



Charter Application 2016

Missouri Charter School Application Cover Sheet

NAME OF PROPOSED CHARTER SCHOOL
 Northeast Academy of Arts and Technology (NEAT)

NAME OF NOT-FOR-PROFIT 501(c)(3) ORGANIZATION THAT WILL HOLD THE CHARTER
 Northeast Academy of Arts and Technology Inc.

PRIMARY CONTACT
 Nicole King

TITLE OR RELATIONSHIP TO NOT-FOR-PROFIT ORGANIZATION
 Executive Director

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EDUCATION SERVICE PROVIDER/PARTNER ORGANIZATION (IF APPLICABLE)
 Not applicable

PHYSICAL ADDRESS OF SCHOOL (IF KNOWN)
 541 S. Elmwood
 Kansas City, Missouri, 64124

DISTRICT IN WHICH THE SCHOOL WILL BE LOCATED
 Kansas City, Missouri School District (33)

INTENDED OPENING DATE (SCHOOL YEAR: E.G. FALL OF 20-)
 Fall of 2017

PROPOSED CHARTER TERM (NO FEWER THAN 5 N MORE THAN 10 YEARS)
 5 Years

ENROLLMENT PROJECTIONS (IF APPLICABLE)

School Year	Grade Level	Projected Enrollment	School Year	Grade Level	Projected Enrollment
Year One	K-2	180	Year Six	*K-7	480
Year Two	K-3	240	Year Seven	*K-8	540
Year Three	K-4	300	Year Eight		
Year Four	K-5	360	Year Nine		
Year Five	K-6	420	Year Ten		

AT FULL ENROLLMENT, NEAT INTENDS TO SERVE GRADE LEVELS K TO 8 WITH A PROJECTED ENROLLMENT OF 540.

SCHOOL DESCRIPTION

The mission of NEAT is to advance equity for all students through Science, Technology, Engineering, Art, and Mathematics (STEAM)-based learning producing students who demonstrate strong academic achievement and stewardship for the environment and their community.

NEAT will open with grades K-2, and grow an additional grade each year through the first five-year term of our charter. Our goal is to establish a K-8 school in Northeast Kansas City by the 2022 school year. NEAT expects that by the end of the first charter term in 2022, we will be one of the highest performing LEA's in Kansas City.

NEAT's STEAM-centered learning model will boost academic performance and social-emotional development for children from every background. A strong foundation of literacy and math in the early grades (K-2) will ensure that NEAT students are prepared to engage in accelerated STEAM coursework and projects in high school. Students will benefit from a school culture that respects and nurtures each student, while enabling them to grow in confidence through real, measurable achievement and performance indicators. By providing access to quality public educational options, NEAT will strengthen families, the neighborhoods we serve, and the city of Kansas City, Missouri as a whole.

APPLICATION CERTIFICATION:

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocations after award. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization.

SIGNATURE

TITLE/ROLE: Executive Director

DATE 2016

PRINTED NAME Nicole C. King



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A. Education Plan

A.1 Mission, Vision and Goals

Mission

The mission of NEAT is to advance equity for all students through Science, Technology, Engineering, Art, and Mathematics (STEAM)-based learning producing students who demonstrate strong academic achievement and stewardship for the environment and their community.

NEAT is applying to open a K-8 LEA in 2017. NEAT will open with grades K-2, and grow an additional grade each year. Our goal is to establish a K-8 LEA in Northeast Kansas City, Missouri and to work in partnership with the community to fulfill NEAT's mission.

- NEAT believes that all students, regardless of background, can reach their full potential. With an expected student population of diverse dual-language learners, NEAT will implement STEAM (science, technology, engineering, arts, and mathematics) curriculum, with a specific focus on place-based learning.
- NEAT believes in increasing the number of educationally disadvantaged students in math and engineering who succeed in high school and post-secondary education and become productive members and leaders in the new economy.

To meet our student's needs and fulfill our mission:

We aim to:

- Educate students to achieve ambitious academic and artistic goals in a rich academic and arts program enhanced by partnerships and collaborations with local science and arts organizations and universities;
- Acculturate students to respect and positively impact the global community in which they live;
- Increase interest and access to science, technology, engineering, art and mathematics career paths;
- Prepare every student for success in high school.

In order to meet these aims, NEAT will:

- Hold high curricular standards in all disciplines, strict accountability, and high levels of parent participation to prepare children for success as students and citizens;

- Accelerate and significantly improve student performance in a manner that raises their achievement levels so they will be competitive at local and national levels;
- Implement a system of instruction and support services that allows all students to achieve success;
- Stimulate skills and interest in Science, Technology, Engineering, Art, Mathematics (STEAM), by giving students solid experiences in these areas;
- Create S.T.E.M. and art partnerships to provide the social/emotional, artistic, and intellectual supports necessary to sustain and motivate our students; and
- Instill in our students an array of social competencies to prepare them for active participation in STEAM-related career paths and appreciation for the arts.

NEAT Philosophical Framework

The NEAT school community believes that children deserve a safe, stimulating, enriched learning environment in which every child thrives. Our focus is academic rigor and excellence within the research-supported framework of Science, Technology, Engineering, Arts, Mathematics (STEAM) integration, strong teacher collaboration, high expectations of achievement in core content areas, and community involvement.

1. We believe the integration of STEAM, is a merger of creativity and academic rigor that strengthens the core curriculum and the student as a learner.
2. We believe in increasing the number of educationally disadvantaged students in science, math and engineering who succeed in high school and post-secondary education and become productive members and leaders in the new economy.
3. We believe in providing all NEAT students with an extraordinary education, and to graduate students as thoughtful, engaged citizens prepared to take on the difficult leadership challenges of the 21st century.
4. We believe in partnering with local universities to improve public education in Missouri by training and preparing educators to teach in and lead innovative urban public schools.

At NEAT, we have an expanded vision of student achievement. We believe that when a student is done with school and enters adult life, she will be judged for the rest of her life not by her performance on tests of basic skills, but by the quality of her work and the quality of her character.

NEAT is founded on the research-based knowledge that exposure to, and education and engagement in Science, Technology, Engineering, Art, and Mathematics (STEAM) results in increased student proficiency in traditional core academic areas (communication arts, mathematics, science, social studies), in

addition to broadening students' experiences, providing them a means for personal expression, and preparing them for scientific and other lifetime careers.

NEAT's work is built on three philosophical foundations for students and staff- Mastery of Knowledge and Skills, Character and High Quality Work-each described below.

MASTERY OF KNOWLEDGE AND SKILLS

Students

- Demonstrate proficiency and deeper understanding: show mastery in a body of knowledge and skills within each discipline
- Apply their learning: transfer knowledge and skills to novel, meaningful tasks
- Think critically: analyze, evaluate, and synthesize complex ideas and consider multiple perspectives
- Communicate clearly: write, speak, and present ideas effectively in a variety of media within and across disciplines

Teachers and Leaders

- Ensure that curriculum, instruction, and assessments are rigorous, relevant, and aligned with standards
- Use assessment practices that position students as leaders of their own learning
- Use meaningful data for both teachers and students to track progress toward learning goals
- Engage all students in daily lessons that require critical thinking about complex, worthy ideas, texts, and problems

CHARACTER

Students

- Work to become effective learners: develop the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration)
- Work to become ethical people: treat others well and stand up for what is right (e.g., empathy, integrity, respect, compassion)
- Contribute to a better world: put their learning to use to improve communities (e.g., citizenship, service)

Teachers and Leaders

- Elevate student voice and leadership in classrooms and across the school
- Make habits of scholarship visible across the school and in daily instruction
- Model a school-wide culture of respect and compassion

- Prioritize social and emotional learning, along with academic learning, across the school

HIGH-QUALITY WORK

Students

- Create complex work: demonstrate higher-order thinking, multiple perspectives and transfer of understanding
- Demonstrate craftsmanship: create work that is accurate and beautiful in conception and execution
- Create authentic work: demonstrate original thinking and voice, connect to real-world issues and formats, and when possible, create work that is meaningful to the community beyond the school

Teachers and Leaders

- Design tasks that ask students to apply, analyze, evaluate and create as part of their work
- Use models of excellence, critique, and multiple drafts to support all students to produce work of exceptional quality
- Connect students to the world beyond school through meaningful fieldwork, expert collaborators, research, and service learning

NEAT's Vision of Success

Vision: Northeast Academy of Arts and Technology graduates are capable of advanced STEAM coursework, prepared for admission to a college prep high school, and responsible participants in their community and the world.

For our students to be competitive in the workforce, there must be an educational paradigm shift regarding student learning and teaching beginning in the elementary school grades to produce more STEAM high school and college graduates. In defining our vision of success, NEAT looks to ensure our children from Kansas City, Missouri will be prepared for STEAM career opportunities. Subsequently, NEAT has established the baseline performance goals presented below. From the start, we expect to create a school culture that exceeds these goals that will serve as our baseline measures.

Performance Goals

NEAT expects by the end of the first charter term in 2022, we will be one of the top performing public charter schools in Kansas City. The academic goals presented below represent goals that exceed the city and state average assessment results and compare with the top performing charter schools in Kansas City and the state of Missouri. In addition to these goals, the NEAT Board will review current targets above the benchmarks listed below. All NEAT students will be included in state assessment data in the appropriate grade levels

(grades three to six in the first five-year charter term). For more information on NEAT's goals, please see *A.7 School Specific Goals and Objectives*, and *Appendix A*, which will include the performance contract with our sponsor.

- **Academic Goal 1:** Students will demonstrate understanding of the Missouri Learning Standards. At least 75% of students who have completed three years at NEAT will score Proficient or Advanced on the MAP Communication Arts and Mathematics assessments.
- **Academic Goal 2:** By its fifth year of operation, NEAT will earn an MPI equivalent to the DESE Academic Achievement Status Target of 375 in Communication Arts and Mathematics.
- **Academic Goal 3:** At least 75% of students who have completed 3 years at NEAT will read at or above grade level and/or make more than one year of academic growth each year as measured by Fountas and Pinnell's Benchmark Assessment System.
- **Attendance Goal:** At least 90% of NEAT students will attend at least 90% of the time.
- **Parent Engagement:** NEAT will achieve an overall parent engagement rating of 85% as indicated by parent surveys.

Research Foundation

The approval of this proposal will provide students access to the quality educational STEAM courses, supplemental and corrective services that can significantly reduce or actually eliminate most of the barriers to a secondary and post-secondary education for the population of students we plan to serve. We believe our charter school will close the achievement gap for children particularly first generation and low-income children. Research indicates by 2018, there will be a shortage of 3,000,000 workers with U.S. college degrees (Carnevale, Smith, & Srohl, 2010)¹. In our highly technological world, STEM literacy is being proclaimed as critical for both global competitiveness and individual success (Carnevale, Smith, & Srohl, 2010). In order to meet the demand for achieving STEAM literacy, instructional strategies integrating science, technology, engineering, arts, and mathematically relevant pedagogy into the classroom is recommended to reform K-12 classrooms (NRC, 2011)². Closing these gaps cannot be limited to helping students and groups at the remedial level in STEAM subjects. It requires unleashing the full potential of all our students who have not historically been drawn to STEAM fields. Gopnik, Meltzoff, & Kuhl (1999) point out STEAM education needs to recognize and cultivate untapped talent. Many of our future STEAM experts can and must come from traditionally underserved populations. STEAM fields will greatly benefit from drawing on a diversity of perspectives, cultures, and ideas³.

¹ Carnevale, A. P., Smith, N., & Srohl, J. (2010). Help wanted: Projections of jobs and education requirements 2018.

² National Research Council (NRC). 2011. A framework for K–12 science education: Practices, crosscutting concepts, and core ideas. Washington, DC: National Academies Press.

³ Gopnik, A., Meltzoff, A., & Kuhl, P. (1999). *Scientist in the Crib: What Early Learning Tells Us About the Mind*. New York: HarperCollins.

The *Education Supports Racial and Ethnic Equality in STEM Report* (2011)⁴ points to disparities in STEM educational attainment reviewed by the Economics and Statistics Administration. The report highlighted that non-Hispanic, Caucasian and Asian students are more likely than other ethnic groups to be employed in STEM related professions. The report raised the urgency and awareness for increasing students of color in STEM fields. These non-traditional classrooms, shift students away from learning discrete bits and pieces of phenomenon (reading about science) and rote procedures toward investigating (doing science) and questioning the interrelated facets of the real world, which is depicted in our educational plan.

STEAM-focused schools, like NEAT, represent a unique state and national resource, both through our direct impact on students and as a laboratory for experimenting with innovative instructional approaches. Maltese and Tai (2010), noted in their report, *Eyeballs in the Fridge: Sources of Early Interest in Science* evidence of enhanced learning and achievement when students are involved in a variety of STEAM related experiences. The report's quantitative data (e.g. standardized test scores, academic grades, and dropout rates) showed that the probability of having more STEAM experiences in school was greater for economically advantaged students than for low socioeconomic status (SES) students.

However, students with extensive involvement with STEAM --across the socio-economic strata -- performed better in school and stayed in school longer than students with minimal or no STEAM involvement. Also, the academic advantage for STEAM-involved students increases over the middle school years⁵.

All NEAT students --regardless of economic status -- will have high-level exposure to and significant required involvement in STEAM programs. While studies examining the effects of STEAM programs in general are somewhat limited, those examining the connection between specific STEAM areas of study and improved academic performance include Reynolds and Walberg (1992)⁶ who suggested that students' experiences in mathematics classrooms are significantly related to interest, and interest is a significant predictor of student achievement.

NEAT will work to close the achievement and interest gap in STEAM subjects among racial, ethnic, and gender groups by creating learning experiences that are based on student interest, community issues and provide rigorous curriculum and place-based connections. For example, Kansas City is located on the

⁴ Beede, D. N., Julian, T. A., Khan, B., Lehrman, R., McKittrick, G., Langdon, D., & Doms, M. E. (2011). Education supports racial and ethnic equality in STEM. *Economics and Statistics Administration Issue Brief*, (05-11).

⁵ Maltese, A. and Tai, R. (2010). Eyeballs in the Fridge: Sources of Early Interest in Science. *International Journal of Science Education*, 32: 669-685.

⁶ Reynolds, A. J., & Walberg, H. J. (1992). A structural model of science achievement and attitude: An extension to high school. *Journal of Educational Psychology*, 84(3), 371-382.

Missouri River, connections to Lewis and Clark, field experiences on the Missouri River and partnerships with Missouri Conservation experts will bring the past and current trends of the river to life for students. Students would learn about water treatment plants, conservation methods and water sampling. Art classes would create technical field guides on Missouri fish and bird species.

Maltese and Tai (2010) noted that boys and girls who show interest in STEAM by eighth grade can be three times more likely to later pursue degrees in STEAM fields. This underscores the importance of giving children exciting opportunities in STEAM early in life, and shows that the effects of such experiences can be long lasting. Despite this focus, highly-STEAM-focused schools remain a rarity in the United States, enrolling fewer than 1 student in 1,000. STEAM-focused elementary schools provide a unique opportunity to better connect science learning and literacy. Currently, reading and science are generally taught as distinct subject areas, and the potential for synergies between the two areas of learning are often overlooked.

NEAT Academic Model

NEAT's academic model is grounded in our philosophical foundations and aims to accomplish our vision of success, including our graduate profile. Central to our academic model is the relationship between our goals for our students and the programmatic elements that serve as tools to accomplish those goals. NEAT has identified the instructional approaches/practices, curricular materials and assessments that comprise our K-8 academic model. Together these tools provide the core of NEAT's academic program upon which school leaders will build. NEAT will adopt the instructional approaches that emphasize high achievement through active learning, character growth, and teamwork.

Instructional Approaches & Practices

- **STEAM-Project Based Learning-** is exemplified by project based learning expeditions, where students engage in interdisciplinary, in-depth study of compelling STEAM focused topics, work in groups and in their community, with authentic assessment coming through cumulative products, public presentations, and portfolios.
- **Data Inquiry Teams** are teams of teachers that meet regularly to analyze student data, to reflect on student progress, and to create action plans that will improve instructional effectiveness. Data inquiry teams focus exclusively on analyzing data for the students they teach and developing plans for responding to the needs and strengths of individual students, groups of students, and particular areas of curriculum. However, data inquiry teams are part of a larger system for using data to raise student achievement and close achievement gaps. At NEAT, data is defined as information that has been systematically collected and organized to support analysis, inquiry, and decision-making. Use of assessment data, in addition to observations and professional judgment, will enable us to

adapt to the students we serve, utilizing insights from both standardized exams and classroom-based tools.

- **Differentiated/Personalized Learning** ensures that instruction is appropriate for students' current understandings and needs. It enables all students to tackle meaningful learning challenges and for students who need additional targeted support in specific areas to receive it.
- **Looping** supports our students and develops a strong school culture, looping will be implemented in grades K-8. Roberts (2003)⁷ noted students who loop outperformed students in traditional classrooms in reading achievement, independent reading skills, and positive attitudes towards school. Roberts pointed out, "looping provided students with extended learning time while providing teachers and parents with the opportunity to gain a greater understanding of students' strengths and weaknesses, individualize instruction, and support for student learning".
- **Balanced Literacy Workshop** is a series of instructional techniques that allow for varying degrees of support and independence via whole and small group instruction in a workshop structure. These techniques balance discrete skills and their application in the context of authentic reading and writing.
- **Science/Math Workshop** integrates teaching science/math based on the Missouri Learning Standards (MLS). At the core of this approach is the practice of listening to children's mathematical/scientific thinking and using it as a basis for instruction. The Missouri Learning Standards contain challenging new expectations for students and teachers. Meeting these standards demands greater mathematics/scientific content, a strong emphasis on meaningful assessment and data-driven instruction.
- **Service Learning** is curriculum-based community service that integrates service with classroom instruction. Beyond simply performing volunteer acts, service-learning is structured in a way that gives students opportunities to put to use what they are learning through the academic curriculum. Even the youngest students offer service to their classrooms and schools.

NEAT Graduate Profile

NEAT is committed to helping all students develop strong academic knowledge and skills, as well as a host of dispositions and behaviors, that increase their curiosity and engagement, activate their full potential for learning, and prepare them for life, work, and study beyond their secondary school years.

While the pace and the path toward achieving these outcomes will vary among students and unfold along a set of learning progressions, the goal is for every

⁷ Roberts, J. M. (2003). *A comparative study of student performance in elementary looping and conventional classrooms in selected northern California schools*. Published doctoral dissertation, University of La Verne, California.

NEAT student to possess these capacities by the time they graduate eighth grade including:

Content Knowledge



Mastery of the core knowledge, critical thinking skills, and competencies outlined by the Missouri Learning Standards (MLS). Standards-based knowledge and skills will remain the central pillars of every student's learning, creating a deep foundation that enables further inquiry and exploration in a variety of fields and areas of interest. As part of this core learning, NEAT students will develop global, civil, and environmental literacies, as well as financial, health and media literacies, throughout their schooling.

Career and Life Skills



The knowledge, skills, and experience to navigate the "real world" and solve problems that arise in everyday life and in the workplace. Students will be exposed to a spectrum of industries and sectors and have experience working and implementing their learning in a variety of real-world settings. Students will know how to create compelling content in a variety of formats—through writing, speaking and multimedia—and be able to express themselves digitally, artistically, musically, or with their hands.

Global, Local and Digital Identity



The ability to navigate and engage in a 21st century global society that is more inclusive and interconnected. Students will be "multilingual," gaining exposure to or fluency in other languages that might range from Spanish to sign language and computer coding. They will know how to contribute their voices responsibly in all aspects of daily life, from social media to face-to-face communication. They will display an understanding and a respect for different cultures, and possess the ability to connect across racial, cultural and linguistic lines.

Leadership, Empathy and Collaboration



Strong interpersonal skills and the ability to positively influence and collaborate with others. NEAT students will have the experience and the knowledge to lead

others toward solutions and to manage the resources and decisions entrusted to them equitably and responsibly. Our graduates will display empathy for others and—having had abundant opportunities to work in teams with both peers and adults during their schooling—will be well prepared to lead and collaborate, both inside and outside the workplace.

Creativity



The freedom, confidence and ability to express their unique selves. Students will have exposure to and experience in a variety of creative and artistic forms and disciplines that serve to ignite their curiosity and enable them to find new pathways for expressing their unique identities and for exploring their own skills and styles. They will know how to integrate creative problem-solving into their work and how to approach problems and challenges creatively and from multiple perspectives.

Sense of Purpose and Sense of Self



Our graduates will see themselves as filled with purpose and value. Having been nurtured to focus on their capacity to grow intellectually, socially and creatively (a "growth mindset"), NEAT graduates will possess the grit to persist in long-term efforts and persevere toward important goals. They will graduate with a strong, healthy sense of self and the confidence that they have a valuable role to play in the world. They will possess self-knowledge and self esteem, conduct themselves ethically and with integrity, and know how to reflect on and learn from their experiences.

A.2 Curriculum and Instruction

***Evaluation Criteria A: NEAT intends to adopt curriculum that has already been developed.**

Curriculum Overview

NEAT will build interactive, dynamic classrooms in which critical thinking and creativity thrive alongside standards and academic benchmarks. We will work to create classrooms in which students can build the skills they need to participate in high school and in their lives. We will structure learning to build on what students already know and support them in revising and refining their understanding as they work toward mastery. In addition to content knowledge, our students engage in learning processes that develops conceptual understanding and self-knowledge.

In *A.1 Mission, Vision and Goals*, we presented the philosophical foundations and the NEAT graduate profile, our definition of what an excellent education accomplishes. In this section we further explain how we pursue understanding and those dispositions through our academic model and program.

Specifically, we describe the instructional approaches and practices, curricular materials and professional development elements that support teaching and learning. At NEAT, all curriculum & instruction drives towards the development of the NEAT dispositions as well as the content knowledge and skills delineated by the Missouri Learning Standards, Grade-Level Expectations and Course-Level Expectations.

Instructional Approaches & Practices

At NEAT, our instruction in traditional academic subjects and social-emotional learning will rely on a set of instructional approaches and practices: STEAM-Project-Based Learning, Data-Inquiry Teams, Differentiated/Personalized Learning, Looping, Balanced Literacy Workshop, STEM Workshop and Service Learning.

Some are focused on a single subject discipline, while others span all subject matters. Moreover, these approaches and practices do not stand alone, but rather influence each other. Together they represent the practical means that our teachers and school leaders will employ in operationalizing our purpose, mission and philosophical foundations. Teachers will draw on multiple strategies in planning, delivering and adjusting their instruction.

STEAM Project-Based Learning

NEAT defines STEAM project-based learning as a curricular and pedagogical strategy that organizes students' mastery of state standards in the core academic disciplines around projects. As reflective learners, children connect what they have learned to their own lives. Rather than studying mathematics, and then separately studying science, and then separately studying language arts standards, project-based learning integrates skills and knowledge attainment through meaningful scenarios and around compelling and engaging topics. Thoughtful questions and activities help children synthesize their new knowledge and apply it to novel situations. Thematically integrated project-based units are often a highlight for students and are engaging opportunities for them to develop high-level critical thinking in a creative hands-on way. These units provide students with multiple ways to approach material, to participate and demonstrate learning. In creating its instructional project-based learning units. Grade-level teams of teachers will develop integrated project-based learning units in which the science, social studies and arts thematic elements draw cross-curricular content together into integrated units.

Data-Inquiry Teams

Teachers, supported by school leaders, will analyze standardized and classroom-based assessment data. Through this analysis, they will identify trends of mastery and difficulty for individuals, groups of students, and the class as a whole and will consider those trends in light of observational data and professional judgment. They will identify skills, concepts and strategies in need of further instruction. Based on the trends, they will determine whether whole class re-teaching, small group intervention or individual tutoring is the appropriate response.

Differentiated & Personalized

NEAT does not believe in “one size fits all” instruction. In K-5, we differentiate instruction by providing targeted content and levels of support, as needed. Our low teacher-to-student ratio and classroom support staff in the elementary grades allows for flexible grouping during the school day. Furthermore, our use of the workshop model and STEAM project-based learning provide for substantial independent work time in which teachers can meet with small groups and conference with individual students. (While we consider differentiation appropriate for all students, more information can be found in A.6 Special Student Populations.) In grades 6-8, we expect to leverage technological resources to personalize learning and to allow for even more flexible instructional groupings, including larger lectures, more intimate seminars and independent, adaptive computer-based tools. We will take advantage of classroom-wide and individual performance data to tailor our instruction to the specific needs of our students. Comprehensive, ongoing assessments help teachers monitor and refine the impact of their curriculum on each child throughout the school year. By analyzing assessment data, our teachers identify skills and concepts requiring further instruction for individuals, groups of students and each class as a whole.

Looping

The practice of looping has also been described as practical in that it eliminates time lost at the beginning of each year when the new teacher must take time to get to know students’ diverse learning levels and differing needs. Looping allows teachers to pick up where they left off when the school year resumes and allows teachers to connect with students and parents in a more personal and continuous basis (Little & Little, 2001)⁸.

Grant, Johnson, and Richardson (1999)⁹ supported these benefits along with stating that the “relationship is what gives looping its power” (p. 16). Given time, a teacher can: (a) develop a deeper understanding of students’ learning styles

⁸ Little, T.S., & Little, L.P. (2001). *Looping: Creating elementary school communities. Fastback 478*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

⁹ Forsten, C., Grant, J., & Richardson, I. (1999). *The looping evaluation handbook*. Peterborough NH: Crystal Springs Books.

and needs, both academic and emotional; (b) better understand students' family dynamics and the parents' needs and expectations regarding their children's education; (c) approach the curriculum in more depth, knowing that there is more time to help students make connections in their learning; and, (d) understand the requirements of the teachers coming before and after, and develop a more all-encompassing view of the educational process through which her students will pass. In a seven-year study on looping, Grant, Richardson, and Forsten (2000) noted student attendance in grades two through eight increased from 92% average daily attendance to 97%; also, retention rates decreased by more than 43% in those same grades.

Balanced Literacy Workshop

At NEAT, we have adopted a balanced approach to teaching literacy, with an emphasis on promoting authentic reading and writing across subjects, often presented in a workshop structure. During workshop, teachers present a mini-lesson to the whole class, which demonstrates a specific technique. Then students are sent off to apply the technique independently to their project. Teachers conference with students and lead small groups for students who are likely to need more support, based on previous assessment. During these lessons, they observe and assist as needed, coaching students in applying the technique to their work. (Teachers also utilize the workshop structure across subjects, in addition to reading and writing.) The balanced literacy instructional methodologies that make up that approach serve as our core techniques for teaching reading and writing, as indicated by the examples below:

Reading

- **Interactive read-aloud:** The teacher reads the text aloud and takes the opportunity to engage students with texts that are more complex than they can read for themselves.
- **Literature discussions & book clubs:** These discussions begin as brief turn-and-talk moments in interactive read-aloud. This sets the stage for transitioning into brief small group discussions and, as students mature, into independent book clubs in which students read, respond and analyze literature.
- **Shared reading:** Students read aloud from a common enlarged text. In primary grades, this might be a big book or a chart. In the upper grades, the teacher might project an article to highlight key text features.
- **Guided reading:** The teacher brings together a group of students who are similar in reading level based on assessment.
- **Reading conference:** Teachers converse with students individually about their reading to provide brief targeted coaching, usually focused on one concept or skill.

Writing

- **Modeled writing:** The teacher demonstrates the process of writing in a particular genre, while thinking aloud to reveal his/her mental processes while writing.

- Shared writing: The teacher and students compose a text together. The teacher is the scribe. The text becomes a model, example or reference for student writing and discussion.
- Interactive writing: This method is very similar to shared writing, with the addition of asking students to write some portion of the text. This technique is used with beginning writers only and focuses on the features of letters and words.
- Writing conference: Teachers converse with students individually about their writing to provide brief targeted coaching, usually focused on one concept or skill.

Taken together the balanced literacy instructional techniques are structured according to the principle of the gradual release of responsibility, in which responsibility is released from the teacher to the student. As such, the contexts vary according to the degree of teacher support and learner control. In their book *Guided Reading: Good First Teaching for All Children*, Fountas & Pinnell assert, “Each element requires a different level of support from the teacher and respects the level of control or independence of the children” (1996, p. 25).

STEM Workshops integrate teaching math/science based on the Missouri Learning Standards (MLS). At the core of this approach is the practice of listening to children’s mathematical/scientific thinking and using it as a basis for instruction. The Missouri Learning Standards contain challenging new expectations for students and teachers. Meeting these standards demands greater mathematics/scientific content, a strong emphasis on meaningful assessment and data-driven instruction. The STEM Workshop intersects perfectly with the eight Missouri Learning Standards of Mathematical/Scientific Practice and spans all grades K-8. Particularly, STEM Workshops not only asks students to reason abstractly and quantitatively but also propels them to construct viable arguments, articulate their mathematical/scientific thinking and critique the reasoning of others at a level of depth that is required within the learning standards. Therefore, the use of a STEM Workshop not only supports students’ mastery of learning standards in mathematics/science but helps to leverage students’ literacy development as well. As part of our professional development, NEAT school leaders will visit and collaborate with other schools that have successfully utilized a STEM Workshop model to ensure rigorous differentiation within our STEM program.

Service Learning

At NEAT, service learning is integrated into the STEAM project-based learning units. As described above, NEAT will design and implement five project-based learning units per year; each unit will include a service-learning component. The scope of the service learning will vary based upon the grade of students.

Service learning involves curriculum-based community service that integrates community service with classroom instruction. Service learning ties the service projects to academic curriculum, has clearly stated learning objectives tied to state standards, and includes a period of reflection or analysis of the activities in

which students discuss, write about and make presentations about what they have learned and what impact they have made through service.

Examples of potential service-learning projects include:

- Creating a school garden
- Working at a food bank
- Leading a community beautification project
- Raising school and community awareness about an issue of local or global importance

While the performance of community service addresses demonstrated needs in the community, the students simultaneously strengthen their academic skills embedded in their community service work. At NEAT, our project-based approach will integrate literacy development and STEAM skills into our service learning activities. In other words, service-learning activities will not take time away from core academic learning but, rather, will function as another instructional methodology in fostering student achievement of state standards across disciplines. Existing research has demonstrated that the quality elements of service learning (such as active student participation in planning and implementing service activities, clear connections between the course learning objectives and the service projects, and structured reflection on the students' service experience) lead to greater impacts on students' academic and civic attitudes and behaviors than community service alone.

Curricular Materials

Subject-specific commercially produced curricular programs that are aligned to the Missouri Learning Standards provides the foundation for NEAT's educational program. NEAT respects teachers and wishes to empower them to be the most effective educators possible. Therefore, purchased curricular materials will be used as a basis upon which teachers will build. NEAT currently plans to use the following materials as foundations to deliver the curriculum. In years ahead, resource selection may change, upon a thorough review of a curriculum adoption committee comprised of faculty and leadership and guided by the Missouri Learning Standards. All curricular and instructional materials will be aligned to required state content and performance standards.

English Language Arts

The English Language Arts curriculum is designed to build and strengthen skill sets in listening, speaking, reading, researching, writing and language conventions. Students will be able to see and utilize their communication skills, vocabularies and writing abilities in an authentic manner within both their literacy blocks and throughout their schoolwork and STEAM project activities. We will also emphasize the writing process necessary for clear and effective academic writing, as students apply their developing understanding of writing techniques in various genres across narratives and poetry to research papers. Students will become familiar with the elements and techniques of literature, including: plot,

setting, character, narrator and voice, theme, irony, foreshadowing, and symbolism. They will learn to become literary critics of poetry, drama, short stories, and novels. These efforts are supported by grammar and vocabulary practice. Use of inquiry and the discovery process encourages students to fully challenge and engage their diverse learning styles.

Furthermore, by using an STEAM integrated curriculum, NEAT will develop students' communication skills in all subject areas. The overarching goal for the English Language Arts program is that students will develop to be life-long readers and writers. Utilizing a balanced literacy approach within reading and writing workshops, teachers will structure their instructional strategies according to the workshop model, in which responsibility is released from the teacher to the student. To provide Missouri Learning Standards based instruction in all areas of literacy, NEAT will use high-quality curricular materials. Core materials are described below. The previous description of balanced literacy is one example of a step-by-step demonstration of how the curricular materials below will be utilized in a process that supports students. The two units of study (reading and writing) allow for the conferencing, literature discussions and book clubs. Fountas & Pinnell provides a breadth of materials that support guided reading, shared reading and writing, and additional support for the technical skills of reading and writing for primary students. The skills of oral language are implemented and refined in conferencing and literature discussions, as well as in assessments that function as a demonstration of understanding. Finally, each of these curricular materials come with teacher professional development materials that will be utilized at grade level meetings weekly and monthly throughout the school year to support teacher development, both as a team and to focus on an individual teacher's growth needs.

The Continuum of Literacy Learning, K-8 (Fountas & Pinnell, 2010): The Continuum of Literacy and Learning is fully aligned with the Missouri Learning Standards. However, it is much more detailed and, as such, it presents a means to make the standards more specific as a basis for instructional objectives. There are seven continua which focus on each area of Language Arts: Interactive Read Aloud and Literature Discussion; Shared and Performance Reading; Writing About Reading; Writing; Oral, Visual, and Technological Communication; Phonics, Spelling, and Word Study; and Guided Reading. Each continuum lists specific behaviors and understandings that are required at each level for students to demonstrate thinking within, beyond and about the text. The seven continua provide grade level expectations and are designed for planning group instruction. Fountas & Pinnell's guide "addresses broad goals but presents finely detailed and specific statements of behaviors and understandings that literate students should demonstrate (and that the teacher should teach) at each grade level and at each level of a gradient of text difficulty (A to Z)."

Units of Study for Narrative and Informational Writing (K-8): These detailed curricular units, developed by Lucy Calkins and her colleagues at the Teachers

College Reading and Writing Project, serve as the primary resource for establishing and supporting a writing curriculum. Based on the writing workshop approach, they support students in becoming powerful writers who learn to observe the world within and around them, write drafts, revise, edit and present polished and well-crafted pieces of writing. Each grade contains four core units per year, including at least one from each of the three genres of opinion, narrative and informational writing, and support Missouri Learning Standards' emphasis on the production of nonfiction writing in addition to fiction.

Units of Study for Teaching Reading: A Reading Workshop Curriculum (K-5): NEAT will consider its suitability for a constructivist approach to learning, alignment to Missouri Learning Standards and our assessments, appropriateness for the likely need of our students, and flexibility in differentiation.

In addition to the curricular material listed above, the Executive Director and professional development committee will select an appropriate series to provide regular phonics instruction for students grades K-2 and in subsequent years as necessary. Possible tools under consideration include Foundations Phonics and Word Study (K-4); Fountas & Pinnell Phonics and Word Study (K-3); and Words Their Way (K-5).

Mathematics

Aligned to the Missouri Learning Standards for Mathematical Practice, NEAT's mathematics curriculum is focused on two elements: 1) building students' deep conceptual understanding of mathematical concepts and 2) developing students' ability to problem-solve and articulate their mathematical thinking. Our program will allow students the opportunity to use problem-solving strategies, group-questioning techniques, investigations, critical analysis, the gathering and construction of evidence, and the communication of rigorous arguments in both written and oral language to justify their thinking. Students will learn in collaboration with their peers, through sharing information, expertise and ideas.

Students will work to create and critique logical arguments, communicate their mathematical understanding effectively, and formulate complete, logical arguments to support their conclusions.

Prior to opening, school leaders will select the curricular materials that will provide the foundation for mathematics curriculum, based on the following criteria:

- Real-life problem solving
- Supportive of students' construction of understanding
- Balanced instruction
- Multiple-methods for basic skills practice
- Emphasis on communication
- Home/School partnerships

Possible programs under consideration include *A Story of Units* or *TERC Investigations in Number Data and Space*. These curricular programs support a similar view of the student as an active participant in learning while simultaneously recognizing the process of development of logical-mathematical thinking skills across the elementary years. By introducing concrete representations of abstract mathematical concepts, students interact with sophisticated math concepts years before they are expected to master those skills on an abstract level, thus building the groundwork to support meaningful understanding rather than rote memorization not only during elementary school but throughout a student's mathematical education. As needed, these curriculum programs will be supplemented with additional resources to support the learning of math facts and promote automaticity in addition, subtraction, multiplication and division.

Science, Technology, Engineering, and Mathematics Curriculum

NEAT will adopt a Next Generation science curriculum that actively pursues practical and hands-on education and is aligned to Missouri Learning Standards for grades K-8. Through STEAM projects, students will develop skills consistent with modern-day science and engineering practices. Next Generation focuses on deep levels of understanding and the relevant application of information to ensure thorough comprehension of the material. NEAT's adoption of Full Option Science System™ (FOSS) for K-8 classroom materials will actively engage students through scientific experimentation and analysis. FOSS also has a strong literacy component and, therefore, is an effective mechanism to deliver nonfiction-oriented Missouri Learning Standards aligned reading and writing instruction. FOSS provides teacher toolkits that will make integrating scientific experimentation into the classroom accessible for classroom teachers and will provide students with investigation guides to allow students to practice recording and describing their scientific findings. FOSS is based on the same research employed in the Next Generation Science Standards, thereby providing a coherent approach to science education.

Social Studies

Through hands-on project-based units, NEAT's social studies curriculum aims to provide rigorous, inquiry-based and constructivist lessons and units that will allow students to acquire core knowledge in this area. At all grade levels, students will work to think like historians and social scientists so they recognize connections to the present and the past, leading to a greater understanding of themselves and the world around them. To do so, social studies instruction will focus on mixing text material, first source material and historical fiction in a manner that supports both social studies and communication arts goals. In addition to social studies learning standards, NEAT will integrate teaching reading and writing across the curriculum. Prior to school opening, the Executive Director and the professional development committee will research and select a supportive foundational curriculum for social studies that teachers can use as the basis upon which to build their interdisciplinary units. Social Studies Alive! (TCI) is being considered.

The TCI approach is based on theory-and research-based active instruction of Jay McTighe, Grant Wiggins, Robert Marzano, Howard Gardner, Elizabeth Cohen, and Jerome Bruner; standards-based content; multiple intelligence teaching strategies; preview assignments; considerate text; graphically organized reading notes; processing assignments; and, multiple intelligence assessments. This foundational text will serve as key resource and reference material to ensure that we are developing understanding at the appropriate level of depth and specificity for each Missouri social studies learning standard. Resources such as *Picturing America*, an initiative from the National Endowment for the Humanities, uses art as a catalyst for the study of cultural, political and historical threads woven into our nation's fabric over time. These resources help teachers build on this foundation and bring history to life. Additionally, within their unit plans, teachers will highlight the academic vocabulary and language structures that are necessary for all students, including English language learners, to understand and apply in order to demonstrate a proficient understanding of the social studies content.

Visual & Performing Fine Arts

NEAT is committed to providing enriching and meaningful experiences in the arts to all students. The primary goal for the visual and performing fine arts program is to nurture confidence and critical thinking through work and expression in the arts. Art is approached as a creative process that enables learners to become perceptive, reflective, appreciative and culturally aware. Visual and performing arts courses guide students towards becoming proficient in vocals, music, or theater arts, and instruction will be aligned with the Missouri Learning Standards. Through the arts, students will also develop the procedural discipline through which they improve the quality of their thinking and mastery. In addition, NEAT regards the arts as yet another means with which to facilitate student mastery of core academic standards. We intend to offer dedicated classes in the domains of music and visual arts for all students weekly, and have included dedicated teachers in the staffing plan detailed in *B.4 Staffing and Human Resources*. The Executive Director may also consider contracting with outside providers. As our enrollment grows, we will consider offering additional rotating units in theatre and dance as well as chess, robotics, video game design, coding, and digital animation as our student population grows. Participation in these classes will occur at regular intervals through each student's time at NEAT. These classes will be offered to students to bolster their experience in the STEAM fields.

Physical Education and Health

The K-8 physical education's primary goal is to develop students' fundamental movement skills within a variety of developmentally appropriate game, dance, and gymnastic activities. The program will also enhance students' personal fitness and provides them with the knowledge and skills necessary to engage in a variety of physical activities. Personal and social responsibility, self-directed learning, and problem solving skills are also reinforced throughout the K-5 physical education curriculum.

Curriculum Implementation & Refinement

As noted, NEAT will use commercial curricular materials as the foundation for the curriculum, providing scope and sequence documents aligned to Missouri Learning Standards. As such, NEAT will hire the classroom teacher teams(s) for the next grade three months prior to new school year to become experts in curriculum and to build strong relationships with existing classroom teams and students. The Executive Director and teacher leaders will make adjustments, as necessary, and provide the scope and sequence documents to teachers during Summer Professional Development. During Summer Professional Development, teachers will work in grade-level teams to map out the year and determine if adjustments need to be made to the scope and sequence documents provided. If adjustments need to be made, grade-level teams will revise and submit new scope and sequence documents to the Executive Director for her approval. Grade-level teams of teachers will develop integrated STEAM project-based learning units. In this way, teachers can utilize outcomes and assessments in broad strokes in advance. However, for instruction to be truly effective, curricular maps, units and lesson plans need to be constantly revised to accommodate new assessment information (data-inquiry teams), and lessons need to be customized to suit the learning needs of individual students (differentiated instruction). In order to provide instruction that is both data informed and differentiated, teachers will receive professional development experiences and administrative guidance in interpreting assessment data of all types, making objective observations, and adjusting instruction and curriculum to best serve student needs.

Professional Learning

In learning enriched schools, Rosenholtz (1989) found that teachers and school leaders collaborating together developed a collective commitment to student learning. In addition, Fullan (2012) contends purposeful interaction is essential for continuous improvement. Therefore, professional development and pre-service training should be designed to train teachers to design curriculum that is integrated as well as problem based. As suggested, teachers will learn to engage in professional learning opportunities to ensure their instructional methods are aligned with STEAM best practices.

Our professional development will serve as a catalyst for educators' growth and learning. As recommended, it will focus on developing teachers' capabilities and knowledge to teach and integrate content and subject matter, address student work and the problems encountered in teacher's settings. Professional development will be an ongoing process where teachers will strengthen their content knowledge, become skilled at utilizing effective instructional strategies and curricular materials, and increase their ability to address the learning needs of the students.

As recommended, professional development will focus on the following:

- Initial training (teachers learn what they actually will be teaching)

- RTI (students with/without disabilities)
- Ongoing professional development (teachers will experiment with new strategies in their classrooms, report back on their experiences, discuss, reflect, and learn from their colleagues – (weekly grade level teacher meetings)
- On-site professional support (allow for regular interaction and collaboration with colleagues and school leaders – professional learning communities to learn new content, gain experience with differentiated instruction, assessment methods, etc.)
- Off-site professional support (teachers will conduct site visits and training i.e. UMKC, Rockhurst, etc.)
- Provide multiple and sustained opportunities for continued learning over identified time frames
- Webinars, conferencing i.e. Pearson Learning etc.

Hargreaves & Fullan (1998) call for teachers to become “assessment literate”. Assessment literacy involves:

1. The capacity to examine student performance data and make critical sense of them.
2. The capacity to act on this understanding by developing classroom and school improvement plans needed to increase student performance.
3. The capacity of teachers to be effective players in the accountability arena by being proactive and open about school performance data.

Based on this research of adult learning, NEAT will implement an Early Release option for professional development on a monthly basis. Parents will be notified of professional development days within the annual school calendar so that childcare services can be arranged in advance.

The Executive Director will guide the provision of professional development during the first two to three years, supplemented by targeted support from classroom teachers, outside professionals and experts in content-specific fields.

In the event that NEAT hires classroom teachers with first and or second year teaching experience, qualified mentors, with at least five years of teaching experience, will be assigned to support their professional development. Additionally, professional development will be tracked and provided for all classroom teachers.

Prior to the start of each new school year, NEAT will hold orientation and professional development – two weeks for all staff– that includes a history of NEAT, its mission and philosophy, and its charter, programs and policies. There is a strong focus on curriculum development and alignment of curriculum with the Missouri Learning Standards. Teachers will annually attend Columbia

University's Summer Institutes on Reading and Writing Workshop. As technology is used extensively at NEAT, teachers will attend technical and professional training to support their area of expertise. The Executive Director, in partnership with teacher leaders, will develop summer planning and weekly grade level meetings agendas. This will provide dedicated time for an analysis of appropriate performance data and determine key strategies for improvement throughout the academic year. Additionally, with input from the instructional staff, the Executive Director will develop and evaluate the annual professional development plan and guide teachers in aligning their individualized professional development plans.

NEAT's Professional Development Structure will include four components:

- Professional Learning Communities (PLC's): Teaching teams meet weekly for the purposes of Critical Friends, engagement in planning lessons, creating assessments, and determining how curriculum and/or instruction may need to be modified based on performance data. Since teachers need to learn how to analyze their practice, they will learn how to conduct classroom observations and give and receive feedback from peers and school leadership. STEM Project-Based Instruction, Balanced Literacy/Numeracy or Integrating the Arts may be subject areas for PLC learning.
- Data Interpretation and Use: Led by the professional development committee and the Executive Director, NEAT teachers will receive ongoing training on gathering, analyzing and using data to drive instruction to meet the needs of all students. NEAT will implement a formalized process for gathering and storing multiple types of student and achievement data in a central location developed by NEAT. This process is supported by an annual assessment calendar, uses a variety of formal and informal assessments, and data will be housed in a robust data and student information system where all student demographic and assessment data and curriculum will be stored. NEAT will implement a formalized process for objectively analyzing data that allows student progress to be measured over time and achievement to be compared across groups. Research shows that training teachers to use data to inform instruction positively impacts student achievement. NEAT will develop its successful instructional pedagogy using Lemov's research of proven teaching techniques which places data at the center of guiding student achievement (2010)¹⁰ and DESE's teacher evaluation system.
- Strategies for Developing Classroom/School Culture: Teachers will participate in training that will equip them to build a positive, supportive

¹⁰ Lemov, Doug. (2010) Teach Like a Champion: 49 Techniques that put students on the path to college. San Francisco, CA: Jossey-Bass.

learning environment and subsequently establish positive teacher-student relationships. Training may include establishing classroom norms and expectations, Crew Meetings, and supporting English Language Learners and refugee students.

- Technological Literacy: Workshops and practical lessons in how to integrate technology into the classroom to improve student engagement and facilitate more “time on task” will be provided. In addition, teachers receive training on how to integrate principles of technological literacy across disciplines. Organizations such as the International Technology Education Association (ITEA) can provide resources regarding technological literacy instruction for teachers.

Teacher Evaluation and Feedback

Consistent supervision and teacher support is essential to ensuring that high-quality and appropriate instruction is occurring in all classrooms throughout the year, and will take multiple forms at NEAT. Ongoing professional development will be supported throughout each school year by the evaluation system, which incorporates teacher/mentor relationships and modeling, regular Executive Director/teacher support meetings, daily classroom observations, coaching and feedback. The LEA’s professional development plan will be in alignment and compliance with the seven essential principles of Missouri’s educator evaluation system.

A.3 Assessment

NEAT aims to integrate standards across the curriculum, and implement multiple and varied measures of assessment in order to ensure that school leadership have a holistic picture of academic proficiency and progress. In addition, NEAT will utilize social-emotional learning assessments, as described in A.8 School Climate and Discipline. NEAT defines assessment as the systematic and ongoing process of collecting, describing and analyzing information about student progress and achievement in relation to curriculum expectations. We believe assessment serves a dual purpose:

1. To assess academic performance for individual students, cohorts and the school as a whole
2. To assess the quality of instruction and the academic program to improve future learning

The data collected from assessment assists the school in analyzing progress so that we can modify and refine the teaching/learning cycle to better meet student needs.

NEAT believes that assessment is vital to ongoing school success and will use multiple measures of assessment to provide a richer and more in-depth view of each student’s progress. NEAT will use assessment data to evaluate the progress of the school as a whole, to drive instruction, to create differentiated

instructional programs for individual students, to communicate with parents about their student's progress, to help empower students to self-reflect on their own learning, and to ensure the school is meeting accountability expectations on the Missouri Assessment Program (MAP) Grade Level assessments.

At NEAT, we believe that assessment is an essential informational tool used to gather data about the students we serve. We will use both ongoing and periodic assessment tools to provide a balanced assessment approach. Teachers will use a variety of strategies to provide a clear picture of student progress and how the instructional approach might be adjusted to increase student achievement. Our balanced assessment approach includes diagnostic, formative and summative assessment strategies to monitor student progress and report on how students are meeting standards-based learning objectives.

Assessments

NEAT believes that standardized tests provide a key piece in determining student achievement. NEAT will fully participate in the Missouri Assessment Program (MAP grade level assessments, MAP-A, etc.). Following completion of the revised learning standards in the 2016-17 school year and the subsequent development of new assessments, NEAT will administer all revised assessments. NEAT will utilize a variety of formative assessment measures consistent with our educational program outlined in A.2 Curriculum and Instruction to track student progress towards mastery of the Missouri Learning Standards. In addition to the state assessments, NEAT will use the following assessments to determine proficiency:

Communication Arts (English Language Arts)

NWEA MAP Assessments (K-5): All NEAT students will take the NWEA assessments in Language Usage and Reading. This nationally normed, online assessment will be taken three times a year. The NWEA tests are designed so that scores can be compared across grade levels and across years so it is possible to see growth over time. NWEA assessments generate reports and comparison data so that teachers and school leadership can see how students are doing compared with national averages for their age. The NWEA tests are adaptive, generating assessment questions that get harder or easier depending on how each individual student fares. Therefore, one can determine the precise instructional level for each student, which helps teachers align instruction specifically for what each student needs and is ready for at different points of the school year.

Fountas & Pinnell Benchmark Assessment System (BAS): The BAS assessment determines a student's current reading level and progress along a gradient of text levels over time. The assessment is designed to gauge student strengths and weaknesses against grade-level standards. The BAS provides information to: 1) form initial groups for reading instruction, and reform groups

during the school year; 2) document student progress across a school year and across grade levels; 3) select strategies for helping students master grade level skills; and 4) identify students who need intervention and diagnose their particular areas of reading difficulty. NEAT will administer the BAS at least three times per year depending on individual student progress, with more frequent administration for students who are performing below grade-level.

Writing Pathways Rubrics based on the Units of Study for Opinion, Narrative and Informational Writing (K-5): The Writing Pathways assessment is a series of rubrics (one per grade level K-5 for each genre: narrative, informational and persuasive writing) used to measure student's growth in writing over the course of the year. While the rubrics are a part of the Units of Study in Opinion/Argument, Information, and Narrative Writing curriculum, these rubrics can be paired with any writing assignment by selecting the appropriate genre and grade. This rubric will be used four times a year, at the end of each unit to monitor student progress in writing and adjust instruction accordingly. Proficiency expectations are that students will score at least a 3 (on a 4-point scale) in each of the three genres.

Foundations Unit Assessments/Letters, Words, and How They Work Assessment Checklists (Fountas & Pinnell) (K-2 and as needed): These assessments are used on a consistent basis throughout the school year for primary students and older students as needed, and offer a systematic approach to interpreting students understanding of phonics, phonemes, word families and language patterns. These tools provide further insight into students' ability to decode grade level text as assessed by the Fountas & Pinnell BAS and NWEA MAP Reading and Language Usage assessments (see above).

Mathematics

NWEA MAP Assessments (K-5): NEAT students will take the NWEA Measures of Academic Progress (NWEA) assessments in Mathematics.

Progress Checks and Summative Assessments (K-5): Students' progress in mastering curriculum will be monitored via assessments associated with their grade level's primary curriculum, to monitor students' mastery of recently taught skills and concepts.

Digital Portfolio-Presentations of Learning: Each student will develop a quarterly portfolio of their work and present projects throughout the school year. Portfolio presentations and projects will be the responsibility of the students and allow them to demonstrate and defend their knowledge. The portfolio and project presentations will be open to parents, community members, and students, and will be judged by a panel of classroom teachers and the students' peers (beginning in 3rd grade). Upon completing 8th grade, students will have a multi-year portfolio depicting their experience at NEAT

Use of Data to Monitor & Improve Academic Program

School wide decision-making will be based on the data generated from these various assessment measures. NEAT is committed to establishing a culture of continual improvement that is constantly making data driven decisions at every level of the organization. NEAT will create a sustainable culture of continuous improvement. Strategic use of formative assessments in communication arts, mathematics, science and social studies will guide our work. Assessment results will be stored in the school wide student information system (SIS) and will be evaluated in concert with the state MAP scores, NWEA MAP scores, student attendance, discipline records and other relevant data.

Student performance data will be utilized by all members of NEAT learning community. Guided by the Executive Director (who is held accountable by the Board), she will be responsible for monitoring student progress towards identified goals and adjusting the academic program to meet those goals as needed. The Executive Director and staff will work together to implement an effective reporting system to share data with students, families and the community. Data will be collected, analyzed and reviewed to monitor student progress toward meeting grade-level standards and to inform instructional practice.

Data will be utilized and shared in the following ways:

School Level Data: School level data includes results generated and reported by grade, class and subgroup from the assessments described in the prior section. This information informs school-wide decisions by the Board and Executive Director. Identifiable trends in student performance data form the basis for key leadership decisions, including changes in academic program, resource allocation, professional development topics and targeted instructional coaching for teachers. A variety of school-level data is shared with the school community on an on-going basis during scheduled board meetings. The Executive Director reports progress toward the mission and vision of the school and school-wide achievement data. NEAT will demonstrate progress on the aggregate results of mandated state testing by providing a report for each grade level. This report will be disaggregated to show how sub-groups (socio-economic status, racial/ethnic, English proficiency) perform once the student population allows for sample size large enough to protect student privacy. NEAT will also use Missouri's Annual Performance Report (APR) to inform student achievement and state testing data as information becomes available.

Class-Level Data: Class-level data is used to inform decisions within the classroom and across the school, as needed. Teachers use the information gathered from the prior year's assessments, along with the pre-assessments given at the beginning of the year, to design their instruction. Teachers also report student achievement directly to the Executive Director throughout the school year. At the end of each semester, the principal meets individually with each teacher to review student progress toward grade-level standards and goals.

In partnership with the Executive Director, teachers reflect on the progress each child is making and the appropriateness of the educational program being offered. Through this work, they are coached to modify instructional approaches based on student data. As a result of these meetings, teachers may choose to re-teach units and skills, condense upcoming lessons, or restructure student grouping. Teachers may also use the data to realign their curriculum or revise their pedagogical techniques for future units and/or school years. School leadership will analyze assessment data quarterly from the perspective of teacher education. Gaps in student knowledge will become the focus of teacher development in the classroom and will help determine appropriate professional development experiences.

NEAT will participate in professional development activities relating to assessment and data analysis, so that teachers can enhance their understanding of student performance, and modify their instructional designs accordingly.

Individual Student Data: Individual student data is used to provide families, teachers and students with detailed information about each student's achievement. In addition to tracking student progress toward grade level standards, it can be used for in-depth analysis of student strengths and areas of concern. When necessary, this analysis is used to design intervention programs that will meet student needs. It may be used to help inform supplemental remedial instruction, special education evaluations or more challenging enrichment. Progress reports, based on state standards and school generated goals and objectives, are issued each quarter. The progress report explains both learning and behavioral objectives and marks the student's progress toward mastery of the expectations. Individual student performance data will also be shared in twice yearly parent/teacher conferences. (Please see the school calendar located in Appendix C for specific sample dates.)

Promotion & Retention

NEAT's staff will be dedicated to all students making suitable progress and achieving a level of proficiency that enables them to be promoted to the next grade level. NEAT prefers not to retain students and, instead, provide the targeted instruction and intervention necessary to ensure that students develop the skills to progress on grade level. Because so much of our instruction is provided in small groups that are created on the basis of students' instructional needs, more significant deficits in grade-level skills are addressed through supplemental, targeted instruction. However, we recognize that there are occasions when a student would benefit from an additional year before moving onto the next grade. In such cases, school leadership will communicate with parents to inform them that their child's promotion is in doubt and then, if needed, hold a conference with the child's parent or guardian during the spring to present information on the student's progress/proficiency in all areas (in addition to progress report/conference communication described above), including our

recommendation for retention. While family input is an important part of the decision process, NEAT will make the final determination on student retention. If a parent or guardian wishes to appeal the Executive Director's decision for retention, a family may bring their appeal to the Board of Directors who would ultimately make a final determination. In order to merit a recommendation of retention, a student must demonstrate performance that is one grade level or more behind in a minimum of two academic areas and an equal delay in social-emotional development in grades K-3.

Children with IEPs:

A student with an IEP may be promoted based on attendance; score Progressing on MAP/MAP (A) exams; meeting their IEP goals. In cases where the child does not meet two or more of the criteria for promotion, an academic portfolio may be presented to determine whether the child will be promoted to the next grade. In some cases with children who have IEPs, promotional criteria may be adjusted in the IEP to reflect the child's abilities in both ELA and Math performance. NEAT will comply with Missouri statute and State Board of Education policies regarding assessment requirements for charter schools – R.S.Mo 160.405.1(2), 160.405.5(6) – and applicable sections for all public schools found in R.S.Mo 160.518.

A.4: School Calendar and Daily Schedule

NEAT will maintain a school calendar with 181 instructional days and 1,176 instructional hours, in addition to six inclement weather make-up days at the end of the school year. The total days (181) and instructional hours meet the requirements of 171.031.1 RSMo. We expect to align our calendar to be similar to the district's calendar to facilitate logistics for parents and staff.

The calendar will facilitate NEAT's ability to accomplish our mission. Prior to the first day of school in 2017, there will be a three-week Summer Professional Development On Boarding to prepare the staff for the upcoming year. In addition, during the school year there will be a half-day each month dedicated to professional development. Students will attend these days, and they are included in the 181 total day count. NEAT's sample annual school calendar provides specific professional development dates and highlights holidays, inclement weather make-up days and parent/teacher conferences (Appendix C). At this time, NEAT does plan to offer summer school and we will adjust budgets accordingly.

NEAT will establish a school schedule that exceeds the state requirement of 1,044 hours of instruction. With 181 full school days and nine early release days to allow for professional development and parent conferences, our proposed sample schedule provides 1,176 instructional hours. The sample schedule presented in Appendix C contains longer blocks of study to support project-based learning, service learning experiences and mixed-age group model for reading and language arts instruction. All teachers have daily 90 minute planning periods,

providing within the daily schedule the ability for teachers to design and tailor their instruction to student needs and interests. Further opportunities for faculty collaboration are built in throughout the weekly schedule. Grade level teachers will collaborate frequently with one another throughout the week, holding both formal, weekly grade-level meetings during common planning times, as well as more informal interactions.

NEAT understands integrated, project-based STEAM learning requires expanded time, and we have intentionally designed a schedule that provides for expanded time in core academic areas, including science and social studies, and two daily specials for all students.

Our proposed daily schedule ensures that students receive intensive instruction in literacy and math and have opportunities to engage in project-based learning. The extended calendar and daily schedule will provide classroom teachers with two daily preparation periods, one for individual planning time and the other for common planning time.

The NEAT Board is aware that state funding supports the minimum required state term of 174 days and that the extension of the school year, beyond the minimum requirement, must be supported with summer school funds or non-state funds.

If regular year or summer school funding is reduced or modified in any way following submission of the charter application, NEAT is prepared to pursue financial contingency options outlined in Section C.1: Budget – including, but not limited to prioritizing program costs to identify potential modifications.

The extended school calendar builds in a minimum of six inclement weather closure days pursuant to Missouri Revised Statutes 171.033.2.

NEAT Sample K-8 Daily Schedule

(Day begins at 8 a.m./Ends at 4:00 p.m.)
(See note for WADA)

6:30-8:00 a.m.	Breakfast/STEM Club (optional)
8:00-8:30a.m.	Morning Meeting
8:30-10:00 a.m.	Reading/Writing Workshop
10:00-11:30 a.m.	Specials-Art, Music, PE, Engineering
11:30-12:00 a.m.	Lunch
12:00-1:30 p.m.	Math
1:30-3:00 p.m.	Science
3:00-4:00 p.m.	Social Studies/Class Meeting
4:00 p.m.	Dismiss
4:00-5:30 p.m.	Snack/STEM Club (optional)

Catholic Charities, and Kansas City University of Medical Biosciences. Each is committed to our success and believe that NEAT is a high quality option for their community. In December, 2014 NEAT conducted outreach and garnered support from a diverse group of parents, community members, neighborhoods associations. This outreach and support is described in more detail in B.5 Student Recruitment and Enrollment and B.6 Parent, Community and Educator Involvement.

School-Aged Population

Northeast Kansas City has a large school-aged population. According to a recent IFF report-*Putting Performance on the Map: Locating Quality Schools in the Kansas City, Missouri School District* (KCMSD) suggested the following:

- Open high performing charter schools to reflect neighborhood needs (325-770 seats for students are needed in target zip codes.
- The majority of charter school students attend schools that did not meet even 50% of the state standard.
- The need for high performing schools is concentrated in 3 of zip codes NEAT plans to target: 64106, 64123, 64124, and 64217.

According to the 2010 U.S. Census there are over 3,000 children aged under five residing in the census tracts within the Northeast geographic preference area (as defined in *B.5 Student Recruitment and Enrollment*). NEAT believes this is a sufficient pool of potential students entering kindergarten to support our enrollment projections, especially given our plans to serve only kindergarten through second grade students in our first year of operation.

Grade Level	YR 1 2017-2018	YR2 2018-2019	YR3 2019-2020	YR4 2020-2021	YR5 2021-2022
K	60	60	60	60	60
1	60	60	60	60	60
2	60	60	60	60	60
3		60	60	60	60
4			60	60	60
5				60	60
6					60
School Total	180	240	300	360	420

As the table below shows, we intend to open one elementary school serving students in kindergarten, first and second grade in 2017. This will allow NEAT to open small and grow one grade level each year. NEAT will fully enroll the opening year grades primarily from the Northeast area, while ensuring all students residing within KCPS are eligible to enroll. B.5 Student Recruitment and Enrollment details the steps we will take to ensure full enrollment. The chart

below shows enrollment growth at NEAT for the term of our proposed five-year charter.

NEAT will utilize the following methods to mitigate student attrition: small class sizes, looping, close relationships with families, differentiated instruction and regular monitoring of student progress. Also, we will monitor attrition on a regular basis. If attrition occurs, we will investigate and determine the reasons and identify the trends. In order to uncover the reasons for students' leaving the school, we will (when possible) seek to hold exit interviews with parents. NEAT will also seek to fill any open seats during the school year from the student waiting list.

Northeast Kansas City-An International Community

The demographics of Northeast Kansas City reflect a community ready to support the launch of an academically high performing public school. NEAT is committed to the belief that the diversity of our community is its greatest strength. According to KCPS's DESE payment transmittal calculations, in 2014-2015, the district served a Limited English Proficient (LEP) population of 3,830 students, over 30% of their combined regular term and summer school average daily attendance. The local charter schools in Northeast referenced later in this section serve LEP populations ranging from 80% to 97% of total enrollment. NEAT anticipates serving an 80% LEP student population.

Additionally, over 80% of the population represents people of color and 78% of households make less than \$30,000 per year. Equipped with this data and the experience of other public schools in the area, it is expected that 85% of NEAT students will be children of color and 90% of students will be eligible for the Free and Reduced Price Lunch program (FRPL) under the guidelines of the National School Lunch Program.

NEAT will be located in the target zip code of 64123 or 64124 within the city of Kansas City, Missouri. Even though the school will not set a geographic preference, extensive marketing and outreach will take place in the Scarritt Point and Pendleton Heights zip codes. The zip codes of 64123 and 64124, along with their surrounding neighborhoods face difficult social, economic, and educational challenges. According to a 2010 study conducted by IFF¹¹, these two zip codes are most in need of a high performing school. On the 2015 MAP Assessment, there were no Kansas City Public Schools in these zip codes that made Adequate Yearly Progress (AYP). IFF data also indicates that over 10,500 K-8 students living in these zip codes have limited access to a quality public school of any kind.

¹¹ Public Schools in Kansas City: Place, Performance, and Promise, (IFF and National Association of Charter School Authorizers)

Table 3. Public Elementary Schools in the NEAT Enrollment Zones

School Name	Zip	% Prof. or Adv. In Math	% Prof. or Adv. In Comm. Arts	% Free/Reduced Lunch	% Ave. Daily Attend.
Della Lamb Charter	64106	1.2	8.6	98.6	90.2
Garfield (KCMSD)	64123	16.9	21.7	89.4	92.0
Gladstone (KCMSD)	64123	32.9	23.3	89.4	92.0
Frontier Charter	64120	51.3	45.5	88.9	91.0
James (KCMSD)	64124	42.6	40.7	89.4	92.0
Rodgers (KCMSD)	64129	19.3	24.8	89.4	92.0

NEAT will serve a diverse student population, and we believe that in today's society, children grow into strong critical and creative thinkers when they have the opportunity to learn alongside others with diverse backgrounds and perspectives. Kids can only reach this potential by learning to manage themselves while thoughtfully and productively working with others across differences to better understand the broader world. Researchers have documented the benefits of diversity such as developmental psychologist Jean Piaget (1971) findings on the positive impact of critical thinking. Our academic model is based on the need to meet the needs of all the students we serve. We know that learning best occurs when students construct their own understandings, under the guidance of a teacher who offers varying levels of support, as informed by assessment, which provides insight into students' current abilities and needs. Our instructional methods allow for differentiated instruction via the workshop method, including additional targeted supported as needed. Furthermore, numerous independent researchers have documented the success of a constructivist approach to learning and have long demonstrated that when children from socioeconomically disadvantaged neighborhoods, including recent immigrants and English language learners, are given the opportunity to attend a school like NEAT, their test scores and self-confidence soar. (Amaral, 2002; Mester, 2008; Freire, 1995.)

Youth from underserved Kansas City communities, due to socio-economic challenges, often do not receive the creative learning opportunities and support they need to reach their true potential. Additionally, children of color, particularly Latinos and African-Americans, are significantly under-represented in career areas such as computer networking, medicine, engineering and sciences. Contributing factors include an inadequate educational foundation, lack of financial resources, and low awareness of STEAM-related careers. By creating a quality STEAM focused school option, developing long-term relationships with families through looping, NEAT intends to keep students at one school for their

K-8 academic career, know each child and family and provide early intervention to our youngest learners.

A.6 Special Student Populations

NEAT will provide a free and appropriate education (FAPE) to all enrolled students, that is least restrictive and supportive of each child's needs. In addition to the rich, STEAM based constructivist approach to learning that NEAT will use to support and challenge students, additional strategies will target students who may have additional needs - students performing below or above grade level, English learners, and students who have identified special needs. Our various subgroup populations will receive instruction that focuses on their needs and capitalizes on their strengths, ensuring that all students receive the most effective education possible.

Additionally, special education services will be provided to qualifying students according to state and federal law. NEAT will ensure full compliance with the McKinney Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) made applicable to Missouri under RSMo 167.020.1. NEAT's homeless policy is under development and will be approved by the Board. It will include the following; a process for identification of homeless students; an outline of enrollment and placement of homeless students in their school of origin versus the school of residency; an outline of provision of comparable services to homeless students; process for transportation of homeless students and record keeping; a designation of a homeless liaison and specification of duties under McKinney-Vento; immunization of (and exceptions made for) homeless students; and a dispute resolution procedure. NEAT's homeless liaison will be approved by the Board and submitted to the Department of Elementary and Secondary Education (DESE) through the district contact personnel August cycle of the core data collection system. The homeless liaison will be responsible for assisting homeless children and youth with enrolling and accessing school services; informing parents, school personnel and others of the rights of homeless children and youth; and collaborating with Missouri's state homeless coordinator, the Kansas City community, and fellow LEA personnel. The liaison plays a vital role in ensuring children and youth experiencing homelessness are enrolled and succeeding in school. NEAT will ensure that public notices of the educational rights of homeless children and youth are posted in at all school sites within the LEA and in appropriate places in the Northeast community.

The following structures will assist in meeting students' individual needs:

- Small class sizes (elementary) and block scheduling (middle school grades) allow teachers to develop deep understanding of individual student strengths and needs;
- A minimum of 90 minutes of planning time each day provides time for teachers to modify lessons to meet the needs of individual students;

- Grade level teams at the elementary level and frequent professional development time allow teachers to learn from each other's varying expertise in differentiating instruction;
- Integrating STEAM instruction and curriculum across academic disciplines, including integration of service learning with real-life applications allow students to demonstrate their proficiency in a variety of ways, promoting motivation and skill transference;
- Multiple and varied opportunities for communication between teachers and parents support NEAT's commitment to personalizing instruction; and
- Authentic and varied forms of assessment are used to identify differentiated instructional techniques and scaffolding and identify students in need of interventions and additional supports.

Ultimately, NEAT believe that the greatest responsibility for successfully educating all students lies within the culture developed within the classroom every day. Through professional development and collaborative support, teachers will receive training on effective intervention strategies targeted towards the areas of greatest need. These school-wide structures are the first step in meeting the needs of students performing below or above grade level, but additional supports are introduced for students who are performing more than one level below or above his/her actual grade level, not meeting standards in one or more core subjects, or has persistent challenges with the school's academic or behavioral expectations.

Achieving Target Enrollment Projections

There are ways in which NEAT can ensure it reaches and continues to enroll the statutorily defined "high-risk" population (as defined in R.S.Mo 160.405.2) it seeks to serve. NEAT will provide geographical enrollment preference to students living in areas of the city where the prevalence of statutorily defined "high-risk" factors is high (please see above). The school will seek to locate permanently where the access to high performing charter school is limited. Currently, all charter schools serving this target area are at capacity. First, NEAT will employ sibling enrollment preference pursuant to R.S.Mo 160.410.2(2) in order to better retain family units. Students whose parents are employed at NEAT will also receive admission preference pursuant to R.S.Mo 160.410.2(2), who meet boundary requirements.

School Configuration in Support of Target Population

As the needs of our society change, so do the needs of our students. One of the methods for addressing the changing needs of students is looping. Looping, defined by Forsten, Grant, and Richardson (1999)¹², is an instructional design in which students progress to the next grade level with the same teacher(s) for two

¹² Forsten, C., Grant, J., & Richardson, I. (1999). *The looping evaluation handbook*. Peterborough NH: Crystal Springs Books.

years. The focus in the initial year will be on building the overall school culture, creating strongly engaged classroom cultures, developing teachers, and establishing the structures and routines of the school. Looping will allow NEAT to create personalized learning environments for each child.

NEAT will add a grade level each year until students complete middle school at NEAT (K-8). Looping will allow students to build long-term relationships with staff and students. Looping provides a learning environment that resembles a close-knit family, one that produces and thrives on maintaining successful individual and group learning. At capacity, NEAT will be configured to serve approximately 540 students in grades K through eight.

NEAT's target population is urban students meeting at least one of the "high-risk" factors defined in state statute (R.S.Mo 160.405.2), with a particular focus on students who qualify for free/reduced lunch, are Limited English Proficient, or may be one or more years behind state proficiency standards. As NEAT configures our school emphasis will be placed on cooperation and collaboration, positive social skill development, and development of individual and group responsibility.

One of the main goals for all NEAT students is to develop independence in learning, thus encouraging the students to grow and develop into life-long learners.

We will achieve a/an:

1. More integrated, continuous, and progressive curriculum, including summer learning
2. Improvement in students' independent learning and study skills
3. Increase in the amount of instructional time, gained through eliminating the start-of-school redundancy
4. Improvement in individual academic performance
5. Increase in student's daily attendance
6. Reduction in discipline problems
7. Reduction in special needs and remediation referrals

In addition to the benefits of looping as cited by Grant et. al, (2000), Elliott and Capp (2003)¹³ noted that looping provided children from all economic levels of society an opportunity to develop more successfully than in a traditional classroom. Elliott and Capp (2003) cited surveyed teachers' views with regard to two-year looping as a way to accelerate students in the areas of language arts and math along with providing more time to cover content areas in enhanced ways. Other benefits cited by Elliott and Capp (2003) were the ability to plan academically over a longer period of time and establish grade-level content areas with the opportunity to pay more attention to retention of learning and extension

¹³ Elliott, D. C., & Capp, R. (2003). The gift of time. *Leadership*, 34-36.

of skills. According to these authors, struggling students were identified earlier and teachers noted there was more time to correct deficit areas.

Instruction at NEAT is specifically designed using the integration of STEAM focused curriculum to provide individualized daily support to high risk, SPED, ELL and homeless students. NEAT intends to reach its outcomes for students despite this anticipated incoming deficit by using a core literacy foundation and student retention (enrolled at Northeast Academy for more than three years). Quarterly, regular assessments measuring content mastery within the school year, single-year academic growth portfolios, and longitudinal academic growth data over several years will provide NEAT with rich data sets to track individual student progress and adjust curriculum and instruction as appropriate based on student performance.

Reducing Student Attrition

Daily attendance follow-ups for absent students, personal meetings between staff and families to discuss positive and challenging circumstances associated with a student's performance through growth portfolios, and regular contact outside the school calendar are ways NEAT hopes to reduce student attrition. Based on the experiences of schools with high average daily attendance, knowing each student, rigorous programs and consistent performance are all ways to retain students year after year. Attrition rates vary considerably and are attributed to a variety of reasons. Local charter schools that serve similar populations of students were investigated, and it was reported that attrition varied from a low of 10 percent to roughly 50% from kindergarten to fifth grade. NEAT is projecting an annual cumulative attrition between 5% and 7%, which would be partially offset by the enrollment of new kindergarteners each year, as well the enrollment of siblings who will receive preferential enrollment into higher grades as they become available.

NEAT's school leadership will investigate application and lottery system software to manage the enrollment and lottery processes. Existing demand for high-quality schools, extensive outreach, and the use an established geographical area as our Target Enrollment Zone ensure that our enrollment targets will be achieved. 160.410 language states, " A charter school may establish a geographical area around the school whose residents will receive a preference for enrolling in the school, provided that such preferences do not result in the establishment of racially or socioeconomically isolated schools and provided such preferences conform to policies and guidelines established by the state board of education".

The target enrollment zones play a significant role in ensuring that NEAT attracts a diverse student population that will be well served by NEAT's STEAM-based approach to preparing students for a college prep high school and career readiness.

School leadership and the NEAT Board of Directors will review enrollment policies on an annual basis to ensure that NEAT continues to serve a diverse student population that is representative of our neighborhoods and the broader community. Our charter sponsor will be actively involved to ensure that the enrollment plan/lottery is compliant with statutory requirements. NEAT will offer a quality educational environment and experience that will nurture the educational, social, and emotional needs and development of all enrolled children.

Serving Students with Identified Special Needs

NEAT is committed to providing an academically rigorous and free and appropriate public education (FAPE) to all students, and will thereby accommodate the unique educational needs of any student with an Individualized Education Program (IEP), Limited English Proficiency (LEP), Homeless and/or Gifted and Talented services, under Missouri state law.

At NEAT, children with disabilities will receive a free and appropriate public education in the least restrictive environment (LRE) possible. To the maximum extent possible, students with disabilities will be educated with students who do not have disabilities. School staff will strive to include students in regular education classes. Students enrolling at NEAT will not be discriminated based on physical and/or mental disability. If students arrive at NEAT with an Individualized Education Plan (IEP), then that student will receive all services specified in that IEP.

Within the first 30 days of enrollment, an IEP meeting will be scheduled at a mutually agreed upon time and place with the parents of the student. The purpose of this meeting will be to accept student's previous IEP and Evaluation or determine that a new IEP or Evaluation should be created. If a student does not have an IEP, but it is suspected that the student has a disability, the teacher or other school staff will give the student's information to the special education coordinator. The special education coordinator will collect data on the student, meet with teaching staff and parents and suggest different research based interventions.

NEAT plans to develop and utilize a comprehensive, integrated three-tier Response-to-Intervention (RtI) model that includes both academic and social-emotional behavioral support and interventions at all tiers. RtI will provide more intensive and specialized instruction to those students not responding adequately to core instruction. For some students, this may include providing instruction that is completely individualized to the extent that the student is eligible for special education services under IDEA. Through the RtI process, the Executive Director and teachers will identify children that may require additional support. Teachers will be supported in their professional development around RTI goals and methods by the special education coordinator, outside agencies and Executive Director, both as a teaching team and as individuals to support specific teachers' and student needs.

Tier 1 will include evidence based core instruction and occur in the general education classroom. Given NEAT's staffing model and classroom ratios, we will be able to proactively identify students who are not adequately responding to core instruction, and provide the necessary assistance to rapidly increase student achievement. The classroom teacher and teaching associates (in kindergarten) will provide proactive intervention through re-teaching, providing extra practice, before a student would participate in Tier 2.

When the classroom teacher's interventions do not produce the desired results that would put the at-risk student on track to perform at grade level, students will be recommended to participate in Tier 2 interventions.

Tier 2 interventions are provided in addition to the core instructional program that is provided in Tier 1. Tier 2 interventions will be small groups (3 to 5 students) of supplemental instruction. Students will participate in 20 to 30 minutes of supplemental instruction targeted to their specific area of need based on criterion-referenced, curriculum-based formative evaluation. Accordingly, students will likely be grouped with other students who have similar areas of student need. Since students will participate in Tier 2 interventions for nine-week intervals, the student success team, along with classroom teachers as necessary, will meet to analyze student progress in Tier 2. If the data indicates that students have made necessary growth, they will exit Tier 2 interventions. If sufficient progress is not made, the student will receive Tier 3 interventions.

Tier 3 interventions are provided in smaller groups of students (1 to 2) and are designed to provide more intensive instruction than what is provided in Tier 2 interventions. Tier 3 interventions will consist of general education instruction in addition to specialized interventions. Students in Tier 3 interventions will participate in 30-to-60 minutes of intervention at a minimum of four days per week. Tier 3 students will be progress-monitored at least weekly to determine the success of the intervention. If the data indicates that students have made necessary growth, they will exit Tier 3 interventions. If special education needs are further suspected after RtI interventions have been implemented for at least one semester, or the child's parent(s) request in writing a formal evaluation, or medical or psychological professionals indicate that a child is developmentally behind her/his peers; then a pre-referral/care team will be established to begin a formal evaluation process. The due process rights of the child as well as their parents will be ensured at all times.

If the school and parent team review existing data and determine further assessments are needed, the team will recommend further evaluation for a disability determination by contracted special education agency.

Parents of the student may also request that the student be evaluated. This request could be in either a written or oral form, however, signed consent must be provided by the parents on a Notice of Action before their child is tested as a

part of their evaluation. Within 60 days of receiving the written consent, qualified personnel of NEAT will complete the testing and an evaluation meeting will be held. If it is determined that the student is a “child with a disability” as defined by IDEA, he or she is eligible for special education and related services.

Within 30 days, the school will convene an IEP team to develop an Individualized Education Plan for the student. The IEP team will be made up of a regular education teacher, special education teacher, Local Education Agency Representative, student (when appropriate), parent or guardian, and all other relevant individuals including therapist, counselors, nurses and administrators who are important in the planning and implementation of the IEP. The purpose of this meeting is to talk about the child’s unique educational needs, write the IEP, and then determine placement based on the IEP. The IEP team will meet to review the child’s IEP at least once a year to determine whether annual goals are being achieved. At least once every three years, all students with IEP’s will go through a reevaluation, which could include retesting of the student.

As much as possible, students with IEP’s will receive accommodations and services in a least restrictive environment (LRE). Regular education teachers will provide necessary accommodations and one special education teacher will support students in and out of the general education classroom. A full range of placement will be considered for the student, and decisions made will be based on the IEP team’s determination of the individual student’s right to a Free Appropriate Public Education.

Based on charter school enrollment data, NEAT estimates 10% of its students will be identified as Special Education (SPED). In Year 1, approximately 20 students to Year 5 with a caseload of approximately 65 students receiving special education services.

Special Education Staffing

From the first year of operation, NEAT will employ one full-time special education coordinator who will be supported in future years by an assistant coordinator. The coordinator will have, at the very minimum, a provisional cross-categorical special education Missouri Special Education and Elementary Education Teacher Certificate and will be Highly Qualified based on No Child Left Behind. The coordinator will monitor and implement the school’s special education program, inclusive of the RtI process. The coordinator will conference with teachers, school leaders, and other instructional personnel (including contractors), to aid in the development of robust, appropriate, educational programming and supports to students who are at-risk of failure, not meeting school academic goals, and/or currently being supported by a formal IEP. Professional development will be provided to all teachers to ensure that they understand the referral and identification processes, and receive guidance on how to implement appropriate accommodations and modifications. NEAT will also provide all related services needed to ensure a free and appropriate education to all students, including but

not limited to speech, occupational therapy, counseling, adapted physical education, educational-related intensive counseling services, recreational therapy and behavior intervention supports. As needed, we will contract with appropriately credentialed outside agencies to provide additional special education services (and have budgeted accordingly). All special education teachers and/or contractors will collaborate with students' classroom instructors to fully implement each IEP. Prior to the start of the school year, NEAT will provide training to all teachers during the Summer Professional Development Onboarding on various topics regarding special education. Specifically, teachers will receive training on implementing IEPs, the process for identifying students and referring students, the student referral team, and the Rtl process, among others. Additionally, at the beginning of the year, general education teachers and special education teachers will meet to discuss student IEPs.

NEAT will adhere to national and state policies regarding Special Education identification and accommodations – Individuals with Disabilities Education Act (IDEA) Part B, Americans with Disabilities Act Title II, Rehabilitation Act Section 504, and applicable Missouri statutes primarily located under Section 7 of Chapter 162.

In compliance with Federal law, NEAT will annually submit to DESE a local compliance plan that indicates how a free and appropriate public education will be provided to children with disabilities. NEAT will comply with the local compliance plan, Missouri state requirements, and federal laws and federal regulations. NEAT will use Missouri Learning Standards and indicators for guidance in establishing and implementing the special education plan.

As required by federal and state statutes and regulations, each special education student eligible under the Individuals with Disabilities Education Act will be provided a free, appropriate public education in the least restrictive environment.

If transportation to school is determined by the IEP team to be appropriate, NEAT will provide transportation and budget adjustments will be made. Decisions regarding the above are the responsibility of the Individualized Education Team, as formulated in a written plan and with full parental consent.

The primary method of identifying students eligible for special education services is through the registration process, after a student has been accepted for enrollment. Students are also eligible for special education identification and eligibility determination through a "child find" process.

Instructional staff will be instructed on the characteristics of special education handicapping conditions and referral procedures. NEAT will provide psycho-educational diagnostic services to assess students for each of the disabilities as defined by federal law.

English Language Learners

NEAT will serve students who have limited English proficiency. To help identify any such students as early as possible, the primary language spoken at home will be identified on the student enrollment form. If the home language survey indicates a language other than English, or if the child's first language is not English, s/he will be screened using the WIDA-ACCESS Placement Test™ (W-APT). Parental consent is not required to administer this screening. Once a student is identified as an English Language Learner (ELL) and eligible for ESL services under Title III, NEAT will notify the parent/guardian within the first 30 days of school or within the first two weeks of the student enrolling at NEAT, if entering sometime after the beginning of the school year. The notification will include an explanation, in a language clearly understood by the parent/guardian, that annual English proficiency assessment will be administered until proficiency requirements are met. A written "opt out" protocol for parents will be included in this notification, which clearly explains the benefits of the Title III supplemental services. NEAT will comply with federal and state mandates regarding ELL education, assessment and reclassification. It is our expectation that ELL students who have been with us throughout their K-8 career will be reclassified and prepared for success by the time they matriculate to high school.

When ELL students are enrolled, NEAT will ensure that at least one classroom teacher per grade level has English for Speakers of Other Languages (ESOL) certification. Content will be delivered in English with appropriate accommodations and modifications made to assist the student. Whenever required, NEAT will contract with an interpreting agency to translate for parents or guardians. NEAT believes in immersion for ELL learners so whenever possible, students will participate in the general education setting and the least restrictive environment.

A.7 School-Specific Goals and Objectives

NEAT is committed to the academic performance of all students and to providing an excellent public education focused on developing and demonstrating understanding while building connections within a diverse community of learners. An important part of monitoring our progress towards meeting our mission and achieving our vision of success, as outlined in *A-1 Mission, Vision & Goals*, is the identification and monitoring of performance goals. This section of the application contains a series of academic and school success goals that will serve as the heart of the charter agreement between NEAT and its sponsor-_____.

In addition to these goals, the NEAT Board of Directors will review current performance and set annual goals that may include more ambitious targets above the benchmarks listed below. NEAT will use data to make informed decisions at every level of the organization, as described more fully in A.3 Assessment.

Academic Performance

The following set of academic goals assumes that the current state accountability structure and system (MSIP-5) remain in place through 2020-21. We are aware that new state assessments may be adopted prior to the end of our first charter term, and we would recalibrate the school's academic performance goals based

Year	MAP Target
Y3: 2019-2020	At least 60%
Y4: 2020-2021	At least 65%
Y5: 2021-2022	At least 70%

on those new assessments. NEAT will set interim grade-level goals for each year and report the results to the Board. As state MAP testing begins in 3rd grade, NEAT will utilize formative and benchmark assessments to monitor progress towards MAP proficiency targets.

Academic Goal 1:

Students will demonstrate understanding of the Missouri Learning Standards. At least 70% of students who have completed three years at NEAT will score Proficient or Advanced on the MAP Mathematics and Communication Arts assessments.

It is understood that the state accountability system measures the performance of every student enrolled in testing grades, every year and the department will issue its annual APR based on all students tested.

Assessment Tool: Missouri Assessment Program (MAP) Mathematics and Communication Arts

Rationale: NEAT has set performance targets that are rigorous yet realistic given current performance in the state. On the 2014 Mathematics MAP test, the average proficiency rate for the State of Missouri was 53.2% while the KCPS district rate was 29.4%. In Communication Arts, the average proficiency rate for the State of Missouri was 53.5% while the district rate was 29%. No charter schools in Kansas City earned a proficiency rate of above 70% in Communication Arts, while one charter school in Kansas City earned a proficiency rate of above 70% in Mathematics (Academie Lafayette).

Benchmark:

Academic Goal 2:

By our fifth year of operation, NEAT will earn an MPI equivalent to the DESE Academic Achievement Status Target of 375 in Mathematics and Communication Arts.

Assessment Tool: Missouri Assessment Program (MAP) Communication Arts and Mathematics

Rationale: The targets identified by NEAT will meet the Missouri DESE’s benchmarks to be “On Track” within the first 5-year charter term and within the first three years of testing according to the MSIP5: Comprehensive Guide to the Missouri Schools Improvement Program (2015). For comparison, in 2014, the average statewide MPI was 357.6 (Communication Arts) and 351.6 (Mathematics). The average MPI scores for Kansas City Public Schools were 294.3 (Communication Arts) and 291.7 (Mathematics). In 2014, only one charter school in Kansas City earned MPI scores above the “On Track” benchmark for 2014.

Year	Fountas & Pinnell Target	Ben
Y3: 2019-2020	At least 350	
Y4: 2020-2021	At least 365	
Y5: 2021-2022	At least 375	

chmarks:

Academic Goal 3:

At least 70% of students who have completed three years at NEAT will read at or above grade level and/or make more than one year of academic growth each year as measured by Fountas & Pinnell’s Benchmark Assessment System.

Assessment Tool: Fountas & Pinnell’s Benchmark Assessment System

Rationale: Literacy is a foundational skill that enables students to access the future curriculum they will encounter. “Children’s levels of literacy attainments at age eight are powerful predictors of later success in school,” including the attainment of a high school diploma and completion of a college preparatory program (Hemphill, Tivnan & Coker, 2003). As such, NEAT will assess and monitor students’ reading development from the beginning to ensure they are developing the necessary skills to access the complex and rigorous curricula demanded.

Benchmarks:

Y1: 2017-2018	At least 50%
Y2: 2018-2019	At least 55%
Y3: 2019-2020	At least 60%
Y4: 2020-2021	At least 65%
Y5: 2021-2022	At least 70%

School Success

Goal 4: Parent Engagement

NEAT will achieve at least an overall parent engagement rate of 90% as indicated by parent surveys.

Assessment Tool: NEAT will administer an annual survey that incorporates research-based items from the National Parenting Center and other proven resources for collecting parent perception and participation data.

Rationale: There is overwhelming evidence that parent involvement can make a significant difference in student achievement. The landmark Westat¹⁴ study found that in schools where teachers reported high levels of outreach to the parents of low-achieving students, reading and math test scores grew at a rate 40 percent higher than in schools where teachers reported low levels of outreach. In order to ensure that parents are sufficiently active and engaged in their child's learning and school community, daily parent communication will be embedded in the culture of the school. Specifically, NEAT will explore how, and to what extent, our annual family visits are influencing parents' perception of the school and the relationship between parents and school leaders and classroom leaders. While data from parents will be collected in an ongoing and formative basis, we will set goals according to other engagement criteria.

NEAT Sample Annual Parent Engagement Survey Targets

Parent Engagement Items	% of Parents who Agree
The school has high expectations for my child.	90%
My child is learning what he/she needs to succeed in later grades.	90%
The school clearly communicates the expectations for my child's learning to my child and me.	85%

¹⁴ Westat and Policy Studies Associates. (2001). The Longitudinal Evaluation of School Change and Performance in Title I Schools. Washington, DC: U.S. Department of Education, Office of the Deputy Secretary, Planning and Evaluation Service.

I am satisfied with the response I get when I contact my child's school with questions or concerns.	85%
The school keeps me informed about my child's academic progress.	90%
My child is safe at school.	90%

Goal 5: Attendance

At least 90% of students will attend NEAT 90% of the time.

Assessment Tool: Daily attendance and core data reports to DESE using Average Daily Attendance (ADA) calculation.

Rationale: NEAT's attendance goal is aligned with the 90/90 expectation as presented in *MSIP5: Comprehensive Guide to the Missouri Schools Improvement Program (2015)*. More importantly, regular school attendance is clearly linked to higher academic performance. According to the National Center for Education Statistics at the Institute for Education Sciences, "teacher effectiveness is the strongest school-related determinant of student success, but chronic student absence reduces even the best teacher's ability to provide learning opportunities." They site longitudinal research that found that "students who eventually dropped out of high school missed significantly more days of school in first grade than their peers who graduated from high school."

A.8 School Climate and Discipline

Social-Emotional Learning (SEL)

A safe, inviting, protected school culture is crucial to the academic foundation of NEAT. Students need both academic standards and social-emotional capabilities, and the development of one supports the development of the other. Research shows the significant role of Social and Emotional Learning (SEL) in promoting the healthy development and academic achievement of all students by reducing problem behaviors and emotional distress. Research shows that SEL programming significantly raises test scores and lowers levels of emotional distress, disruptive behavior, and alcohol or drug use. SEL addresses an effective approach for addressing core elements of safe learning environments, violence and substance abuse prevention, behavioral, social, and emotional supports and mental health services. Substantial research has demonstrated that social-emotional development is linked to higher academic performance. A meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students found an 11-percentile-point gain in achievement (Durlak, et al, 2011). Neuroscience research adds, "it is now becoming increasingly evident that emotion plays a fundamental role ... in moment-to-moment problem-solving and decision-making.

Therefore, NEAT will develop an evidenced based curriculum program and school wide structure that address the academic, social, emotional needs of all our students. NEAT's leadership and staff will play a pivotal role in providing students with the opportunity to gain greater social and emotional awareness and to practice interpersonal skills as they learn and grow. SEL can help students develop the understanding, strategies and skills that support a positive sense of self, promote respectful relationships and build student capacity to recognize and manage their own emotions and make responsible decisions. We will use a SEL curriculum such as Second Step or RULER which consist of five pillars; Purpose, Teach, Joy, Grit and Power.

Safe & Supportive School Culture

Staff Culture

NEAT believes that investing in staff culture has a substantial impact on student culture. School leadership, especially in the school's opening years, will treat the development of staff culture as an essential priority. From the beginning, selection processes will ensure that the hired staff supports the school's mission, constructivist approach and desired culture. In the initial Summer Professional Development Onboarding, school staff will establish faculty agreements and these will be revisited each year based on the following design principles:

Wonderful Ideas

Teaching at NEAT will foster curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

Responsibility for Learning

Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of NEAT will encourage both children and adults to become increasingly responsible for directing their own personal and collective learning.

Empathy and Caring

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small at NEAT with a caring adult looking after the progress and acting as an advocate for each child. Older students will mentor younger ones, and students feel physically and emotionally safe.

The Natural World

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth for future generations.

Consistent & Clear Practices

NEAT will work to create a warm and welcoming environment by recognizing the importance of incorporating meaningful school-wide routines and systems to

reinforce our schools' community-building philosophies and core values. At NEAT, we will begin each school day with crew meetings and explicitly teaching students the practices of conflict resolution and appropriate classroom behavior along with logical consequences as described below. As we plan to build the school one grade at a time, we will have the luxury of beginning with a small number of students and setting the cultural foundation from the early grades. NEAT will establish clear expectations for student behavior and ensure that all school staff members understand these expectations and appropriate responses. While learning about social and emotional intelligence, students must have opportunities to practice, make mistakes, reflect, and improve upon them. This is central to their social and emotional development.

Although our focus on social-emotional learning will minimize discipline issues, it will not eradicate them. As part of our commitment to clear and consistent practices, the NEAT Board of Directors will adopt a robust, formal discipline policy with clear consequences for behavioral infractions. Please see Appendix A for the Draft student handbook including discipline policies, with an emphasis on positive behavior intervention and support. School leadership will work with the NEAT Board to finalize the policies and to ensure that all resulting procedures are in compliance with 160.261 and 168.071 RSMo.

Family Engagement

At NEAT, we believe that parental involvement is essential for student academic success. Because of the importance family involvement has on a child's academic success, we will involve parents in the education of their child and in the governance and operations of the school through a variety of means. Accordingly, we will seek to provide opportunities for parents to feel both welcomed at our school and involved and will pay regular attention to ensuring all families have the opportunity to participate. We will frequently communicate with parents about their child's and the organization's progress and opportunities. Through structures like a weekly community assembly, regular convening Parent Association, a broad group of volunteer-run committees, family education nights, ED update meetings, weekly bulletins, detailed progress reports and parent-teacher conferences, we not only partner in support of student learning but also strengthen our community by extending the reach of the cross-cultural connections that are forged in our classrooms to the larger community as well. In addition to an initial orientation to the school at Back to School Night, and a second teacher-facilitated orientation to the student's classroom, NEAT will conduct two parent-teacher-student conferences annually to ensure that parents understand the curricular approach, are included in the life of the classroom, and hear from both their child and the teacher(s) about their child's learning. To encourage the full participation of non-English speaking parents, NEAT will make regular and full use of interpreters and, when hiring teachers, highly value second language abilities.

School leaders, in collaboration with teachers and parent volunteers, will develop an annual schedule of workshops that will take place on the school site and welcome all parents in the community. These workshops will be led by teachers, administrators, parents and community members and will focus on culturally sensitive, hands-on learning experiences to help parents develop their understanding of literacy and numeracy in preschool and elementary school students.

Parents will be encouraged to be involved in the governance of the school. NEAT will have a Parent-Teacher's Association (PTA), which will be composed of all the parents/guardians of enrolled students and teachers and will be led by two elected co-chairs. The purpose of the PTA will be to engage parents in issues affecting the school and will be responsible for assisting the NEAT administration with the following:

- Outreach and family support (outreach to prospective parents, translation of materials, support of non-English speaking families, family education activities, etc.)
- Communications (newsletter production, public relations, etc.)
- Room parents (coordinating parent volunteer activities in the classrooms and in support of individual teachers; each class will have a room parent, led by a single room parent coordinator)
- Fundraising (pledge drive, events, activities such as e-scrip, etc.)

The Parent Association and Executive Director may work together to form other committees (e.g. parent ed. courses, tutoring programs, school garden, school lunch, after-school programs, technology committee) based on the needs of the school. The meetings, supplemented by committee meeting as needed, will be held at a time and place to maximize parent participation; meetings will provide language support and translation, as needed, and childcare will be provided whenever possible.

Once the application is approved, a public announcement will be made locally and nationally. We have a growing list of parents and students that want to enroll. NEAT will hold a community meeting once a month starting in January 2017 advising the community on the status of the school and listening to the public for feedback and concerns before the school opens in 2017. The community will be able to attend open monthly Board meetings. The governing board will be made up of community members, leaders and parents. We expect in-kind and financial contributions from local, state and national agencies through grants and scholarships. Our constituencies are prepared and eager for the opportunity to assist and/or give recommendations and feedback on designing, implementing and maintaining a STEAM Charter School in the Northeast Kansas City, Missouri community. Appendix provides evidence of support from the community and parents.

Parent and Guardian Commitments

NEAT will invite families to participate in the creating the school culture by volunteering each year. We understand that everyone has a different schedule, so our program will be designed to offer flexibility to ensure that all parents or guardians are able to contribute to the school and their child's education.

Volunteer Opportunities

- Service - There are many wonderful opportunities to join with the staff and students in projects and activities to help make the school a real community. Throughout the year, committees and groups meet to plan activities and carry out projects. From time to time, parents and guardians are called and asked to volunteer for work on these projects. School service activities can take the form of on-campus volunteering to organize activities, provide help in the classroom, in the library, with field trips, technology, recreational activities, school athletic training.
- Educational visits - Parents and guardians can earn volunteer service hours for spending time with students off campus when engaged in educational activities, such as museum visits, library trips, City Council meetings, Neighborhood Council meetings, campaign speeches, community outreach programs—anything related to learning about culture, community, and education. To receive credit for off-campus service hours, you must provide proof of attendance (e.g.: agenda, ticket, pictures) along with answers to the following questions:
 - What do you think your child learned?
 - How will your learning impact your child's achievement at school?
 - What will you do differently next time you go?

B. Organizational Plan

B.1: NEAT Governing Board

Description of Corporate Entity Holding Charter

Northeast Academy of Arts and Technology (NEAT), a 501(c)(3) not-for-profit organization registered with the State of Missouri (Appendix B), will hold the charter and be responsible for governing this school. Upon approval of this application by the Missouri State Board of Education, NEAT will act as a Local Education Agency (LEA). NEAT's Articles of Incorporation and By-Laws can be found in Appendices B. NEAT is in the process of receiving tax-exempt status from the Internal Revenue Service (see documentation in Appendix B).

Members of the NEAT Board of Directors (the Board) will operate in alignment with our mission and purpose (presented in *A.1 Mission, Vision and Goals*) as we fulfill the obligations and responsibilities described below. NEAT understands and will fully comply with Missouri's Sunshine Law related to board and committee

meetings, and state ethics requirements. Once the Missouri State Board of Education approves NEAT's charter, the Board will follow all applicable provisions, including the following: meetings must be appropriately announced/noticed and open to the public; most records and documentation must be public (with closed meetings and records allowed in some limited circumstances); board members must sign a conflict of interest statement declaring they are not employees of NEAT; the Board is subject to the same liability for acts in office as if it were a duly elected school board or any other public school district in the state; the Board must have appropriate liability insurance; and the Board may vote to amend the school's charter with the approval of the sponsoring institution.

NEAT will be exempt from all laws and rules related to schools, governing boards, and school districts, except for those provided in 160.400 to 160.425 RSMo. As a condition of service, all NEAT board members will complete a criminal background check and a family-care safety check, as required by 160.400.14 RSMo. The founding board members have begun this process (see documentation in Appendix B). In accordance with 105.450(6) RSMo, the Board understands our responsibility as "decision making public servants." All board meeting minutes and board meeting attendance rosters will be maintained and kept for the purpose of public record (including on the NEAT website once developed). In July, 2016, NEAT will submit a copy of this application to the Kansas City Public School District.

NEAT Board Responsibilities

The primary role of the Board is to govern our school in alignment with the performance contract agreed upon with our sponsor, while adhering to and furthering our mission. The Board's role is one of oversight of school management. The primary responsibilities of the Board are listed below:

- **Oversight of NEAT:** The Board is ultimately responsible for monitoring the school's performance, including compliance with its charter and other governing documents.
- **Strategic planning:** The Board, in conjunction with the Executive Director, will develop a strategic plan and monitor its implementation.
- **Holding school leader accountable:** The Board is responsible hiring, evaluating the Executive Director, and for providing leadership and guidance of NEAT through the Executive Director.
- **Fundraising:** The Board assists the schools in fundraising, including the submission of applications for public grants (categorical and discretionary) and private donations from foundations, corporations, and individuals.
- **Enhancing the organization's standing:** Members of the Board are ambassadors of the schools and work individually and collectively to increase NEAT's standing in the community.
- **Ensure legal and ethical integrity:** The Board will ensure that the school adheres to all laws, regulations, and rules, and conforms to the highest standards of ethical conduct.

- **Appeals by parents:** The Board will hear appeals by parents on matters of student discipline, including student expulsions.
- **Budget and financial resources:** The Board is responsible for financial oversight of the school, including budget development, approval and monitoring, establishing fiscal controls, ensuring that audits of the school's finances are conducted as required by law, and publishing annual financial reports aligned with Missouri law and requirements.
- **School Policies:** The Board is responsible for establishing, implementing and enforcing, or delegating the implementation and/or the enforcement of school policies.

Relationship with Sponsor

NEAT will fulfill its role in ensuring our financial sustainability in accordance with Missouri statutes and norms, along with developing and executing the schools' strategic priorities and policies. _____ will sponsor NEAT, providing public oversight and accountability for the schools per 161.092 and 160.400-160.425 RSMo. The contract between _____ and NEAT will be for a five-year term, beginning upon approval of this application by the Missouri State Board of Education. _____ will conduct annual evaluations of the school to ensure they are conducting themselves in accordance with performance goals and other measures established in the charter performance contract and this application.

B.2 Governing Board Composition

NEAT Founding Board Biographical Information

NEAT has five founding board members. The Board represents a cross-section of dedicated and experienced educators, community, financial and organizational leaders as well as, ethnic and racial background of the community in which they will serve. The five founding members live in Kansas City, Missouri. Board member resumes and completed request for information forms can be found in Appendix B, and below are descriptions of each founding member. NEAT will become a member of the Missouri Charter Public School Association and will participate in trainings provided by the Association. The Board currently has five initial board members. Once the charter is approved, the five inaugural members plan to recruit colleagues, community leaders, and parents/guardians of potential students to serve on the Board reaching a total membership of 9 by the opening of the school in 2017.

Dr. Norma Cantu: Director

As Professor of Latina/Latino Studies and English at UMKC, Cantu's duties include teaching, committee work, and the development of the Latina and Latino Studies (LLS) Program. She received her Ph.D. in English from the University of Nebraska – Lincoln and has taught at Texas A&M, the University of California – Santa Barbara, and the University of Texas – San Antonio. Dr. Cantu is also Professor Emerita at the University of Texas – San Antonio. She is founder and director of the Society for the Study of Gloria Anzaldúa and co-founder of the group of Latina/o poets, Canto Mundo, as well as a member of the Macondo

Writers Workshop. As editor of a book series, *Rio Grande/Rio Bravo: Borderlands Culture and Tradition*, at Texas A&M University Press, and *Literatures of the Americas*, she promotes the publication of research on borderlands culture.

Please see Appendix B.2-1 for Dr. Norma Cantu' CV and "Request for Information from Prospective Charter School Board Members" form.

Dr. Elvia Niebla: Director

Dr. Niebla received an associate of arts degree from Fullerton Junior College in 1965 and a BS in zoology and chemistry from the University of Arizona in 1967. She taught special education in California for three years before returning to the University of Arizona, where she received a PhD in soil chemistry in 1979. Dr. Niebla took a job at the Western Archaeological Center, where she worked on maintaining historic adobe buildings and ecosystems in national parks. In 1984, Dr. Niebla joined the Environmental Protection Agency (EPA) and wrote regulations on the use of sludge made from decomposed garbage on agricultural land. In 1989, Dr. Niebla became national coordinator for global change research in the Forest Service, a division of the U.S. Department of Agriculture. She managed the science research program on global change in forests.

Please see Appendix B.2-2 for Dr. Elvia Niebla's CV and "Request for Information from Prospective Charter School Board Members" form.

Mr. Kent Dicus: Director

Mr. Dicus has been the Accounts Payable Manager for Children's Mercy Hospital since 2008. He manages staff accountants that process invoices resulting in \$10 million in monthly payments. His primary responsibilities are to ensure the accuracy of the financial statements for Children's Mercy Hospital, including all 1099 reporting. Prior to his current role with Children's Mercy Hospital, he was with NovaStar Mortgage, Inc. for over 5 years where he held various financial leadership roles including his last position as Branch Project Manager and Performance Consultant. Mr. Dicus believes all youth should have access to a high quality education and he is dedicating his efforts to assist in achieving this goal. He lives in northeast, Kansas City, Missouri and has served as Board President of the non-profit, neighborhood association, Pendleton Heights.

Please see Appendix B.2-3 for Mr. Kent Dicus's CV and "Request for Information from Prospective Charter School Board Members" form.

Mrs. Laura Gallegos: Director

Ms. Gallegos is currently an Educational Outreach Specialist in the Independence School District. Ms. Gallegos has been a leader in the northeast community for almost twelve years. Ms. Gallegos has served on a previous charter school board for three years where she was responsible for academic, financial and policy oversight. For ten years, she worked for a non-profit

organization; Samuel Rodgers Health Center serving the diverse northeast community, coordinating events and health fairs to help prevent chronic diseases like diabetes, cholesterol, blood pressure and glaucoma. She assists the Northeast community by providing informational outreach with medical insurance to children under 18 years old. Ms. Gallegos's partners with different organization in the Kansas City area and Kansas City, Kansas include Guadalupe Center, Mattie Rhodes, Bishop Sullivan, El Centro Inc, Heart to Heart, Health Care USA, Molina, Missouri Care, Blue Cross Blue Shield, Mexican Consulate, and Head Start of Kansas City, Missouri. Ms. Gallegos was a teacher in Mexico for 3 years, teaching Computer Technology courses to middle school students and English language classes to kindergarten students.

Please see Appendix B.2-4 for Laura Gallegos's CV and "Request for Information from Prospective Charter School Board Members" form.

Dr. Ned Heese: Director

Dr. Heese is currently an assistant professor for the Cleveland Chiropractic College, Kansas City, MO. He served on different committees at the college directed toward improving the curriculum of the college. His primary responsibility is the education and preparation of the chiropractic students for a successful career in chiropractic medicine. Prior to Cleveland College, and currently, Ned is an instructor in chiropractic spinal manipulation nationally and internationally for the non-profit S.O.R.S.I. chiropractic organization. He had served for twelve years as a committee member and on the Governing Board of S.O.R.S.I. in the capacity of V.P. of Education. Ned directs the educational programs for national, regional and local seminars for the chiropractic profession and works with cost factors for these seminars. His education in chiropractic medicine is from the Logan Chiropractic College in St. Louis, has authored several articles for professional journals and awarded the title of Fellow. He practices in Iowa and Missouri and currently resides in northeast, Kansas City with his wife and two children.

Please see Appendix B.2-5 for Dr. Ned Heese's CV and "Request for Information from Prospective Charter School Board Members" form.

B.3: Management and Operation

The NEAT Executive Director will be responsible for the overall operations and outcomes of NEAT. NEAT is excited to introduce our founding Executive Director, Dr. Nicole King (*see resume in Appendix B*).

Since December 2013, she has been working on actions related to NEAT's launch, including deep involvement in the drafting of this application. From her July, 2016 full-time start date, Dr. King will launch and grow NEAT, utilizing a sophisticated understanding of managing and leading a student-centered, outcomes driven, diverse school organization. Below is a brief description of Nicole's background and experience.

In 2001, Dr. King became a principal at Gladstone Academy in Northeast, Kansas City Public Schools serving 580 students grades K-5. In 2003, Dr. King was appointed principal of Scuola Vita Nuova Charter School, overseeing instruction for 220 students in grades K-8 and growing the waiting list to over 200 students. She graduated from the University of Missouri-Kansas City and holds a Masters and Ph.D. in Urban Educational Administration (K-12) and a Missouri Superintendent's License (K-12). She has trained at Columbia University: The Reading and Writing Project-Teacher's College in Reader's and Writer's Workshop for over 8 years. Dr. King will create and maintain an organizational culture at NEAT that challenges and motivates our diverse students, teachers, and families to achieve academic excellence, develop as people, and positively impact the communities in which they live.

It will be the primary responsibility of the Executive Director to ensure the organization meets annual academic and financial goals. Additional operational responsibilities are outlined below:

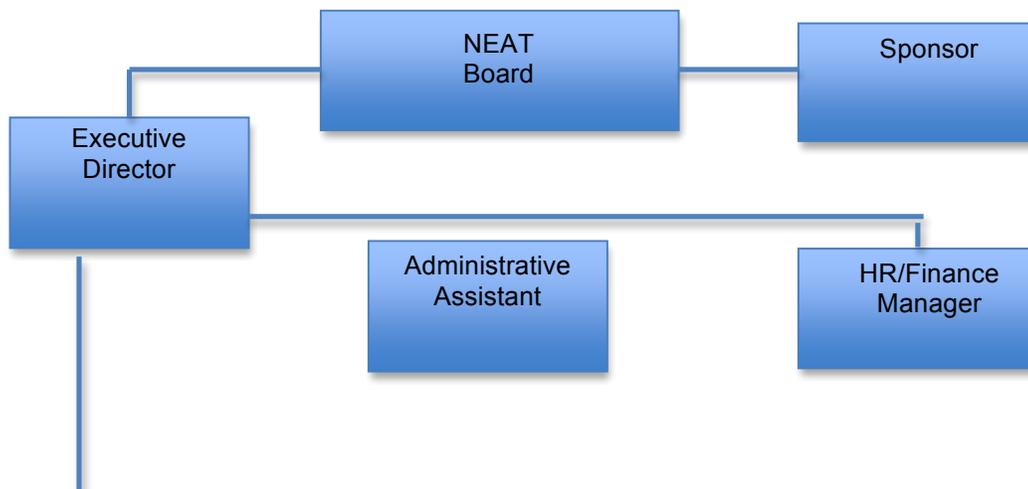
- Manage the process to hire staff in the pre-opening year;
- Support and develop staffing structures, curriculum and instruction to align with NEAT's purpose, mission and core values;
- Report and communicate to the NEAT Board, communicate directly with the sponsor and DESE, on activities, organizational development progress, and student achievement;
- Build a culture of relentless self-improvement and adaptive leadership among the entire school;
- Ensure the implementation of the NEAT academic model and alignment of school-based academic programming;
- Oversee operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of any contracted service providers, and;
- Oversee and partner with legal support as appropriate
- Provide instructional leadership, coaching and support to teachers who are working with a diverse student body, drawing on best STEAM practices and methods that foster the proper amount of differentiation and support to ensure all students are performing at high levels and developing as critical thinkers;
- Facilitate the use of a wide array of assessments described in A.3 Assessment, reflecting the educational philosophy of NEAT and preparing students to excel on statewide measures;
- Use multiple sources of data to develop a plan for the ongoing improvement of student achievement by overseeing the collection, analysis, and utilization of this data in relationship to specific students, teachers and curricula;
- Establish, support and supervise ongoing professional development plans and opportunities, including all summer professional development

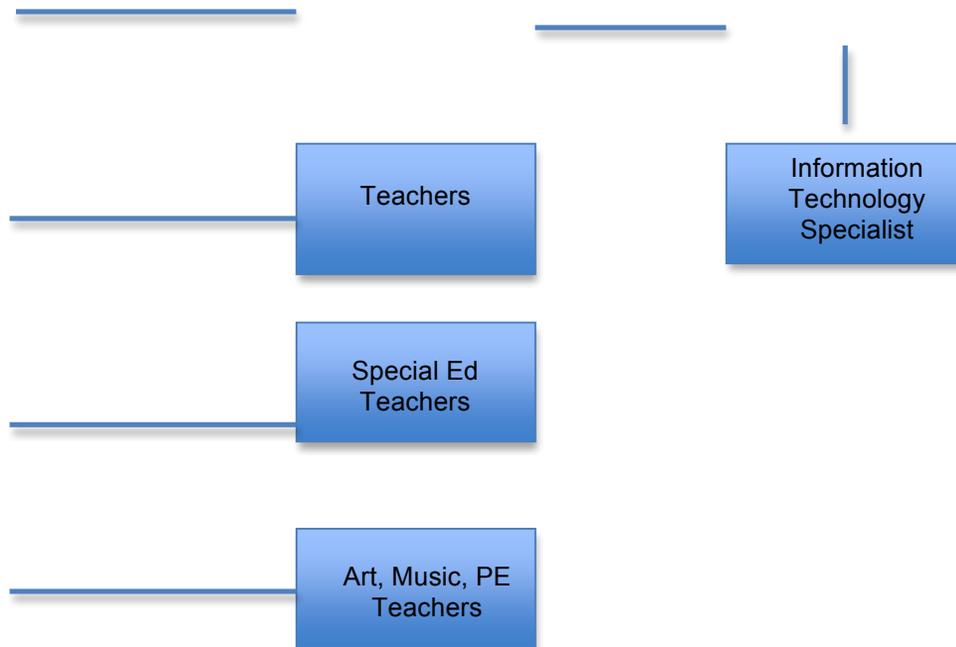
Organizational Structure

As presented in the Year One Organizational Chart provided in this application (see Appendix B), the NEAT Board serves as the primary governing authority over the school.

Exhibit B

NEAT Organizational Chart





The descriptions that follow are excerpts from job descriptions providing brief explanations of qualifications and job duties for key leadership staff.

Position Descriptions for Core School Staff

Executive Director

This position is responsible for directing the planning, implementation and evaluation of programming related to a STEAM education for students Grades K through 8 at NEAT. This position is responsible for (1) providing instructional leadership to staff including STEAM curriculum planning, review and implementation; (2) using data to progress monitor student performance and to inform instruction; (3) supervision of professional staff; (4) providing appropriate quality STEAM professional development opportunities for staff; (5) supervision of students; (6) creating and maintaining a school climate and culture that ensures the safety and welfare of students and staff; (7) serving as the liaison between the school and community and between the school's staff and the Governing Board.

Key Job Responsibilities

- Leads the development and implementation of a rigorous and relevant STEAM integrated academic curriculum aligned with Missouri Learning Standards.

- Recruits, develops and supports an energetic, innovative, collaborative and committed teaching staff whose members work continuously to improve teaching quality and student learning.
- Supports continuous improvement of teaching staff through visibility, collaboration, engagement, innovative professional development, frequent shared analysis of multiple points of data, appropriate classroom observations, and clear communication with staff and partners.
- Invites participation and engagement with the school from parents, community members, and other key stakeholders through reports on school and student progress via letters, social media, public performances and demonstrations, newsletters, and other means.
- Assists in the preparation of the school budget by working with the HR/Finance Manager, staff, parents and the community to determine budget priorities. Networks with leaders of STEAM schools in other cities, and with the broader STEAM community.
- Maintains a safe and positive learning environment for students, coordinating and implementing student safety and disciplinary procedures in the regular school day as well as during school activities.
- Maintains knowledge of current educational issues and trends.
- Recommends educational policies and procedures to the Board, and
- Implements policies within the school.
- Oversees the collection, review and analysis of relevant student data and ensures its distribution to appropriate personnel.
- Reports academic progress to the Board.
- Manages and facilitates federal programs to ensure continuity with the overall academic program.
- Works with HR/Finance Manager to plan and monitor budget resources as it relates to the academic program.
- Provides leadership in the planning and implementation of professional development training (PDC).
- Works with and provides input to special program personnel (technology, library-media, SPED, ESL, Title I, etc.)

Qualifications

- Master's Degree or higher
- Five years of administrative experience
- Valid teaching certificate
- Missouri principal certificate

HR/Finance Manager

This position serves as the Human Resource (HR)/Finance Manager and is responsible for leading and managing the personnel and finances for the school. Primary responsibilities includes providing operational and financial decision making and support across all departments within the organization as well as the development of organization-wide procedures and processes to ensure good stewardship of resources.

Key Job Responsibilities

- Serves as NEAT's primary finance liaison with the Missouri Department of Elementary and Secondary Education (DESE) and sponsor.
- Works closely with the, Executive Director, the Board (BOD) and sponsor to set strategic staffing direction for NEAT
- Performs annual and monthly review and analysis of business operations; identification of business reasons underlying the results of operations.
- Works closely with Executive Director on setting annual target enrollments, as well as managing payroll and personnel files.
- Collaborates with Executive Director, Board Treasurer/Finance Committee to develop annual budget and monthly budget revisions.
- Performs balance sheet, cash flow and P&L account analyses, on a recurring and ad-hoc basis and prepares fund accounting based statements on a quarterly and annual basis.
- Prepares and submits the Annual Secretary of the Board Report for the State of Missouri.
- Provides direct support to NEAT for the annual external audit, as well as any State or Federal audits that may arise.
- Supervises payroll-processing and purchase order processing
- Collaborates with Executive Director to prepare the health benefits program, including the bid and selection process for providers.

Qualifications

- Master's degree or higher or Bachelor's Degree (if coupled with CPA)
- Five years of successful finance and/or accounting experience
- Experience supervising employees
- CPA preferred

Information Technology Specialist

This position is responsible for general setup/management of data related to student management; examining the database for accuracy for Core Data; coordinating and submitting all Core Data information; training staff on Student Information System (SIS), working with the vendor to develop custom imports/exports from the database; supervising SIS support personnel; collecting, analyzing, and reporting on data that will help teachers and administrators assess and monitor the academic needs and progress of all students.

Information Technology Specialist will work closely with the Executive Director to tailor information appropriately for staff development in addition to academic program evaluation. The Information Technology department reports to the Executive Director.

Instructional Teaching Staff (K-8, Visual Arts, Music, Physical Education)

The NEAT leadership will develop detailed job descriptions for all instructional staff, including classroom teachers, fine arts teachers, and classroom aides. Based on observations of highly effective charter schools across the country, NEAT will hire teachers who believe all children can learn at a high level and are willing to do “whatever it takes” to help students reach their potentials.

Classroom teachers have a crucial impact on student success; therefore, NEAT will hire classroom teachers who have a experience working with students from the school’s target population. NEAT will target individuals who have a strong background in curriculum, and who are creative and innovative thinkers in the classroom setting. Classroom teachers will have cultural competence, enabling them to interact effectively with others who may differ in cultural background, socio-economic status, etc. Classroom teachers at NEAT will have a strong desire to work in an innovative and STEAM-centered environment. The NEAT classroom teachers will work collaboratively to develop curriculum from grade level to grade level and then constantly revise and improve upon that curriculum. Classroom teachers at NEAT will work to individualize instruction to maximize success for every child. NEAT teachers will have a minimum of two years of successful teaching experience with data to prove their success, and Missouri Teaching Certification; a Master’s Degree is preferred. Classroom teachers should be competent in the integration of instruction using a Windows and Mac environment.

General expectations regarding instructional staff are included in Section B.4: Staffing and Human Resources.

All staff and volunteers in direct contact with students will be subject to criminal and child abuse registry background checks.

All teaching staff at NEAT will be “at will” employees. As such, teachers will be evaluated, retained and compensated based primarily on student academic growth. A performance based pay program will be adopted by the Board and implemented for all school staff.

A large proportion of a teacher’s financial compensation will be determined by student academic growth and frequent evaluations by the school administration. Teachers must be able to plan instruction appropriate to subject, grade level, and the abilities of his or her students.

A strong commitment to assessment and accountability are necessary as this aligns closely with the mission and vision of the school. All communications with parents will be tracked with the school wide student information system and used to assist in various data driven decisions throughout the school year.

Employment Policies

NEAT's has developed a sample employment handbook. School leadership, legal counsel and the NEAT Board will review this policy manual, make modifications, and the NEAT Board will adopt the final version.

Sample Personnel Policies are noted and included in Appendix B.

The sample policy documents are by no means exhaustive, but are intended to demonstrate NEAT's capacity to develop full policy documents.

B.4 NEAT Staffing Plan

Dr. King will manage the recruitment and hiring of all NEAT staff with input from the Board. We plan to secure hires by Spring, 2017 ahead of a July, 2017 start date, and have budgeted for a recruitment process for our founding staff members. Ahead of the first year of school operation, the Executive Director will lead the process to hire the school staff. From year two onwards, the principal, in conjunction with the Professional Development Committee, will be responsible for hiring all school staff.

The most distinctive aspects of the NEAT instructional and staffing structure is teaching in multi-year loops. This strategy has multiple benefits. This allows NEAT to cater to the needs of developing students, create a strong, collaborative team among teachers, build supportive teacher-student relationships, and enhance the meaningful, action-based learning that occurs in the integrated STEAM projects that make up our curriculum. Looping supports student learning across the curriculum with a particular focus in English language arts, mathematics, and the integration of enrichment classes to support academic and social-emotional growth and learning.

In kindergarten, each classroom teacher will have the support of a teaching associate. The teaching associate will comply with the highly qualified requirements of No Child Left Behind (NCLB) for paraprofessionals, with the ideal candidate having completed one of the following; 60 college hours of study, attained an associates degree, or completed a formal state approved paraprofessional assessment. NEAT will implement the looping model from kindergarten through grade 8. "Looping" refers to the experience of our teachers who stay together with a class of students across two grade levels, and then loop back to teach a new class at the end of year two. Looping allows for a more in-depth and personal relationship to develop between teacher and student, as well as student and peers.

NEAT is also committed to providing enriching and meaningful experiences to all students in the arts, regarding the arts as a valuable means with which to facilitate student mastery of core academic standards. In the first year of operation, NEAT will employ one full-time Art, Music, and Physical Education teacher. As described in A.5 Target Population, this staffing plan is contingent upon securing suitable facility space for NEAT. The table below shows the

anticipated staffing structure for the NEAT model during the first five years of operation. The Executive Director will manage and continually assess the capacity needs in order to support the growth of the school.

Projected Enrollment	180	240	300	360	420
Executive Director	1	1	1	1	1
Information Tech. Specialist	1	1	1	1	1
Admin. Sec	1	1	1	1	1
HR/Finance	1	1	1	1	1
K-6 Teachers	9	12	15	18	21
SPED Coordinator	1	1	1	1	1
SPED Teacher	0	2	2	2	2
K Para	3	3	3	3	3
Art Teacher	1	1	1	1	1
Music Teacher	1	1	1	1	1
P.E. Teacher	1	1	1	1	1

NEAT Teacher Recruitment

NEAT believes that recruiting, developing, supporting and retaining high-quality teachers is essential to the success of our school. The Executive Director in YR1 and in partnership with the teacher leadership team in YR2-5, will select teachers based on the criteria outlined below. All classroom teachers at NEAT will have a Bachelor’s degree, a Missouri teaching certificate, and demonstrated core academic subject matter competence (in compliance with NCLB’s highly qualified teacher benchmarks). We will especially seek out teachers who speak additional languages and have experience in working with diverse populations.

Recruitment of teachers will include multiple methods. NEAT will utilize professional networks such as the Missouri Charter Public School Association and teaching job fairs and postings at local universities (University of Missouri, University of Central Missouri, University of Missouri –Kansas City) to publicize open positions. We will also engage with networks such as MOREAP, Non-Profit Connects and NEAT’s website and be forwarded through university alumni groups.

When a position is available, NEAT will review the criteria and qualifications for the position and advertise it, along with a job description. Based on a review of résumés, the Executive Director (and current teachers and students/parents) will interview likely candidates and observe them teaching a sample lesson. As needed, additional processes, such as analysis of student performance data will be used to select the final candidate. Staff will review and sign the NEAT staff handbook at the hiring stage (see draft staff handbook in Appendix B). In accordance with 168.071 RSMo, NEAT will not employ teachers whose

certificate of license to teach has been either suspended or revoked by the Missouri State Board of Education. Contracts for all NEAT staff members will be at-will.

NEAT Teacher Retention

NEAT will seek to retain teachers by providing and promoting the following:

- **Small class sizes and staffing support:** NEAT will provide small class sizes (20-22 students). In addition, teachers will be supported by teaching associates described in the staffing plan. This will provide a lower teacher to student ratio and allow for more individualized attention within the early grades.
- **Professional work environment:** NEAT will create an environment that is professional and collegial. Central to this will be creating and maintaining a culture that is inclusive of all individuals. Teachers will be provided 90 minutes of planning time daily.
- **Competitive compensation:** All employees will be compensated commensurate with their experience and job responsibilities, and will receive competitive benefits, including health insurance and retirement plans. Teacher starting salaries will begin at \$45,000 annually.
- **High quality and authentic professional development:** NEAT will provide teachers with weekly opportunities for high quality professional development. Teachers will receive training prior to the start of each school year through the NEAT Professional Development Onboarding (see Appendix B for the summer institute dates in 2017-18). Teachers will also have 90 minutes daily common planning time to work with their grade level colleagues.
- **Effective leadership:** We recognize the importance of providing strong and effective leadership. Our Executive Director, Dr. King, has vast experience teaching, hiring, developing and supporting teachers in diverse learning environments.
- **Collaborative environment:** A collaborative learning community values the varied strengths of every member. We intend to develop our teaching faculty into a supportive community that values and extends their talent. They will work together to plan units, solicit feedback on lessons, and share instructional techniques.

NEAT will be proactive in ensuring the satisfaction of our teachers and will work to resolve any issues prior to escalation. In addition, NEAT will conduct a teacher survey on an annual basis to provide teachers with an opportunity to anonymously indicate their satisfaction with the school. Leadership will utilize the results to make adjustments as necessary.

B.5 Student Recruitment and Enrollment

In A.5 Target Population we analyzed the diversity of the Northeast Kansas City area, and demonstrated that there is currently only charter one school with a dedicated STEM focus. In this section we will describe the extent of community

support for our school and our plans for further engagement, and the process and timeline for student enrollment.

NEAT Enrollment Projections

As previously noted, NEAT is applying for a K-8 charter that will open in August 2017. Our school will open with 180 students in kindergarten, first, and second grade, representing three sections of 60 students per grade. We will add three classes of kindergarten students each year until the school serves approximately 420 students in grades K-6 during the 2021-2022 school year. NEAT anticipates a low rate of student attrition and will enroll students from a waitlist to ensure full enrollment.

Community Demand and Support

From 2014, NEAT has actively engaged in conversations with the Northeast community. The breadth of outreach conducted to date has ensured that NEAT has a strong and positive presence within the community ahead of the 2016-17 pre-opening year. Our Executive Director, Dr. Nicole King, starting July 1, 2016 will be leading the effort to continue these activities and garner further support to reach full enrollment on schedule. The demand for our school from families and the community in Northeast Kansas City is described below:

- **Community demand and support:** NEAT has received many letters of support from a wide cross section of Kansas City stakeholders and community based organizations. These include nonprofit organizations that assist parents in monitoring the health of their children who hear from parents regarding the importance of expanding K-8 options in the Northeast and across the city. These letters are included in Appendix B.
- **Parent demand and support:** Approximately one year prior to opening, NEAT has received signatures and statements of support from over 100

Grade Level	YR1 2017-2018	YR2 2018-2019	YR3 2019-2020	YR4 2020-2021	YR5 2021-2022
K	60	60	60	60	60
1	60	60	60	60	60
2	60	60	60	60	60
3		60	60	60	60
4			60	60	60
5				60	60
6					60
NEAT Total	180	240	300	360	420

parents who are actively interested in enrolling their children in our schools. The vast majority of these parents live in a zip code located

within the Northeast area. These signatures and statements of support have been gathered following in-depth discussions with parents regarding NEAT's model and plans, along with a general petition/signature sheet.

- **Informational Meetings:** NEAT will present at Northeast based neighborhood associations, in Northeast public housing centers and Northeast KC Public Library. NEAT will continue to organize such meetings throughout the pre-opening year, focusing on engaging with parents and families with children entering kindergarten, first and second grade in 2017.

Expanding High Performing Public School Options in Northeast

Throughout the outreach and engagement NEAT has conducted, we have consistently heard from parents and community organizations that they want academically high performing school options in the Northeast. The Kansas City Public School District (KCPS) has undergone clear gains in district-wide performance. However, parents also cite the lack of existing high performing STEAM public school options for families in Northeast, Kansas City. As a result, many of the charter school options have placed many students on waiting list, unable to access quality educational choices for their families. Many families feel trapped by their zip codes.

The table below shows Proficient/Advanced student Missouri Assessment Program (MAP) results for public and public charter schools in the Northeast area.

KCPS	Grades	ELA-MAP Grade 3 2014-2015	ELA-MAP Grade 4 2014-2015	ELA-MAP Grade 5 2014-2015	Math-MAP Grade 3 2014-2015	Math-MAP Grade 4 2014-2015	Math-MAP Grade 5 2014-2015
Gladstone	K-5	22%	38%	46%	32%	30%	33%
James	K-5	43%	48%	67%	44%	21%	53%
Garfield	K-5	17%	10%	15%	14%	8%	0
Charter Schools							
SVN	K-8	50%	43%	53%	36%	34%	30%
Frontier	K-12	45%	49%	39%	40%	38%	24%
Della Lamb	K-5	6%	19%	30%	0	0	6%

NEAT Recruitment Plan

Leveraging this need for access to project based learning within a STEAM environment are important pieces of our recruitment plan. NEAT will undertake the measures, such as those listed below to recruit student applicants and will provide translation services, if necessary, for all promotional materials and any person-to-person interaction requiring English translation. . NEAT has budgeted \$10,000 in the pre-opening year to support marketing and recruitment tools:

- **Community meetings:** NEAT will organize and host informational meetings with families who are exploring school choices to present our mission and plans, along with detailing the schools' enrollment processes. The meetings will be held in both small and larger, town hall style settings.
- **Preschool and Head Start engagement:** NEAT has met with two Head Start sites within the Northeast area. Further engagement with staff and parents at sites such as these will be a priority in the preopening year.
- **Neighborhood and door-to-door engagement:** Our Executive Director, Dr. King will closely engage with families and the community in Northeast when she begins full-time employment. Dr. King will continually monitor the community for new organizations and businesses with which to form relationships, and serve as the lead in conducting initial outreach with new contacts and potential partners.
- **Civic groups and neighborhood associations:** NEAT will continue to build on the relationships developed with neighborhood associations, councils and housing developments in Northeast. NEAT has engaged with, and received letters of support from the Pendleton Heights Neighborhood Association, the Scarritt Neighborhood Association, and the Indian Mound Neighborhood Association, each of whom serve communities in Northeast (*see letters of support Appendix B*) and will continue to meet with parents and community members in these forums.
- **Radio/newspaper advertisements:** NEAT will use of radio and newspaper advertisements to promote enrollment. NEAT will work to publicize the school in the Northeast News, Kansas City Star and Dos Mundos.
- **Student recruitment/informational fairs:** NEAT will participate in the various student recruitment fairs in Kansas City. NEAT will engage with organizations to ensure parents district wide have the tools and information to enroll in our school.
- **Online and social media promotion:** NEAT will create a page to promote the school.

The most intensive outreach efforts will take place in areas of northeast, Kansas City, Missouri, where there is the highest likelihood of reaching students meeting one or more “high-risk” factors defined in R.S.Mo 160.405.2(4), particularly students who are, “at least one year behind in satisfactory completion of course work . . . limited English proficiency . . . eligible for free or reduced-price school lunch, lack of access to quality early childhood programming.

In addition to traditional marketing vehicles available to leadership (newspaper ads, signs, and radio spots), NEAT will also utilize—conversations with families and businesses, information distribution at local events and places where people

regularly gather (community fairs, places of worship, barber and beauty shops, libraries, etc.), frequent informational meetings at public venues in the target neighborhoods, and a sensitivity to the unique circumstances of working parents/guardians in attending or participating in recruitment activities.

NEAT will also develop an online web site resource for families where they can learn more about the school and submit enrollment documentation. NEAT will employ a variety of techniques to ensure full enrollment throughout the five-year charter term. We will continue to prioritize ensuring all families have equitable access to our school. NEAT will conduct the following to ensure that parents are aware of, and excited to enroll their children at our school

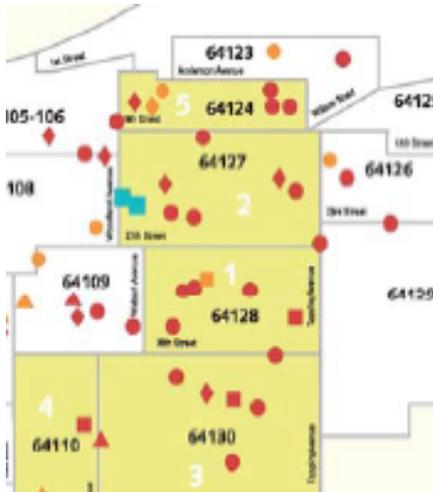
NEAT will work diligently to ensure that individuals conduct these efforts with appropriate language fluency for the target audience at each event. As needed, an interpreter/Board Member will be involved in the communication process, and will also help develop resource and promotional materials in multiple languages.

Student Enrollment and Lottery Process

All students who reside within the Kansas City Public School District (KCPS) boundaries will be eligible to enroll at NEAT. The enrollment process will be fully compliant with 160.410 RSMo. We will develop enrollment materials and forms in multiple languages. These materials will be available in hard copy and online for parents and guardians to complete. NEAT intends to utilize a geographic enrollment preference. The geographic preference will only be enacted if the number of applications is greater than the grade level capacity. The boundaries for the geographic neighborhood preference area are detailed below. NEAT is enacting these boundaries to ensure that our school addresses the highest need targeted zip codes as described in *A.5-Target Populations*.

The boundaries are:

- North: Cliff Drive
- South: 31st Street
- West: Woodland Avenue
- East: Topping Avenue



The enrollment/application process for NEAT will apply to all students who reside within the boundaries of KCPS and have submitted a complete application prior to the publicized deadline. A lottery will be held if demand for the schools (number of applications) is greater than the total number grade level seats. The Executive Director (with approval from The Board) will decide the specific dates and times of the enrollment process. We anticipate holding the lottery in Spring 2017. Our Executive Director will utilize all available tools to publicize the lottery, including our website, social media and neighborhood associations. Should a lottery be held, all completed and accepted applications submitted during the enrollment period will be publicly drawn in random order until capacity is reached and the remainder is placed on a waiting list. The “waiting list” will rank applications that were submitted during the enrollment period. Applications received after the enrollment period has ended will be added to the bottom of the waiting list. These applicants will be identified by number and by grade. Below is a list of enrollment preferences (in order) that will be enacted in the case of a lottery:

- Existing students returning to the school from the previous year (from 2018-19 onwards)
- Siblings (once one child in a family is accepted, or siblings of returning students)
- The children of current, full-time NEAT employees (must adhere to the KCPS residency requirements)
- Students who reside within the geographic boundaries described above
- All students who reside within the Kansas City School District

Admission to NEAT will not be restricted due to race, gender, ethnicity, English proficiency, national origin, disability, or socioeconomic level.

B.6 Parent, Community and Educator Involvement

NEAT will establish an ongoing partnership between the school, family, and community ensuring mutual responsibility and accountability for students' learning, academic, and social-emotional development. This partnership actively involves parents, community and educators in an ongoing home visit program in grades K-3. In a well-implemented, randomized, controlled study, Kirkland (2013)¹⁵ found that the Healthy Families New York (HFNY) home visit program reduced first grade retention rates and improved three so-called "soft" school-readiness skills 7 years after program enrollment. (These included the ability to work or play cooperatively, follow instructions or rules, and complete work on time). The (HFNY) Home Visit program was able to cut the first-grade retention rate by half (from 7.10% to 3.54%) and to almost double the percentage of first graders demonstrating the school-readiness skills measured by the study.

This study is an important and well-conducted piece of longitudinal research demonstrating substantive impacts on child educational outcomes 7 years after families' enrollment. It adds to the body of research that demonstrates lasting positive impacts of home visiting on families' life chances.

As noted in Section A.1, NEAT will use the opportunity of creating a K-2 school growing one grade per year to ensure that parents, community members and classroom and school leaders remain aligned with the mission and develop a community-based and welcoming environment. NEAT recognizes the powerful opportunity we have to unite our communities around a common purpose - the success of their children and the neighborhood school they will attend. We believe that investing all our families, including those who may have otherwise left their neighborhood schools, in public education and each other is critical to long-term educational reform.

NEAT Parent Involvement

Prior to the school year beginning, the Executive Director and volunteers will organize meetings to introduce parents and families to each other, and to school leadership and staff. NEAT will conduct two student portfolio review meetings annually to ensure that parents understand the curricular approach, are included in the life of the school, and hear from both their child and the teacher(s) about their child's learning. To encourage the full participation of non-English speaking parents, NEAT will make full use of interpreters.

Parents will have many opportunities to become in the daily work at NEAT. Parents might volunteer before or after school hours, or during the school day, including volunteering in the classroom, lunchroom, or school office. Other volunteer opportunities include planning student and school community events, fundraising activities and outreach to prospective new families. In this way,

¹⁵ Kirkland, K. (2013). Effectiveness of home visiting as a strategy for promoting children's adjustment to school. *Child Abuse and Neglect*, 33(3), 31–37.

families will become more involved and connected to the school, their child's learning, and empowered to effectively shape school programs and operations.

As described in *A.8 School Climate and Discipline*, parents will be encouraged to be involved in the governance of the school. NEAT will have a Parent Association (PA) which will be led by two elected parent co-chairs. The purpose of the PA will be to engage parents in issues affecting the school, fundraising, and other school support activities. All parents will be encouraged to participate in PA meetings and activities

NEAT Community Involvement

The NEAT Board and school leadership will invest significant time in the development of a 2017-2018 Communications and Outreach Plan. This plan to reach community stakeholders will include outreach to the following key stakeholder groups:

- Parents and Guardians of Prospective Students
- Church Leaders
- Political Leaders
- Nonprofit Organizations
- Community Business Leaders
- Neighborhood Associations
- Media
- Missouri Charter Public School Association (MCPSA)

NEAT's outreach will begin with the development of an Outreach Packet with materials and information including:

- Explanation of planned community involvement, partnerships, or relationships in the governance and operation of the school
- Description of school design and program

C. Business Plan

C.1 Budget

NEAT has developed a budget that fully supports and aligns with our mission and staffing plan, as described in *B.4 Staffing and Human Resources*. The budget will support NEAT to open small and scale up from K-2 to K-6 in the initial five-year charter term. As NEAT grows, so too will the school leadership and support staff. The NEAT budget (Appendix C) provides a worksheet, titled Budget Assumptions, detailing the various expense and revenue projections. We have also included an opening year cash-flow analysis for NEAT (Appendix C).

NEAT Budget Model

The financial support for pre-opening activities will be provided almost exclusively by the Federal Charter School Program grant funding, as detailed later in this section (see Appendix C for NEAT's pre-opening plan). This funding will be

critical, and will enable our Executive Director, Dr. King, to dedicate full-time capacity towards the launch. Dr. King's work will be focused on fully enrolling our students, along with establishing the operational and academic structure of the school. Funds have been budgeted for marketing resources, supporting the execution of the recruitment process detailed in B.5 Student Recruitment and Enrollment. Finally, *C.3 Facilities* details the funding we have allocated for facility acquisition, renovation, rent and maintenance.

To create a budget that supports our mission and staffing plan for the first five years of operation, NEAT has worked with EdOps, a business management firm with expertise in Kansas City charter schools, and the Missouri Charter Public School Association (MCPSA), in addition to analyzing resources provided by the Missouri State Department of Elementary and Secondary Education (DESE). We have applied appropriate assumptions related to federal revenue sources by comparing the revenue of other charter schools in Kansas City and ensuring alignment with our projected student population (see the Budget Assumptions sheet in Appendix C for details). The attached NEAT budget includes projected reserve funds of over 3% throughout the first five years of operation (rising to over 25% in year 5). The budget includes a sheet detailing weighted average daily attendance payment (WADA) projections based on the most recent DESE weighting guidelines (92% FRPL, 10% Special Education, and 75% LEP). As described in A.5 Target Population, NEAT is projecting that our school will serve a 92 % FRPL and 75% LEP student population. The budget includes basic formula payments of \$8,750 per WADA (inclusive of classroom trust fund from the second year of operation), from which 1.5% of the payments will be directed to our sponsor in accordance with 160.400.11 RSMo. The charter schools serving elementary school students located in Northeast are each receiving basic formula payments of \$8,745 per WADA in the 2014-15 school year, according to recent 2015 DESE payment transmittal calculations. NEAT has not built any basic formula revenue increases into our five-year budget. This revenue will allow NEAT to open with kindergarten through second grade, establishing our staffing model. In kindergarten, each certified classroom teacher will have support from a teaching associate. From the second year of operation onwards, Proposition C funding, budgeted at \$875 per prior year WADA (below DESE's 2014-15 budgeted amount of \$922) will supplement the Basic Formula. No Proposition C revenue increase has been included in the budget. NEAT believes the recruitment and retention of high-caliber classroom teachers warrants compensation that reflects expectations of continual professional growth, and has included yearly salary increases in the budget for each school year for all NEAT staff.

Financial Contingency Planning

NEAT's primary focus in planning for financial contingencies is to protect our mission and academic programming. The board and school leadership will work to prevent unexpected financial challenges by staying informed of state and national policy changes, tracking enrollment closely, seeking guidance regarding

potential special education revenue and costs, and performing proper oversight via monthly financial reports prepared for the Board by the Executive Director. Our Executive Director, Dr. King has extensive experience leading and operating public charter schools in Missouri. She is extremely skilled and committed to operating a financially compliant school to mission, along with planning for longer-term growth. In the event a serious shift in anticipated revenues or expenditures occurs, school leadership may elect to take one or more of the following courses of action.

- Identify the area(s) causing the budget shift and attempt to adjust those factors
- Monitor material shifts in budgeted revenues and expenditures and take swift corrective actions to mitigate budgetary impact
- Negotiate service contracts for possible cost-savings with alternate providers
- Adjust staffing while ensuring the school remains mission aligned
- Modify long-term facility strategy to save costs

Finally, while local school-based fundraising is not part of the five-year budgets submitted in this application, NEAT is aware of the need to raise additional funds in the form of grants or donations to support our school. The fundraising plan will be developed and tailored by the Executive Director to enrich the academic and operational foundation of the school. We anticipate that fundraising will add approximately 3% to total revenues in the first five years of operation.

C.2 Financial Management

NEAT's Financial Systems and Procedures

NEAT is committed to establishing an effective and responsible financial management system. The school budget will be developed by the Executive Director, and the Board, who will be responsible for the financial oversight. The school staff will have direct input into the budget process and review budget reports each quarter. The Board will approve the budget for the school on an annual basis. The budget will start to be developed in the early spring by the Executive Director and school staff. A working draft will be submitted to the Board's finance committee for their review by April 30 of each year. The finance committee, once the proposed budget has been approved, will recommend it to the Board for full approval and adoption prior to July 1.

In addition, NEAT intends to contract with a financial services provider on an as-needed basis to support the HR/Finance Manager to review accounting policies and procedures, assist in the yearly audit, preparation of budgets and monthly reports, and professionally develop the HR/Finance Manager. NEAT will follow the financial policies and procedures developed by the Executive Director and Board during the pre-opening period. In addition, the Executive Director will prepare, and the Board will approve for submission, all necessary financial documentation for the Annual Secretary of the Board Report, in accordance with 162.821 and 165.012.1 RSMo. NEAT will file all necessary federal and state tax

documents. NEAT school leadership will utilize a student information system (SIS) to track data related to enrollment eligibility and family and student eligibility for free and reduced price lunch. Additionally, the selected system will track data related to Individualized Education Plans (IEP) and English language learner (ELL) services. The Executive Director, working with the HR/Finance Manager, will prepare monthly balance sheets and statements of activity that will be presented to the Board at their monthly meetings. All school financial information will be maintained in compliance with public school retention laws. Additionally, NEAT will ensure that any grants or federal programs that are received are administered according to established guidelines.

Internal Control Procedures

The Executive Director will establish and the Board will approve proper accounting records and internal control policies in the pre-opening year. By implementing internal controls, NEAT will establish the importance of enforcing and maintaining accountability, transparency, and accuracy in the schools' day-to-day financial transactions. The internal financial controls will be based on the following:

- **Segregation of Duties:** A hierarchical structure of authority and responsibility. Tasks will be divided and allocated to guard against one individual having the ability to make an accounting error (either knowingly or unknowingly). This will protect the schools from any potential fraud or misappropriation of funds.
- **Restricted Access:** Physical access to valuable and moveable assets will be restricted to authorized personnel.
- **Document Control:** In order to ensure that all documents are captured by the accounting system, they will be initialed and dated when recorded and then filed appropriately.
- **Records Retention:** Records will be maintained for the periods sufficient to satisfy IRS regulations, federal grant requirements, and audit requirements, if applicable, and other legal needs as may be determined.
- **Processing Controls:** These will be designed to identify any errors before they are posted to the general ledger. Common processing controls are the following: 1) source document matching; 2) clerical accuracy of documents; and 3) general ledger account code checking.
- **Reconciliation Controls:** These will be designed to identify any errors after transactions have been posted and the general ledger has been run. The process involves reconciling selected general ledger control accounts to subsidiary ledgers.
- **Security of Financial Data:** NEAT's accounting software (Software Unlimited) will only be accessible to the Executive Director and HR/Finance Manager. User names and passwords will be issued for every user and their access will be limited according to their functionality and role within the schools.

Fiscal Audits

Annual Audit: As an LEA, NEAT will meet the requirements regarding annual financial audits (R.S.Mo 160.405.5). The NEAT Board will contract with a reputable, independent financial firm to conduct its annual audit.

The financial audit will comply with the Missouri State Board of Education, Rule 5 CSR 30-4.030. Should the audit note any exceptions or deficiencies, NEAT will follow a procedure whereby the school:

- Informs in writing all audit recipients of any exception and/or deficiency the school disputes or believes it has already corrected by the time of submitting the audit, along with supporting documentation;
- Informs all audit recipients in writing of a proposed timetable with benchmarks for the correction of each exception and/or deficiency still outstanding at time of audit submission; and
- Resolves all outstanding or disputed exceptions and/or deficiencies to the mutual satisfaction of the state, sponsor and the School by no later than the following June 30th or other time as may be mutually agreed to.

Annual Secretary of the Board Report: Pursuant to charter school statute and R.S.Mo 162.821, NEAT will produce an Annual Secretary of the Board Report in compliance with DESE procedures and protocols.

Liability and Employee Theft Insurance: Pursuant to R.S.Mo 160.405.13(2), NEAT will purchase an insurance policy covering all employees in the amount of \$500,000 or more to provide coverage in the event of employee theft. NEAT has received information and quotes from CharterSafe Insurance regarding such a policy.

Please see Appendix C: Insurance for more information regarding procurement of all necessary liability insurance at the school.

C.3 Facility NEAT Facility Needs

NEAT has determined the following basic needs for its initial facility:

NEAT	YR1-2017	YR2-2018	YR3-2019	YR4-2020	YR5-2021
Enrollment	180	240	300	360	420
Sq.Ft.	14,400	19,200	24,000	27,600	31,200
General classrooms	9	12	15	18	21
Fine Arts	3	4	5	5	5

classrooms					
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Key considerations in first phase of facilities search include:

- Safe and secure environment located in northeast, Kansas City, Missouri
- 12 Classrooms: approx. 1,200 sq. ft. each (accommodate class size of 20 comfortably, or slightly more if necessary)
- Safe and secure outdoor recreational space
- Safe drop-off and pedestrian areas for families
- Adequate parking for staff and visitors
- A kitchen for preparation and serving school meals
- Appropriate space for art and science instruction
- Designated areas for special needs and counseling and on site community services-adult ESL classes, food pantry, and computer classes
- Mixed-use space for cafeteria and whole school assemblies/gatherings

NEAT continues to explore all options to find suitable facility space for our students in the initial years of operation, while developing a realistic long-term facility plan. Our target is to be located as centrally as possible within the geographic preference boundary as described in *B.5 Student Recruitment and Enrollment*.

Facility Option Under Consideration

NEAT will consider operating in the same building Elmwood Church has privately owned since 2005. Under a lease agreement executed by the NEAT Board, renovation, operating and maintenance costs for this building will be allocated to NEAT on a pro-rata basis. NEAT’s sponsor will provide public oversight by reviewing any lease agreements between NEAT and any third-party vendors as specified within the organization’s procurement policy (See Appendix C). Elmwood Church, constructed in 1920, is a 55,000 square foot facility located at 541 Elmwood Avenue, Kansas City, MO, 64124. The facility features twelve classrooms, a large multi-purpose space, and full-service cafeteria.

The facility’s location, on the corner of Elmwood and Independence Avenue, is an essential component of the plan to implement NEAT’s educational philosophy. Elmwood Church, in its current configuration, will meet the needs of students and staff through the 2017 – 2018 school year (approximately 180 students). NEAT is currently creating a master plan to determine if the current property will support a build-out of the additional academic and administrative space to support the school’s K-8 population over five years.

There is currently no debt or facility-related debts to be serviced by NEAT. The current facility represents a considerable benefit to NEAT and eliminates the additional burden of financing start-up facilities. Renovations will be needed during the start-up phase of the school to address ADA compliance, technology infrastructure updates and security updates to provide instructional and recreational green space for students.

The facility currently meets the Fire Code Compliance and Safety and Health requirements for the City of Kansas City. These requirements will be maintained through the opening of the school and in subsequent years. A door release system is in place and demonstrates a concerted effort to provide a safe learning environment for children.

Facility Needs (Year 2-5)

To future facility needs, NEAT is conducting a feasibility study to consider reconfiguring the current floor plan and adding to the building's footprint. Elmwood Church owns 1.5 acres of green space directly west of the facility, (535 S. Elmwood) which may be used in this capacity. An additional twelve classrooms and administrative spaces will be required to meet the needs of the students and staff through the first five years of operation. The lease and renovation of the facility for budget purposes, is estimated at \$13 per square foot. NEAT will carefully consider zoning issues and conditional use permitting requirements. We hope to secure ample space for our students to freely engage in active learning, including facilities for STEAM based art, music, and other enrichment per our staffing plan, as well as sufficient outdoor play and learning space. The building must be handicap accessible and have staircases and a fire suppression system that meet school building codes. Below are space projections to house NEAT during the initial five-year charter term. The specialty classrooms include space for special education services and student enrichment (Art, P.E. and Music).

Facility Budget Assumptions

NEAT has included the following facility expenses in the budget attached to this application. We will continue to work with IFF as we move towards final facility acquisition.

- Pre-opening renovations: NEAT has allocated significant funds to support any preopening facility renovations. This funding will come primarily from the start-up loan.
- Lease/debt payments: Lease or debt payments equivalent to \$13 per square foot has been projected, however Elmwood Church is willing to provide in-kind lease agreement below market projections.
- Maintenance/upkeep: NEAT has allocated resources for the maintenance and upkeep of our school. The total amount of these services range from approximately \$386,875 to \$794,242 in years 1 through 5 for the LEA, and includes expenses such as janitorial, security, repairs, gas and electric payments, water, trash and snow removal. We have budgeted these expenses to increase 3% each year (with larger increases for janitorial expenses in years 3 and 5). Architect, Kirk Gastinger, has donated preliminary renovation consultation services. Mr. Gastinger is FAIA, LEED certified and partner of Gastinger-Walker Architect firm. Mr. Gastinger will prepare construction plans budgeting all construction costs (both hard and soft), legal fees, design work and a contingency budget for cost overruns (15% of the construction budget).

NEAT's Board will complete a loan application with IFF to cover renovation costs. IFF Loan Task Force will consider the loan application in December, 2016. Upon approval by the Loan Task Force, the anticipated closing date for the loan would be January, 2017. Construction would begin January 1, 2017 and would be completed by July 1, 2017. The Board, IFF, and Mr. Gastinger feel this timeline is reasonable and appropriate for renovations.

Site Development: Regardless of whether the required improvements are performed by the landlord or by NEAT, it will be NEAT's responsibility to ensure that zoning approvals are secured, that the design satisfies NEAT's educational program needs and meets all code requirements, and that construction is performed according to all applicable public construction laws. Therefore, NEAT will engage its own architect, code consultant, legal counsel, community liaison, and project representative to oversee the process.

A sample schedule follows:

August, 2016	Charter Approval
September, 2016	Lease Negotiations
October, 2016	Financing/Loan Application
November, 2016	Zoning Approvals
September, 2016-December, 2016	Design
January, 2017-July, 2017	Renovation
July, 2017	Occupancy

Financial Viability

Budget assumptions related to facility operations were derived from historical financial information over the past 10 years. Facility operational costs were calculated at approximately 50% of the total operations cost for the facility. The estimated budgeted allocation of facilities to total expenditures represent 6.6 % in year one of operations and 4.9% in year five of operations. The estimated budgeted allocation of facilities cost to total revenue are 6.3% and 4.4% for years one and five, respectively. Preliminary plans, completed by Mr. Gastinger will need to be approved by IFF and indicate that these assumptions are reasonable. The facility located at 541 Elmwood, Kansas City, MO is currently zoned K, unrestricted. As such, it is permissible to use the facility as a public charter school within such zoning.

See Appendix C.3-Facility Budget Estimates.

C.4 Transportation

Pursuant to R.S.Mo 167.231, NEAT elects not to provide transportation services to students unless designated by the student's Individual Educational Plan (IEP) or, as required by the McKinney-Vento Homeless Assistance Act, for all students who have been identified as homeless. The NEAT Board will engage in an open-

bidding process to secure such services. NEAT will not request any state dollars related to transportation funding (the LEA budget and cash flow analysis reflect this).

C.5 Insurance

NEAT leadership will make final decisions regarding contracts for services such as insurance prior to the school's opening. This application, however, provides appropriate assurances that a potential insurance provider is identified and adequate budgeting has taken place in preparation for acquisition of coverage.

CharterSafe representatives at Arthur J. Gallagher Risk Management Services in St. Louis, MO provided information presented in this section.

CharterSafe is the nation's first insurance program designed especially for charter public schools, and is available to any charter school operating in Missouri. All carriers for CharterSafe are rated at least A-BEST.

The list below identifies CharterSafe's capacity to provide required insurance, and also presents any necessary additional information for each category. CharterSafe offers a standard coverage policy, with statutory coverage limits for Worker's Compensation and employee theft.

Cost to NEAT in Year One is estimated on an annual operating budget.

- Surety bond for the school's HR/Business manager
- Directors' and Officers' Liability
Commercial General Comprehensive Liability that also expressly covers corporal punishment and athletic participation
- Educator's Legal Liability
- Employment Practices Liability
- Sexual Abuse Liability-separate policy or a separate part of general comprehensive insurance with independent limits)
- Non-Owned Automobile Liability
- Excess Liability or Umbrella (i.e., bundled commercial general liability, directors' and officers' liability, legal liability, employment practices liability, automobile liability, and sexual abuse liability)
- Workers Compensation Liability

C.6 Closure

In the event that closure of our school is determined necessary, the Board will work with our charter sponsor and school leadership to ensure the orderly closure of the school. Any liabilities of the LEA shall be satisfied in accordance with the Sponsor's closure procedures and the procedures provided for in chapter 355, RSMo, and in full compliance with 160.405.1(17) RSMo. Our goal will be to protect the best interests of displaced families and staff and ensure a successful transition for all parties involved. The school closure plan (Appendix

C) maps the timing of activities that range from actions taken immediately following a decision to close through final closure activities.

Some actions necessary for orderly school closure will take place within one week of the decision to close, some will be completed within 30 days of the decision to close, and others will be ongoing until the school closure is complete.

1. Immediate Tasks (immediately and up to one week of the decision to close):

A Transition Team dedicated to ensuring the smooth transition of students and staff and to close down the school's business will be formed. NEAT recognizes that complete closure information will not be available immediately, but in keeping with our organization's value of transparent communications, the Transition Team will notify our students and their parents/guardians, faculty and staff, local school districts, and the State Board of Education of the decision to close the school.

2. Ongoing Activities (through completion of the closure process):

The Transition Team will ensure that instruction continues through closure and that school and board operations continue through closure.

3. Pre-Closure Tasks (within 30 days of the decision to close):

These consist of priority tasks essential to high-quality and on-time closure of the school and transitions for all parties involved. Actions include identifying closure reserve funds and the acceptable use of such funds to support the orderly closure of the school, providing detailed closure plan information to parents/guardians, faculty and staff, and notification of creditors, debtors, contractors, vendors, and agencies/organizational partners, as applicable.

4. Post-Closure Tasks

(Within one week to 120 days after the last day of instruction):

Dissolution tasks during this period after the end of instruction include parental notification of final report cards, archival and transfer of student records, extensive financial reporting (including a closeout audit), formal document records archival and transfer, and submission of final reports to our charter sponsor, DESE and the State Board of Education as applicable.

NEAT's Executive Director is accountable for ensuring that student records are up-to-date and complete and that all records are archived and transferred appropriately. NEAT's Board Chair is responsible for the disposition of records, including (but not limited to) personnel records, financial documents, contracts, assets, and grants.

In the event that NEAT does not meet the performance and organizational requirements of its performance contract with its sponsor resulting in closure;

school, assets will first be utilized for the purpose of student relocation, record distribution and retention, and payment of outstanding debt. Any remaining, unobligated, state-funded assets shall be returned to the Department of Elementary and Secondary Education for their disposition.

Any remaining, federally funded assets of the school shall be disposed of in accordance with federal statutes, regulations, and guidelines. Any remaining other assets, including those acquired through documented donations, gifts or NEAT grants or other sources, shall be disposed of upon dissolution of NEAT in accordance with the articles of incorporation of NEAT and the Missouri Nonprofit Corporation A