive age; this was confirmed via a collaboration with Bethesda Temple Child Development Center starting in approximately 2009 and ending with its closure in 2016. By creating the eLearn Portal, we exposed preschool children to computer-based skills. Within the first year of this collaboration, the children and their parents were quickly amazed at their development skills. That trend continued with Normandy Schools Collaborative in 2015 through Title II of No Child Left Behind, when our staff attended workshops in various local organizations, including the St. Louis Science Center and the St. Louis Zoo, in an effort to enhance and upgrade our instructional skills and techniques. These enhancements and upgrades will be used in our charter school. (The link for the sample interactive video from 2011 recorded at Bethesda is: <https://www.youtube.com/watch?v=ojSgD7Ret0>; our website is: <http://www.oltc.us/tech-ready.html>.)

A DAY IN THE LIFE OF THE SCHOOL

OLTC will open its physical site by August 28 of its first year of operation, and the website for online courses will open after Labor Day in the first year of operation. The schedule below is a sample to convey how OLTC might organize the

instructional day in grades 6-8 for onsite students only (59,400 minutes in this schedule, at 330 minutes/day for 180 days). Instructional activities for each content area will be varied, emphasizing developmentally appropriate activities such as structured research play and games, to keep middle school students engaged throughout each block of time. We would recognize students who have been rewarded for their outstanding performance during academics and within the community.

8:00-8:10 Morning Opening (10 min.)

8:10-8:40 Language Arts (30 min.)

8:40-9:10 Reading (30 min.)

9:10-9:40 Social Emotional Development (ex: bullying) (30 min.)

9:40-10:40 Science (30 min. of instruction and 30 min. of lab)

10:40-11:40 Information Technology (60 min.)

11:40-12:10 Lunch (30 min.)

12:10-12:40 Social Studies (30 min.)

12:40-1:10 Mathematics (30 min.)

1:10-1:25 Exercise (onsite only) or Technical Support (online only) (15 min.)

1:25-1:40 Home Room Study (onsite only) (15 min.)

1:40-2:10 ELD/EL/Struggling Reader Support (onsite only) or eBooks (online only) (30 min.)

2:10 Dismissal

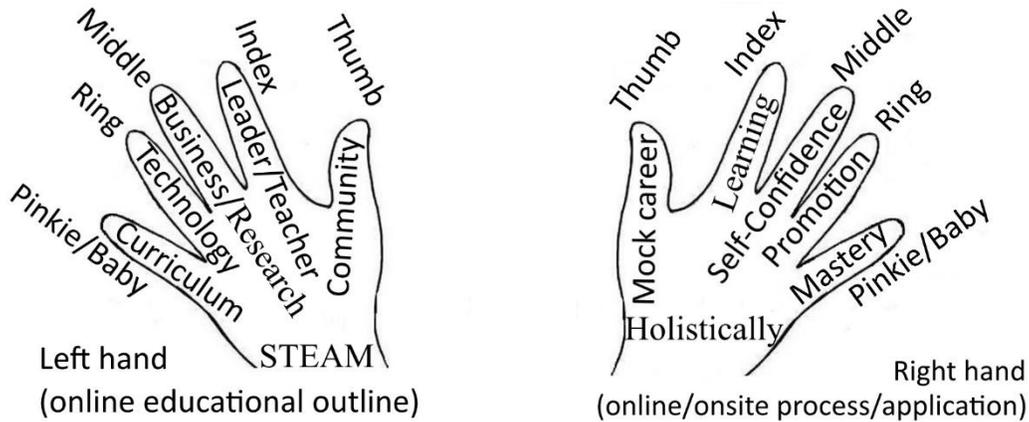
SCHOOL OUTCOMES AND GOALS

1. We will show 1.5-year-plus growth for each cohort group as measured by MAP results (academic).
 - a. 50% of all students will show a 75% improvement in MAP scores compared to the year before and will increase by 5% each year thereafter.
2. At least 50% of the students will improve their reading and math scores (academic).
 - a. 50% of all students will show an 80% improvement in reading and math scores compared to the year before and will increase by 5% each year thereafter.
3. 80% of online and onsite staff members will receive satisfactory peer performance reviews (non-academic).
 - a. 60% of all staff members will rate their peers in performance reviews as “satisfied” or higher on average compared to the year before and will increase by 5% each year thereafter.

4. 95% of the students will have fewer than 12 combined online and onsite absences a year (non-academic).
 - a. Daily online attendance will be projected at 99% and onsite attendance at 95% on average compared to the year before and will increase by 5% each year thereafter.

SCHOOL INNOVATION

10 FINGERS MODEL DESIGN



The focus and implementation of the school’s “10 Fingers” model will have each student go through 10 steps in learning and application of the academic curricula. The first five steps (left hand, starting from the pinkie finger) will involve the navigation of online educational learning; the second five steps (right hand, starting from the thumb) will involve its process and application, both online and onsite. This curriculum will familiarize the student with common real-world objectives such as English reading, word processing, business writing, etc. They would have math in the form of word problems and calculations. Science and technology will involve product design, implementation, and distribution. Basically, the curriculum will be online; however, some art skills, such as 2-D and 3-D drawing, would require an onsite approach.

FOUNDING TEAM

Karen Carroll – Dedicated to “All Children Can Learn” and deserve every opportunity to succeed. A business owner and professional demonstrating skills growing staff, promoting diversity, taking business to unprecedented levels. Community partnerships and development of resources as a key focus in moving forward our constituents, regions, schools, and students. Expertise in serving Title One students for over 8 years. Founded Sylvan Learning Center.

Delores Gregory – An experienced and accomplished educator spanning over 25 years. Demonstrates ability to teach, motivate, and direct students while maintaining high interest and achievement. Diverse background in education and community (networking) resources. Articulated communicator who effectively interact with diverse populations of students at a variety of academic levels. Consistently maintains excellent relations with students, parents, faculty, and administrators. Self-motivated with strong planning, organizational and leadership skills. Responsible for the supervision of staff, budget, preparation of programs, and community education. Established On-Line Training Center and OLTC Institute, family training centers designed to teach and empower individuals with the necessary skills for survival within the community.

Amber Gooding – Airport Assistant Director of Community Programs & Business Diversity Development, Lambert-St. Louis International Airport. More than 25 years of leadership experience in business development, community relations and strategic planning with an emphasis on diversity and inclusion for organizations in aviation, healthcare, and community development. Have held highly visible leadership positions and earned a reputation for continually making a positive bottom line-line difference while maintaining excellent customer service. Strong management qualifications with expertise in organizing departments' into 'think tank' groups to develop policy changes, restructure departmental operations, and develop strategies for specific initiatives.

Cynthia Wagner – Owner of Creative Marketing Methods. Creative Marketing Methods is a marketing consultant business and services are online entrepreneur and marketing courses through webinars, on-site marketing workshops, creating marketing plans, identifying the target market, driving traffic through LinkedIn, special events planning and creating new marketing ideas for businesses. Partnered with Ferguson 1000 in the entrepreneur consulting department teaching young adults about the importance of using marketing strategies to start a business. Member of the National Black MBA and served as the chairperson of the Entrepreneur Committee.

Brian Wieher – An award winning, energetic professional with 20+ years of experience in developing, implementing, and managing nutritional and other public health related programs with extensive background in project management, public relations, customer service, food service and nutritional requirements for K-12 schools. An entrepreneur with a degree in Hospitality and Restaurant Administration from Missouri State University who enjoys working collaboratively with different organizations to develop strong relationships that will have the greatest impact.