



FISHER

STEM AND
LEADERSHIP
ACADEMY

Charter Application May 2016

**Missouri Charter Public School Application
Cover Sheet Form**

NAME OF PROPOSED CHARTER SCHOOL:
Fisher STEM and Leadership Academy

NAME OF NOT-FOR-PROFIT 501 (C) (3) ORGANIZATION HOLDING THE CHARTER:
The SoulFisher Ministries

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CHARTER SCHOOL PHYSICAL ADDRESS NOT KNOWN

23 North Oaks Plaza - Suite 250 - St. Louis, MO 63121

Charter School Management Organization (CMO/EMO/ESP) No CMO/EMO/ESP

The proposed charter school will reside in the following school district: Normandy

The proposed charter school, if approved, intends to open in: fall 2018

Executive Summary/School Description

The mission of Fisher STEM and Leadership Academy (Fisher Academy) is to prepare students for college and a global workforce through a collaborative, academically rigorous, socially empowering community model.

This charter school is being founded as part of the continued efforts of The SoulFisher Ministries to provide access to quality education in districts that are currently unaccredited. The SoulFisher Ministries has been providing free after school tutoring and enrichment services, through its Educate Now to Achieve Later (ENAL) program, in the Riverview Gardens School District since 2014. The successes of this program has formed our decision to expand the ENAL program by starting Fisher STEM and Leadership Academy (Fisher Academy). Fisher Academy is the first public charter school in St. Louis County and will be for students in grades K – 12. Fisher Academy has high expectations for students in both academics and behavior, in school and the community at large, and a strong commitment to providing the support (both academically and developmentally) students need to meet those expectations.

Fisher Academy will begin as a K-2 learning center (2018 -2019) and add one grade level each school year until we reach K-12 in the 2027-2028 school year. A strong foundation in literacy and math in the early years is pivotal to the success of students and will ensure that Fisher Academy students are prepared to both learn and engage in STEM coursework that is infused with experiential learning opportunities. With this in mind, we will give students a strong foundation of math and reading literacy in early grades (K-2) and staff will build on this foundation as students move through each grade level. The concept of starting strong, finishing strong is the guiding force behind Fisher Academy. Fisher Academy expects that at the end of our first charter term in 2021, we will be one of the top-performing charter schools in St. Louis.

Fisher Academy has chosen a three-tier model of STEM, experiential learning, and multi-grade classroom learning to ensure that Fisher Academy students are learning in an atmosphere that is conducive to their academic success while being an educational institution that prepares them for fields of study and employment (STEM) where minorities are gravely underrepresented.

Fisher Academy's chosen model ensures that Fisher Academy students are prepared to fully engage in a rigorous yet stimulating STEM-focused experiential learning environment upon entrance into the formal learning process beginning in kindergarten. This model not only supports students in meeting Missouri Learning Standards (MLS), it also ensures that student data, reports, and portfolios reveal the many achievements of our students as they graduate from Fisher Academy college and career ready. To ensure that this becomes a reality for our students, our teachers will work collaboratively to develop lesson plans that support STEM- focused experiential learning in a multi-grade learning environment. In an effort to maximize the success of every student, teachers will analyze student data in their own classroom as well as other classrooms to better assist with collaborative instructional strategies that recognize both strengths and challenges of students and that will accelerate learning among all students.



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Section A.1

Mission, Vision, and Goals

Narrative

A. Education Plan

A.1 Mission, Vision, and Goals

Mission: Through a collaborative, academically rigorous, socially empowering community model Fisher STEM and Leadership Academy (Fisher Academy) prepares students for college and a global workforce.

Vision Statement: The vision of Fisher Academy is to provide a high performing science, technology, engineering and math (STEM) educational environment for students in grades K-12. Quality instruction and leading-edge technology will form a solid foundation for schooling. Students' individual strengths and challenges will guide programming and professional support resulting in students achieving academic success, being self-regulators of their behavior and becoming productive leaders in their community.

The SoulFisher Ministries (TSM) was established May 21, 2012 to respond to the needs of youth with incarcerated parents and to promote restorative justice for currently and formerly incarcerated individuals. TSM achieves its mission by offering free after school tutoring and enrichment services for students from Riverview Gardens School District and the Ferguson community, through the Educate Now to Achieve Later (ENAL) program. The successful outcomes from this program led to the idea to offer the same quality programming to other students, specifically, students in the Normandy Schools Collaborative. Through the ENAL program, TSM has a proven track record of serving over 300 students from the Riverview Gardens School District and many others served by TSM while witnessing, first-hand, the compelling evidence of the link between academics, proper nutrition, and character education. For example, initial internal evaluation of student progress revealed that seventy-five percent of students who attended ENAL tutoring sessions on a highly consistent basis (at least 90% of tutoring sessions) improved two grade levels in both math and reading literacy and showed a marked reduction in school infractions. Fifty percent of students who attended ENAL tutoring sessions on a consistent basis (at least 50% of tutoring sessions) improved at least one grade level in both math and reading literacy and showed a slight reduction in school infractions. Student who attended ENAL tutoring sessions on an inconsistent basis showed slight improvements in both math and reading literacy. This evidence shows that all students have the capacity to succeed if given adequate opportunity with supporting resources. We continue to collect longitudinal data on the students in the program so that at the end of three full years of service, we will have adequate data for evaluation by an outside source.

A character education program that is well-designed and implemented increases academic achievement, according to *Center for Spiritual and Ethical Education*.¹ A study conducted by Benninga et al (2003) used data from 681 randomly selected elementary schools and evaluated and scored them on their design and implementation of character education. It was concluded that “schools with higher total character education implementation tended to have higher

¹ <http://www.csee.org/?page=AcademicAchievement>

academic scores on academic measures.”² A meta-analysis used to compare the effectiveness of cooperative, competitive, and individualistic goal structures in promoting early adolescents’ achievement and positive peer relationships revealed that “higher achievement and more positive peer relationships were associated with cooperative rather than competitive or individualistic goal structures.”³ Our review of studies like these, conducted on best practices that link academics and character education and show a direct correlation between the two combined with lessons learned from past experiences have informed our decision to expand the ENAL program by starting Fisher Academy.

Fisher Academy will serve as a model for integrating a rigorous STEM curriculum infused with experiential learning and character education. This foundation is based on the premise that every student can learn to be an influential leader and has the ability to meet the higher education degree requirements of programs in STEM. We believe that a challenging, STEM-focused experiential learning environment is pivotal to the college and career readiness of every student pursuing a degree and career in STEM.

Fisher Academy will begin as a K-2 learning center (2018 -2019) and add one grade level each school year until we reach K-12 in the 2027-2028 school year. A strong foundation in literacy and math in the early years is pivotal to the success of students and will ensure that Fisher Academy students are prepared to both learn and engage in STEM coursework that is infused with experiential learning opportunities. With this in mind, we will give students a strong foundation of math and reading literacy in early grades (K-2) and staff will build on this foundation as students move through each grade level. The concept of starting strong, finishing strong is the guiding force behind Fisher Academy.

STEM Education Definition and Framework

STEM is an interdisciplinary and applied approach to learning based on the idea of educating students in four specific disciplines — science, technology, engineering and mathematics. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications.

Students will possess the knowledge and skills to solve tough problems, gather and evaluate evidence, and make informed decisions by studying STEM subjects. Early exposure to STEM instruction, better prepares students for STEM degree programs and careers in STEM. STEM education at Fisher Academy will begin when students enter kindergarten. Through experiential learning (project-based learning), students take charge of their learning—they learn how to take risks, collaborate, and solve problems.⁴ In addition to developing content knowledge in these areas, STEM education also cultivates soft skills such as scientific inquiry and problem-solving

² http://www.csufresno.edu/kremen/bonnercenter/documents/Character_Education.pdf

³ <http://www.apa.org/pubs/journals/releases/bul-1342223.pdf>

⁴ <http://www.ascd.org/publications/educational-leadership/dec14/vol72/num04/How-STEM-Instruction-Should-Change.aspx>

skills.⁵ By enhancing these soft skills, STEM education builds a STEM-literate community of strong leaders. The STEM-literacy domains (Scientific Literacy, Technological Literacy, Engineering Literacy and Mathematical Literacy) refer to “an individual’s ability to apply his or her understanding of how the world works within and across four interrelated domains.”⁶

To ensure that Fisher Academy students are equipped to meet the challenges of a rigorous STEM-focused experiential learning curriculum, students will read at or above Grade Level Expectation (GLE) by grade 3 and learn at or above GLE in math by grade 3. Because sole textbook-driven instruction is not conducive to student-centered learning, Fisher Academy will use concepts from the *Math in Focus: Singapore Math* to guide the development of all math curricula and *Renaissance Learning* to ensure that students start with a strong foundation in reading and continue building on that foundation throughout the learning process.

Providing access to STEM learning opportunities prepares students to think deeply and enhances their ability to become innovators, educators, researchers, and leaders. Fisher Academy is committed to increasing math and science literacy through STEM subjects with the outcome, as reported by US Department of Commerce research, of increased employment rates for STEM-related jobs.

By giving our students the tools they need to succeed in STEM during the early years, they will have a better understanding of STEM concepts as they get older and ultimately increase their chance of competing in the job market. The principles of STEM—critical thinking, asking good questions, observation and exploration—as well as real-world application are truly at the heart of every discipline. School-wide STEM learning that includes ongoing Professional Development for educators will enable teachers to work together to create unified curricular units that weave STEM concepts into every subject in a meaningful way.

Experiential Learning Definition and Framework

Experiential learning provides opportunity for students to have first-hand experiences with skills, content, and ideas rather than having all information transmitted to them through direct instruction as is commonly done in traditional school settings.

John Dewey described a three-part process for experiential education. The first step involves “frontloading” an experience by having teachers pre-assess knowledge and, secondly, supply initial information and immersion in the area to be considered. This provides the context for the actual experience, which will be designed to allow the student the opportunity to gather information through personal interaction rather than being a passive receiver of knowledge. In doing so the student can relate what he or she is learning to the pre-existing framework of knowledge through which he or she views the world. This leads to the third step, which is

⁵ Katehi, L., G. Pearson, and M. Feder. 2009. “Engineering in K-12 Education: Understanding the Status and Improving the Prospects.” National Academy of Engineering and National Research Council, p. 17. http://www.nap.edu/catalog.php?record_id=12635

⁶ “Building a Science, Technology, Engineering and Math Agenda.” 2007. National Governors Association Center for Best Practices, p. 7. <http://www.nga.org/files/live/sites/NGA/files/pdf/0702INNOVATIONSTEM.PDF;jsessionid=A5822A26DDCFC8509D5CFBDE02CA143E>

reflection on the experience to make sense of it, and incorporate it in a meaningful way into the student's previous understanding.⁷

This experiential process will typically incorporate other ways of learning such as mini-presentations by teachers, research, use of technology, and skills practice to name but a few. Experiential learning is not a replacement for any of these approaches; it is a framework through which their implementation can be more effective.

Experiential learning is a closer approximation of how young children learn naturally as they explore the world through play, taking on various roles, and experimenting with the world around them. It is an extension of how young people develop an understanding of and personal involvement with the world in which they live. It also incorporates cooperative work with other students, which provides richness to learning that sitting in a desk and doing a worksheet alone may not provide. Experiential education can take place within the classroom, on the school grounds, in the surrounding community, and in the natural landscape. It is an approach not bound to any setting.

Students who can be effective members of an inclusive global community need to have the skills to work together with others, explore ideas, revise and revisit work as needed, and produce meaningful authentic products. This is the hallmark of experiential education.

Multi-Grade Classroom Framework

To add to the learning dynamics of our classrooms, we will foster multi-grade classrooms that allow for peer-tutoring and learning opportunities that promote our core value of community leadership. "Multi-age classes are sometimes called family groupings"⁸ which works to provide a learning environment that consistently instills in its students the importance of building and sustaining relationships while fostering teamwork, interpersonal communication, pride, respect, and an appreciation for diversity in a school community where members work together in a spirit of collaboration. Furthermore, multi-grade investigations encourage leadership, cooperation, innovative thinking and creativity as students are engaged in solving problems through experiential learning. According to Crossroads Elementary School, a science plus Montessori school, multi-grade classrooms allow:

- Students to stay with the same teacher for two or three years providing uninterrupted learning and strong relationships.
- Classroom communities to form that have a cooperative, family-like atmosphere where each student is respected and supported.
- Younger children to learn from older children and quickly absorb the academic and social expectations.
- Older children to have the opportunity to practice leadership and to teach the younger children, thereby reinforcing what they have learned and allowing them to make

⁷ <http://www.youthandpolicy.org/wp-content/uploads/2013/07/ord-yandp108.pdf>

⁸ <http://www.pilgrimmesa.com/home/2290/2884/Images/Advant%20Multi%20grade%20Bbrochure.pdf>

meaningful connections to their current work.⁹

Fisher Academy Model

We have chosen the three-tier model of STEM, experiential learning, and multi-grade classroom learning to ensure that Fisher Academy students are learning in an atmosphere that is conducive to their academic success while being prepared for fields of study and employment (STEM) where minorities are gravely underrepresented. As U.S. News reports, “minorities in underserved or struggling school districts are at risk of being left behind... students who live in underserved communities typically lack access to what are now considered STEM basics: up-to-date laboratories, laptop or tablet computers and access to the Internet.”¹⁰ They further report, “On college campuses, black and Latino students make up less than 20 percent of those studying in science- or math-based disciplines. On the job, however, minorities make up less than 5 percent of the STEM-based workforce, according to 2012 statistics from the U.S. Department of Labor.”¹¹ According to the President’s Council of Advisors on Science and Technology (PCAST),

To meet our needs for a STEM-capable citizenry, a STEM-proficient workforce, and future STEM experts, the nation must focus on two complementary goals: We must prepare all students, including girls and minorities who are underrepresented in these fields, to be proficient in STEM subjects. And we must inspire all students to learn STEM and, in the process, motivate many of them to pursue STEM careers.¹²

Our chosen model ensures that Fisher Academy students are prepared to fully engage in a rigorous yet stimulating STEM-focused experiential learning environment upon entrance into the formal learning process beginning in kindergarten. This model not only supports students in meeting Missouri Learning Standards (MLS), it also ensures that student data, reports, and portfolios reveal the many achievements of our students as they graduate from Fisher Academy college and career ready. To ensure that this becomes a reality for our students, our teachers will work collaboratively to develop lesson plans that support STEM- focused experiential learning in a multi-grade learning environment. In an effort to maximize the success of every student, teachers will analyze student data in their own classroom as well as other classrooms to better assist with collaborative instructional strategies that recognize both strengths and challenges of students and that will accelerate learning among all students.

Once enrolled, students are encouraged to attend an institution of higher learning after graduation. A full-time licensed clinical social worker will work with students beginning in the 8th grade, identifying opportunities for dual college enrollment during high school and later guiding them and their families through both the financial aid and college application process. Fisher Academy envisions each graduate being a competitive applicant prepared to meet the

⁹ <http://crossroads.spps.org/domain/3684>

¹⁰ <http://www.usnews.com/news/stem-solutions/articles/2014/05/29/bringing-stem-education-to-underserved-communities>

¹¹ <http://www.usnews.com/news/stem-solutions/articles/2014/05/29/bringing-stem-education-to-underserved-communities>

¹² <https://www.whitehouse.gov/sites/default/files/microsites/ostp/pcast-stemed-report.pdf>

great demands of higher education in STEM – fields where minorities are currently underrepresented. Fisher Academy also envisions our students having a competitive edge when applying for scholarships, due to their excellent academic preparation and performance.

The continuous development of student-centered curriculum that is rigorous and aligned with STEM-focused experiential learning outcomes and Missouri Learning Standards will happen as Fisher Academy expands each school year. Fisher Academy’s curriculum is infused with literacy throughout in math, science, reading, writing, and technology. Proficiency in these areas increases students’ ability to problem-solve and think critically. With a focus on experiential learning and STEM, the entire learning experience for our students is intended to encourage and challenge them to approach each subject creatively and with a willingness to take risks and be confident they will master every subject. We believe students benefit from a highly innovative curriculum – curriculum that connects content, key concepts, and ways of thinking and processes in a project – strongly connected to technology through state-of-the-art computer-based lesson plans designed to connect all curriculum to technology, as technology has been shown to be a highly effective learning device and as such, can be an integral component in all learning that seeks to link students to a global environment and workforce.¹³ These computer-based lesson plans offer a diverse learning atmosphere that includes: exploring apps that reinforce science concepts, gathering and comparing data, conducting research, recording photos, video and audio, exploring multimedia and communicating learning via portfolio projects. Learning will continue outside the classroom through experiential learning activities in the community that remain consistent with classroom curriculum and connects academics to real-world experiences.

In order to maximize each student’s success, we believe it is vital to provide free and quality access to education and promote community and social responsibility through STEM-focused experiential learning. Fisher Academy’s faculty, staff, parents and the community must work collaboratively to support and encourage students through every aspect of the learning experience. To strengthen parent/teacher/school relationships, Fisher Academy will consistently encourage parents to be involved in their child’s entire learning experience. We will accomplish this by hosting frequent parent-teacher conferences, family-friendly school events including parents and the community, and experiential learning in the community that offers opportunity for parents to be directly involved. Teachers will initiate and maintain open communication with parents and will provide frequent updates on their students’ academic progress.

Fisher Academy will provide a solid foundation leading students to academic excellence and leadership, while preparing them for life outside the academic world. This will be accomplished by focusing on and teaching integrity at the very center of the school experience. Fisher Academy will use curricula that promotes positive youth development through experiential learning such as 4H and Achievement for All, which is a Response to Intervention (RTI) process that improves achievement for students with disabilities and other students who struggle with learning. Fisher Academy will hold high standards for appropriate behavior and expect appropriate conduct from all of the students. These standards will also include: proper etiquette, proper dress, and respect for self and others. Every student will understand all behavioral expectations and the related consequences for misbehavior, holding them accountable for their behavior at school.

¹³ <http://www.stemedcenter.org/technology.html>

Fisher Academy is committed to providing a balance of school work and play, by providing a home away from home for our students; a place where care and compassion combined with opportunities for growth and discovery come alive. Fisher Academy will create a community for our students; a community full of love, encouragement, support, and fun activities, while maintaining strong, consistent boundaries for appropriate behavior.

Core Values:

- A. Free and Quality Access** – Underserved families in unaccredited school districts lack choices when seeking quality education for their children in their home district.¹⁴ Fisher Academy will offer a quality education, tuition-free, for students residing in the Normandy Schools Collaborative as well as students who are eligible to attend under the guidelines and enrollment policies of the voluntary transfer program. Enrollment will also be offered to students with disabilities and those who are not proficient in the English language. Fisher Academy will be nonsectarian (not affiliated to any religious or political group) in its programs, admissions, employment practices, and all other operations.
- B. Academic Excellence** – Fisher Academy is fully committed to providing innovative and challenging, rigorous STEM-focused curricula utilizing strategies and differentiated instruction to prepare all students to be leaders and college and career ready. Our STEM curriculum and leadership training will provide a learning environment that encourages and expects all students to face learning with dynamism – the quality of being characterized by vigorous activity and progress – and self-assurance. To support our philosophy of education that believes that *all* students can be successful, Fisher Academy will utilize two instructional models: the Response to Intervention (RTI) approach will provide high-quality instruction and interventions matched to student need, monitor progress frequently to make decisions about changes in instruction and provide services/intervention as soon as the student demonstrates a need and the Positive Behavior Individualized Support (PBIS) approach which is a collaborative, assessment-based process that will develop effective, individualized interventions for individuals with challenging behavior.
- C. Social Responsibility** – Fisher Academy is committed to training our students to consistently meet high standards of citizenship. We will accomplish this by guiding students to make a personal investment in the well-being of others and by teaching students to work productively in groups, achieve high levels of organization, practice high standards of ethical behavior, and protect the environment. Fisher Academy is committed to providing a positive school environment where all students, school staff, parents, and the community learn to become responsible, caring and contributing citizens through comprehensive Character Education.
- D. College Readiness** – Research shows a decrease in the number of college-ready students that matriculate to a college or university equipped to meet the demands of higher

¹⁴ <http://news.stpublicradio.org/post/nixon-urged-sign-school-bill-provide-more-choice-students>

education. Further, “college students are increasingly spending federal financial aid and taking on debt for high school-level courses that don’t count toward a degree, despite mounting evidence the courses are ineffective and may contribute to higher dropout rates.¹⁵ Fisher Academy is committed to reversing this trend by improving student achievement and preparing them for college and/or careers. Fisher Academy will fill a need in our community by offering students a proven model of STEM –focused experiential learning¹⁶ that has shown to successfully prepare at-risk students for college. Research has found that when at-risk students are exposed to an academically rigorous and experiential learning environment, they succeed.¹⁷ Starting in kindergarten, our students will know that they are expected to attend an institution of higher learning and will be given the guidance, skills, and knowledge to meet that expectation.

E. Community Leadership - Fisher Academy is committed to empowering our students to recognize the importance of engaging representatives of the community and believes that everyone has the potential to be a leader and make a positive impact in our community. Further, we are committed to providing an environment that consistently instills in its students the importance of building and sustaining relationships while fostering teamwork, interpersonal communication, pride, respect, and an appreciation for diversity in a school community where members work together in a spirit of collaboration. We will instill in our students the qualities of successful leaders: openness, honesty, acceptance, and inclusivity. To inspire community leadership students must create a sense of community that celebrates diversity, and makes inclusion and accessibility a reality in our school, neighborhood, and community. To help accomplish this, Fisher Academy will employ the *Together We Rock!* School Leadership Program. The key components of the *Together We Rock!* School Leadership Program are as follows:

Learning Components

- Creating a Sense of Community
- Understanding Diversity and Disability
- Building an Inclusive School Community
- Achieving an Accessible School Community

Action Component

- Develop a Plan and Make it Happen

Fisher Academy understands that success in college and beyond requires students to be focused and to work diligently. To become a top performing public charter school within five years, we have set the following goals to ensure the success of both Fisher Academy and our students:

Goal #1 – Academic - Students who attend Fisher Academy will demonstrate a strong mastery of the Missouri Learning Standards. At least 70% of students who have completed three

¹⁵ <http://www.wsj.com/articles/remedial-courses-in-college-stir-questions-over-cost-effectiveness-1416243572>

¹⁶ <http://www.esciencecentral.org/journals/improvement-of-stem-education-experiential-learning-is-the-key-2329-6798.1000e109.php?aid=14458>

¹⁷ <http://njaes.rutgers.edu/pubs/pdfs/4h/e148/447-454.pdf>

consecutive years at Fisher Academy will score Proficient or Advanced on the MAP Mathematics and English Language Arts assessment.

Goal #2 – Academic – By its fifth year of operation, Fisher Academy will earn a MPI equivalent to the DESE Academic Achievement Status Target of at least 385, or DESE target for that year, in Mathematics and English Language Arts.

Goal #3 – Academic – At least 70% of students who have completed three consecutive years at Fisher Academy will read at or above grade level and/or make more than one year of academic growth each year as measured by a combination of assessments that include the Renaissance Learning’s STAR Reading and Math in Focus.

Goal #4 - Academic - Fisher Academy will increase STEM literacy for 100% of students by engaging students in lessons and units aligned with curriculum and STEM standards for all core subjects as measured by teacher planning documents and student presentations of projects by the end of 2023.

Goal #5 – Attendance – At least 90% of students at Fisher Academy will attend at least 90% of the time, measured by yearly attendance records.

Goal #6 – Parent Engagement – Fisher Academy will achieve at least an overall parent engagement rate of 80% as indicated by yearly parent surveys.

Five years after opening, Fisher Academy will have expanded to include the sixth grade, and the students’ track record of academic success and leadership will bolster their confidence and self-esteem. Because Fisher Academy has the autonomy to build a school that meets the needs of our students, we have a model that will prepare our students academically and socially to stand out as highly proficient leaders. Fisher Academy will be recognized as a top performing school in St. Louis County as evidenced by our AYP Report Card, yearly MAP scores, internal school assessments, and external program evaluation. Fisher Academy’s Principal will continue fostering and maintaining a positive school climate conducive to the continued success of the school. The teachers will have gained several years of practice and experience in providing STEM focused experiential learning instruction and fostering relationships with each other, students, parents, and community partners. Students will be fully engaged in both academics and enrichment activities outside of the classroom. Fisher Academy’s faculty and students will consistently model mutual respect. Fisher Academy’s strong sense of culture and community leadership will be relayed to new students as they enroll, which will make assimilation for these students smoother. Parents will trust Fisher Academy’s ability to provide a quality education for their students in an atmosphere that promotes leadership and success.

Ten years after opening, Fisher Academy will have its first class of graduating seniors. These students will begin matriculating to top colleges and universities around the country. Fisher Academy will have a strong core team of teachers, faculty, and staff committed to educating urban-area youth who are socially challenged. Fisher Academy will outperform surrounding schools in standardized testing and other measures (attendance, community involvement, awards and honors, minimal behavior problems, and graduation rates). Fisher Academy’s high school students will excel in dual enrollment and stand out as first-class interns at local area businesses,



Section A.2

Curriculum and Instruction

A.2 Curriculum and Instruction

Philosophy of Education

Fisher Academy believes academic success is possible for all students. We believe every student can be a successful learner and community leader. We believe high academic and behavior expectations that provide students the right care, guidance, structure, and support to help them meet those expectations should be a collaborative effort of school, family, and community. Fisher Academy's philosophy of education guides our values and goals. Because most, if not all, of the students who enroll in Fisher Academy will be from an unaccredited school district (Normandy Schools Collaborative), we recognize that some of our students may enter unprepared for the demands of an educational institution with high standards of academic achievement and behavior.

Fisher Academy will utilize a continuum of diagnosis and assessment that assist in developing individualized and differentiated instruction designed to meet the academic needs of our target population of students. Fisher Academy recognizes that in a differentiated classroom, student differences are expected, appreciated, and studied as a basis for instructional planning. Research has shown that:

This principle also reminds us of the tight bond that should exist between assessment and instruction. As teachers, we know what to do next when we recognize where students are in relation to our teaching and learning goals. We are also primed to teach most effectively if we are aware of our students' learning needs and interests. In a differentiated classroom, a teacher sees everything a student says or creates as useful information both in understanding that particular learner and in crafting instruction to be effective for that learner.¹⁸

Successful individualized and differentiated instruction will require extensive and consistent Professional Development and staff collaboration to ensure that all students' right to expect enthusiastic teachers who are ready to meet students as they are, and to move them along the pathway of learning as far and as fast as possible is a reality for all Fisher Academy students.

Fisher Academy's instruction in traditional core subjects and STEM will incorporate specific instructional approaches and practices, curricular materials and professional development to student proficiency in Missouri Learning Standards, Grade-Level Expectations and Course-Level Expectations. In addition, it will provide students with the knowledge and skills needed to meet achievement goals and ensure that all students are college and career ready by the end of high school.

Instructional Approaches and Practices

Fisher Academy will incorporate a STEM approach to learning which integrates Science, Technology, Engineering and Math into core academic subjects, and targeted instructional approaches and practices:

¹⁸ <http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx>

Experiential Learning, Multi-Grade Classrooms, Student-Centered Learning, School-wide systems of support-Response to Intervention (RTI) and Positive Behavioral Interventions and Support (PBIS), Character Education, and Differentiated Instruction. These approaches and practices will influence individual subject areas or may span across all subject areas. When fully integrated, either in single subjects or school-wide, the impact will support the vision and mission of Fisher Academy.

A **STEM** focused curriculum, described in detail in section A.1, will be the focus for Fisher Academy. The President’s Council of Advisers on Science and Technology recommends the creation of at least 800 STEM-focused elementary and middle schools over the next decade.¹⁹ Fisher Academy will embody the goals of STEM Education:

1. Ensure a STEM-capable citizenry with “the knowledge, conceptual understandings, and critical-thinking skills that come from studying STEM subjects.”
2. Build a STEM-proficient workforce for job openings in STEM-related careers which are expected to increase in coming years.
3. Cultivate future STEM experts.
4. Close the achievement and participation gap by increasing women and minority participation and interest in STEM fields in order to tap into the country’s full potential.

[Source: President’s Council of Advisers on Science and Technology]

Effective practices for STEM are closely related to effective practices for education in general. However, combining STEM with experiential learning can add tremendously to learning dynamics as reported by the Illinois Science Technology Coalition.²⁰ The characteristics associated with STEM and experiential learning schools are consistent with Fisher Academy’s philosophy of education and focus to ensure students graduate college and career ready.

Experiential Learning Framework. The curriculum committee will also provide an experiential learning framework for STEM-based projects which promote student achievement and mastery of core subjects and the creation of projects to support the curricula. This approach will develop highly critical and reflective thinkers who are inquisitive and unafraid to ask questions and take risks in problem-solving. Because we want to ensure that all learning is student-centered, students will be given the opportunity to provide input based on their interests and desires when developing projects and structuring the classroom environment. The **Student-Centered Learning** approach will influence development of project-based learning (PBL) activities. The National Education Association (NEA) has discovered that:

This model helps make learning relevant to students by establishing connections to life outside the classroom and by addressing real world issues. In the classroom, PBL gives teachers an opportunity to build relationships with students by acting as their coach, facilitator, and co-learner. In the school and beyond, the model further allows teachers opportunities to build relationships among colleagues and with those in the larger

¹⁹ “Prepare and Inspire: K-12 Science...” Op. cit., p. 12.

²⁰ <http://www.istcoalition.org/blog/experiential-learning-drives-stem-interest-from-an-early-age/>

community. Student projects can be shared with other teachers, parents, and others who have a vested interest in the student's education.²¹

A strong student-centered learning climate is pivotal to sustaining our philosophy. One key way to create a more student-centered classroom is by assessing students for their passions and interests.²² Each student brings to the classroom with him or her, powerful life experiences that drive his or her decision-making, interaction with others, and learning capacity and style. With this in mind, a student-centered learning climate affords a variety of assessment opportunities that can be used as tools to further guide classroom instruction. Assessments can include: journals, portfolios, one-on-one conversations, and graphic organizers to learn more about our students and what drives them to learn.

Multi-Grade Classroom. As discussed in section A.1, Fisher Academy's curriculum committee will also infuse a multi-grade instructional framework. There are many advantages to a multi-grade classroom:

- In a multi-grade classroom children are always able to review what they have covered before and work ahead if they are able.
- It lends itself very easily to individual instruction.
- Children are able to find mentors and friends in older grades who will help them in many ways. Older students learn patience and helping skills.
- It better reflects the style of learning in the world, where it is very rare to be in an environment where all of the people are of the same age and educational background.²³

Instructional scaffolding is a technique to help engage students' existing knowledge of concepts and build a solid foundation for learning. This will allow educators to provide individualized support by incrementally improving students' ability to build on prior knowledge. Scaffolding can be used in a variety of areas and across all ages and grade levels which will allow for our multi-grade instruction to be both meaningful and successful.

Response to Intervention (RTI). Fisher Academy will utilize the three-tiered approach to the early identification and support of students with learning and behavior needs. Beginning with high quality instruction and universal screening of all children in the general education classroom, struggling learners will be identified and provided with interventions. A multi-tiered approach will be used to differentiate instruction of research-based interventions matched to student needs. Parents will be involved in the process and students will benefit from the wrap-around support for reading achievement.

Positive Behavioral Interventions and Support (PBIS). Fisher Academy believes this schoolwide discipline approach will provide the proactive strategy for defining, teaching, and supporting appropriate student behaviors and create the school environment that will be conducive to college and career readiness. This system approach will utilize evidence-based practices and procedures to define academic and behavior targets endorsed by students, families

²¹ <http://www.nea.org/tools/16963.htm>

²² <http://www.edutopia.org/blog/assessment-create-student-centered-learning-andrew-miller>

²³ <http://www.christlutheranacademy.com/admissions/the-benefits-of-a-multi-grade-classroom/>

and educators. Specific interventions and strategies will be identified and data will support success and/or ineffectiveness of the targeted interventions which will be sustained.

Character Education. Fisher Academy realizes how important a positive school climate is to student achievement and fostering responsible, caring and contributing citizens. Character Education's 11 principles will be implemented into the curriculum and the school culture.

Differentiated Instruction. Fisher Academy realizes that not all students learn the same way and by utilizing curricular adaptations, teachers will be more responsive to the diverse learners in the classrooms. We will create inclusive classroom settings that not only encourage collaborative learning for students with disabilities, but for students with identified gifts and talents and those from diverse cultural backgrounds. This approach will effectively reach all learners by providing multiple options for taking in information, making sense of ideas, and expressing what is learned.

Instructional Strategies: Fisher Academy will use Marzano's high-yield instructional strategies, instructional scaffolding, experiential learning in small groups and project-based learning experiences. Marzano's (Nine) high-yield instructional strategies²⁴ are listed below:

Identifying similarities and differences: Students should compare, classify, and create metaphors, analogies and graphic representations.

Summarizing and note taking: Students should learn to delete unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information.

Reinforcing effort and providing recognition: Teachers should reward based on standards of performance; use symbolic recognition rather than just tangible rewards.

Homework and practice: Teachers should vary the amount of homework based on grade level, keep parent involvement to a minimum, state purpose and, if assigned, should be debriefed.

Nonlinguistic representations: Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic activity in order to assimilate knowledge.

Cooperative learning: Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically but not overuse.

Setting objectives and providing feedback: Teachers should create specific but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely, and specific to a criterion.

Generating and testing hypothesis: Students should generate, explain, test and defend hypotheses using both inductive and deductive strategies through problem solving, history investigation, invention, experimental inquiry, and decision making.

²⁴ Adapted from the book: Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001).

Questions, cues and advance organizers: Teachers should use cues and questions that focus on what is important, use ample wait time before accepting responses, eliciting inference and analysis.

Curriculum Materials

Fisher Academy will purchase subject-specific and commercially produced curricula that can easily be aligned to Missouri Learning Standards and be integrated with a STEM focus. After the school is running, curriculum materials may be added based on the recommendations of the curriculum committee (administrators and teachers). There will be an ongoing process of continual improvement, beginning as soon as the principal is hired, to evaluate the curricula making sure the mission and vision are supported and Missouri Learning Standards are addressed for each grade level.

The curriculum materials will define the content understandings, knowledge and skills, and aligned with Missouri Learning Standards, measured by the Missouri Assessment Program. Fisher Academy will build on content from one grade level to the next and provide real-world application through reading, writing and mathematics and project-based experiential learning. The academic program will be data-driven with a focus on preparing students for admission to the top colleges and universities in the United States.

The Understanding by Design for learning framework will support alignment of Missouri Learning Standards to instruction and assessment in all core subjects, enhancing student engagement, representation of information and how students learn through differentiated instruction strategies. Fisher Academy will utilize this approach to insure that STEM, experiential learning and multi-grade classroom components are embedded in the school.

Language Arts

Fisher Academy students in grades K-2 initially, and through 8th grade, will receive intensive and rigorous instruction in literacy using research-based curricula. Fisher Academy will purchase and use the *Renaissance Learning STAR Reading Assessment* during the first month of the school year, so that interim data can be gathered prior to setting goals. *STAR Reading* will continue to provide daily electronic assessments, classroom screening for meeting benchmarks, progress monitoring and goal setting. *STAR Early Literacy* and *STAR Reading* Programs will support the daily components of high-quality instruction in reading, fluency, comprehension and language. An additional benefit to using this curricula will be to guide and individualize instruction and to provide early identification of struggling learners within Tier 2 of the RTI model. In addition, *STAR Reading* has the capacity to infuse Missouri's Learning Standards into the program. STAR is highly rated for screening by the National Center on Response to Intervention and for progress monitoring by the National Center on Intensive Intervention. STEM related project based learning will be infused into the literacy program. Teachers will be instructed to use EL Education Curriculum materials for students 3-8 (eleducation.org). These materials combine rigorous content with effective practice connecting students to real-world issues, is comprehensive including daily lesson plans and is free and available online.

Mathematics

Fisher Academy's balanced math program challenges students to think deeply, construct arguments and work together to solve problems and generalize results. From K-8 students develop extensive understanding of concepts by moving from the use of concrete to pictorial to abstract representations using the *Math in Focus: Singapore Approach*. Math in Focus begins in 1st grade therefore, the *McRuffy Kindergarten Color Math Curriculum* will be purchased for students in Kindergarten. This curriculum offers a highly interactive program emphasizing a well-balanced variety of skills. STEM related project based learning activities will be infused into the literacy program.

Science

Fisher Academy will purchase the *Science 4 Us* curriculum for K-2 grade students. This program is consistent with best practices by the Next Generation Science Standards, providing foundational science knowledge that engages the learner and lead more students to reach STEM-related jobs and industries of the future. While we have not selected a science curriculum for 3rd grade to 7th grade, our plan is to have students begin engaging in science laboratory work in the 3rd grade in order to empower them and provide an early start on thinking critically about the world around them. We will purchase a curriculum that includes Missouri Learning Standards and project-based units. We plan to explore *Gateway to Technology*, an engineering based program which incorporates science, technology, engineering and mathematics to solve real life problems. This program falls under a program called Project Lead the Way and encourage a more diverse group of 7-8 grade students to consider careers as Scientist, Technology Experts, Engineers, Mathematicians and Healthcare Providers To accomplish this goal, Fisher Academy will only hire teachers who are specialized in their specific content areas. Fisher Academy students will have frequent experiential learning activities and field trips that expose them to real-world issues as they relate to academic learning material, especially science, technology, and engineering. Fisher Academy will partner with local science, technology, and engineering companies, organizations, and corporations to give students the hands-on experiential learning that is necessary for students to fully grasp the concept of STEM material. Once in high school, Fisher Academy students will have opportunities for dual enrollment and internships with a focus on STEM courses and fields. To continue building on the STEM foundation at Fisher Academy, students will have opportunities to participate in extracurricular activities that further engage them in STEM.

Social Studies: Civics and Government, History, Economics, Geography

The Fisher Academy will purchase Social Studies curriculum as the foundation for subsequent development of integrated units and projects. *Pearson Social Studies Curriculum* will provide the program for students to be college and career ready by connecting students to the world around them with comprehensive social studies lessons, research-based instruction and a wealth of reliable teaching tools.

The Fisher Academy will purchase *Contemporary/McGraw-Hill's American Civics and Government Curriculum* which is already correlated to Missouri's High School Expectations to prepare students for passing the exit exam.

Fine Arts

Students attending the Fisher Academy will participate in various activities, courses and electives. Fine arts courses will rely heavily on Missouri Learning Standards to provide guidance for instruction and supplemented with purchased curricula. Considerations will be *Ohio's Fine Arts Model Curriculum* and *Elementary Visual Arts Curriculum* developed by Rapid City Areas Schools in South Dakota.

Specials

Fisher Academy will offer a variety of targeted courses for students such as: music, robotics, coding, technology and animation, etc. Participation in these classes will occur at regular intervals through each student's time at Fisher Academy. These classes will be offered to students to enhance their experience in STEM.

School-Wide Initiatives: Fisher Academy will become a Character Education School by integrating character education into the curriculum and school culture. Character education will help students become responsible, caring and contributing citizens. To support character education, the *4H* and *Achievement for All, and Together We Rock* Curricula will be used.

Curriculum Review and Evaluation

A curriculum committee will be formed that will initially consist of the Fisher Academy leadership team (Board of Directors), as well as the Principal, who will be hired by August 2017. During subsequent years, the curriculum committee will include the Principal, teachers, parents, members of the community, and possibly students in the long-term process of implementing and evaluating the curricula.

The curriculum committee will meet regularly throughout the school year and during the contract days prior to the start of the school year. In addition to evaluating the curricula for rigor, relevance and meeting learning standards, they will infuse instructional scaffolding, experiential learning, differentiated instruction, project-based activities and a multi-grade classroom instructional approach into programming.

The purpose of our curriculum review is to ensure that all programs offered by Fisher Academy are reviewed, assessed, and improved in a consistent and professional manner. The curriculum committee will continually evaluate current curricula and if needed, by reviewing individual and school achievement data, suggest improvements or changes to improve student outcomes. The role of assessment and state targets for student achievement will be continually reviewed. Since the Fisher Academy will not have student data to use as baseline, it may be necessary to conduct a needs assessment through surveys, and structured discussion from community members during the month of October, 2017. If needed, two excellent resources for sample needs assessments are: Community Tool Box, which is a resource for those working to build healthier communities and bring about social change and Association for Supervision and Curriculum Development, which is a global community of educators dedicated to excellence in learning, teaching, and

leading who offer innovative solutions to empower educators to promote the success of every child. These two resources provide sample needs assessment that could be used or modified for our specific purposes. This will be completed during the month of November, 2017 by the Principal and the leadership team.

Professional Development:

Professional development activities will initially be tailored to meet specific needs of individual teachers. In subsequent years, the needs of incoming faculty and new practices will be reflected in the professional development plan. Ongoing professional growth of teachers, staff and administrators will be a core component of Fisher Academy.

There will be ongoing school-wide professional development during the 4 required days of professional development throughout the school year as well as time during the school day before and/or after school. The principal of Fisher Academy will attend workshops prior to the opening day of Fisher Academy and it will be expected that he/she will train his/her staff. In addition, outside professionals and experts in content-specific fields may provide staff workshops.

There will be opportunities for professional development throughout the school year, beginning with intensive training during the months prior to the start of school and will include the *Teaching as Leadership Framework* offered through Teach for America, as this framework is designed to support STEM education and educators.²⁵ However, we recognize that this will not be enough to support the development of teachers who may be new to teaching and/or new to the STEM-focused experiential learning model. To promote collaborative professional development within Fisher Academy, each summer prior to the start of the new school year, new teachers will spend several weeks during the summer working with the prior year's teachers to modify curriculum for the advancing class, to ensure that our multi-grade instruction model promotes students' academic achievement and leadership, verify alignment with the missions and goals of Fisher Academy, and to begin building strong relationships with each other as they grow together and become experts in the curriculum. Teachers will be paid a stipend to attend that will be provided through grants or the professional development budget.

Throughout the school year, teachers will be given time to work together in Professional Learning Communities. Team meetings will provide the teachers with opportunities for co-planning, lesson study and data analysis, and to coordinate curriculum to reach common goals and share information about individual students. Teachers will be given time to share exemplary successes of student achievement or share student data to identify strategies to help students be more successful.

Fisher Academy workshops and programs will be targeted to develop the faculty's skills and address instructional practices based on student performance data. These workshops will be built into the school year as Faculty Professional Development Days and may include intensive weekend sessions to provide intensive instruction as needed. Teachers will also be expected to participate in professional development opportunities offered through DESE, LEAs, and regional and national workshops and conventions that focus on STEM and Experiential learning. Faculty and staff will be

²⁵[http://www.teachingasleadership.org/sites/default/files/Teaching%20As%20Leadership%20Framework%20\(One%20Pager\).pdf](http://www.teachingasleadership.org/sites/default/files/Teaching%20As%20Leadership%20Framework%20(One%20Pager).pdf)

encouraged to seek outside opportunities for professional development in areas they believe would advance their own practice and time to share with other staff.

Professional development topics will be prioritized by the leadership team and a timeline will be developed for a 3 year period. Topics could include:

- Researching best practices for working with at-risk youth,
- Leadership development,
- Character education,
- Cultural competencies,
- College and career readiness,
- PBIS,
- RTI
- Instruction in STEM
- Experiential learning
- Understanding by Design
- Multi-grade classroom
- EL education
- Data Teams

Excellent teachers can overcome societal problems for students who are at-risk and economically-disadvantaged.²⁶ In order for teachers to be successful in Fisher Academy, they must be aware of each students' needs and how their own belief system can support them in the classroom, understand the community and resources, and maintain high expectations for success. As funding will be limited during the early years, Fisher Academy recognizes that we may need to utilize many “new” teacher graduates and first and/or second year teachers. We may also utilize teachers from Teach for America as their mission is greatly aligned with the mission of Fisher Academy. Their mission is to “enlist, develop, and mobilize as many as possible of our nation’s most promising future leaders to grow and strengthen the movement for educational equity and excellence.”²⁷ With this in mind, we are committed to pooling the necessary resources to ensure that Fisher Academy educators become highly skilled and knowledgeable in both STEM and Experiential instruction and assessment as outlined in our curriculum framework. Professional development will focus on preparing the teachers to be the best teacher possible, learning to implement teaching strategies, collecting and interpreting data and planning instruction as they prepare our students to be future leaders.

Follow along support for all professional development will be ongoing and monitored by the administrator through the teacher evaluation system. Through this system, the principal will spend time in each classroom conducting informal walk through and formal observations. Feedback and coaching will be provided immediately and overall performance will be evaluated yearly. As the principal begins to understand the strengths and challenges of each teacher, professional development will reflect those needs. In addition, teacher mentors will be incorporated into the school to support effective follow-along of new practices.

(See Appendix A – Sample Unit Plans (Grade K and Grade 3))

²⁶ <http://files.eric.ed.gov/fulltext/EJ724902.pdf>

²⁷ <https://www.teachforamerica.org/about-us/our-mission>



Appendix A

Sample Lesson Plans

Title: Measurement Towers Grade: Kindergarten

STEM Content	Standards	Assessed in the Lesson
Science (Next Generation Science Standard)		
Technology (International Standards for Technology in Education)		
Engineering (Next Generation Science Standard)	K-2 ETS 1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	X
Mathematics (Common Core State Standard)	K.MD.2 – Students compare objects heights using more than and less than.	X
	K.MD.2 – Students measure objects accurately by lining up measuring tool at the starting point and while no gaps in the measuring took, continue measuring to the end point.	X

Experiential Learning Objective:

Understand that:	
<ul style="list-style-type: none"> Students will be able to independently solve real-world problems involving measurement using mathematical reasoning and strategic thinking. 	
Know:	Do:
<ul style="list-style-type: none"> A unit of measure can be used as a tool when measuring 	<ul style="list-style-type: none"> Students will use appropriate tools strategically. Students will measure accurately

Acceptable Evidence:

What would you have to observe to believe that the students have mastered the objective? What product or activity would provide proof that the students can use this knowledge and these skills that they understand?

Acceptable Evidence:			
Beginning	Approaching	Meeting	Surpassing
I need help measuring objects.	I can measure objects by using the longest dimension to compare lengths.	I can measure objects accurately by using a measuring tool.	I can measure objects accurately by using a measuring tool and compare lengths of objects.

The Lesson/Unit Focus:

<p>The Challenge: <u>What is the sentence or question that sums up the specific learning challenge students will undertake?</u> Students will consider how they can measure objects and what is important when measuring objects.</p>
--

Students will be able to:

- Describe and compare measurable attributes.
- Measure an object accurately.

Summative Assessment Criteria and Scoring Guide: (Criteria match the “acceptable evidence” listed above.): What is the language that best describes the expected evidence that meets the learning expectation (3-Meeting)? What language describes evidence that surpasses the expectation (4-Surpassing)? What language describes evidence that has not met the expectations (1-Basic, 2-Approaching)?

Criteria	1-Basic	2-Approaching	3-Meeting	4-Surpassing
<p>K.MD.2-Students measure objects accurately by lining up measuring tool at the starting point and while leaving no gaps in the measuring tool, continue measuring to the end point.</p> <p>K.MD.2-Students compare objects heights using more than and less than.</p>	I need help measuring objects.	I can measure objects by using the longest dimension to compare lengths.	I can measure objects accurately by using a measuring tool and make simple comparisons (i.e. tallest, shortest)	I can measure objects accurately by using a measuring tool and compare lengths of objects by stating how much taller and/or shorter they were.
<p>K-2 ETS 1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a problem.</p>	I need support in designing a model to create.	I can design a model but need adult support to create it.	I can create and design a model without adult support.	I can create and design a model that is free standing without adult support.

Criteria	1	2	3	4
Brainstorming	Team members struggled to work together, listen to, and compromise on ideas to solve the problem	Some members struggled to work together, listen to, and compromise on ideas to solve the problem.	All team members work together to brainstorm creative ideas to solve the problem.	Team continues to brainstorm throughout the project based on observations of previous solutions.
Problem-Solving (Analyzing)	Team members consistently struggled to agree on an idea, try the idea, and couldn't make adjustments to improve the solution.	Some members struggled to agree on an idea, try the idea, and their adjustments didn't really improve the solution.	Team works together to select an idea to solve the problem, try the idea, and make adjustments to improve their solution.	Team works together to select as many ideas as necessary to solve the problem and improve their solution.
Cooperation & Teamwork	Team members consistently struggled to work together and participate for most of the task, but needed several reminders.	Some members struggled to work together and participate at points during the task and some members needed reminders.	All team members worked together and participated for most of the task with few reminders.	In addition to a "3." All team members recognized and used their <i>strengths</i> to accomplish and improve the results of the task.
Self-Reflection	Team members couldn't reflect on their work/behavior to decide a way to improve for their next project.	Some members couldn't reflect on their work/behavior or decide a way to improve for their next project.	All team members are able to reflect on their work/behavior and decide a way to improve for their next project.	Team members make improvements that benefit the entire group versus just some members for the next project.

Planning for Implementation:

Pre-Assessment:

What pre-assessment questions and/or probes will offer insight into what students already know about the unit content and what background knowledge will be needed? Describe pre-assessment.

Students were given a pretest on which they measured unifix cube towers and recorded their results. The pre-assessment is included with this document.

Lesson Plan:

What instructional strategies will be used? What best practices will be integrated? How will essential learning objectives be met and acceptable evidence be generated? Describe the sequence of events.

Students brainstorm why we measure things and why it is important that our measurements are accurate. Students are read a book about measurement. Because we ending our unit with the creation of a tower, students view pictures of towers and discuss why it is important that they are measured correctly. Students are shown various towers and asked to compare them with no prompting from the teacher.

A Flipchart chart is used to introduce students to STEM – What is known about engineering? Who are engineers? Show pictures of engineers – (Different races and gender) What do they notice as they look at the pictures?

What do engineers do? Show pictures of objects designed by engineers (Towers, buildings, bridges)

In groups of 2 or 3, students are challenged to designed and create a tower. (see flipchart)

When done, students measure their towers with unifix cubes.

These measurements are then recorded on a flipchart.

Comparisons are made using discussion questions.

Structure dialogue is guided with discussion questions.

Students complete the post assessment.

Students self-assess using the STEM rubric for engineering activity.

Student Engagement:

What can be planned to help make this unit relevant to all students?

An object will be created that interests students and challenges them to think about how they can achieve the greatest length.

What supports will be offered so all students will be successful?

A parent volunteer will be assigned to each table with 2 groups of students working on creating and measuring their towers.

What are ways to validate and recognize STEM capable learning?

By incorporating language that supports a STEM focus, students will be acknowledging for their use of creative and functional engineering skills while creating their towers along with acknowledging their mathematical skills used to measure and compare towers.

STEM Careers:

What career paths can be connected?

Measurements skills are needed to build structures.

What career resources can be shared?

An engineer could visit the school and share with students his or her career path led him or her to go into civil engineering and how math skills are very important for him or her to know in order to do his or her job.

Measurement Unit Assessment (Pre)

Name: _____

1. Which tower is the tallest? A B C
2. Which tower is the shortest? A B C
3. How tall is tower A? _____
4. How tall is tower B? _____
5. How tall is tower C? _____
6. How much taller is tower C than A? _____
7. How much taller is tower A than B? _____
8. How much shorter is tower B than C? _____

Marshmallow Tower Reflection Questions

1. Did your team work together to make your tower?
2. Did everyone get to share their ideas?
3. Tell us how you decided on a design for your tower?
4. Did you have any problems as you were creating your tower?
5. How did you solve your problem?
6. What went well as you were working on your tower?
7. What do you think you could have done differently?
8. What would you do differently next time?
9. What is similar in our towers we created?
10. What is different in our towers we created?
11. Math Question: (K.MD.3)

Measurement Unit Assessment (Post)

1. Which tower has _____ blocks in it?
2. Which tower has _____ block in it?
3. Which tower is the tallest?
4. Which tower is the shortest?
5. Are any towers the same height?
6. How much taller is tower C than A? _____
7. How much taller is tower A than B? _____
8. How much shorter is tower B than C? _____

Title: Hurry Up-Engineering a New Plan

Grade: 3

STEM Content	Standards	Assessed in the Lesson
Science (Next Generation Science Standard)	2-PS1: Matter and its Interactions. Observe Properties. 5 –PS1-3: Matter and it Interactions: Make Observations.	X
Technology (International Standards for Technology in Education)		
Engineering (Next Generation Science Standard)	3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on material, time, or cost.	X
Mathematics (Common Core State Standard)	CCSS. Math.Content.3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes.	X

Essential Learning Objectives:

Understand that:	
<ul style="list-style-type: none"> • Water exists in all three states of matter. • Matter changes states. • The addition of heat causes matter to change from a solid to a liquid. • The removal of heat causes matter to change from a liquid to a solid. 	
Know:	Do:
<ul style="list-style-type: none"> • Concepts of Matter • Effect of Heat on Matter • How to calculate elapsed time 	<ul style="list-style-type: none"> • Develop methods to speed up the melting of ice • Design and implement a plan to melt ice quickly • Calculate elapsed time • Reflect upon their results • Design an improved plan to melt ice at an even quicker pace

Acceptable Evidence: What would you have to observe to believe that the students have mastered the objective? What product or activity would provide proof that the students can use this knowledge and these skills to show that they understand?

Acceptable Evidence:			
Beginning	Approaching	Meeting	Surpassing
I need help telling time and identifying the properties of matter.	I can identify some properties of matter and somewhat tell time.	I can identify the properties of matter and tell time.	I can identify the properties of matter and accurately tell time.

- Students will be able to:
- Suggest methods of speeding up the melting of ice
 - Cooperatively design and implement a plan to melt ice quickly
 - Cooperatively design and implement an improved plan to melt ice at an even quicker rate

The Lesson/Unit Focus:

The Challenge:
What is the sentence or question that sums up the specific learning challenge students will undertake?
 Can each cooperative group develop and implement a plan to make an ice cube melt at a faster rate?

Summative Assessment Criteria and Scoring Guide: (Criteria match the “acceptable evidence” listed above.): What is the language that best describes the expected evidence that meets the learning expectation (3-Meeting)? What language describes evidence that surpasses the expectation (4-Surpassing)? What language describes evidence that has not met the expectations (1-Basic, 2-Approaching)?

Criteria	1-Basic	2-Approaching	3-Meeting	4-Surpassing
Was the group able to develop and carry out a plan that would melt an ice cube at a faster rate than the class observation?	Group was unable to develop a plan that melted the ice at a faster rate than the class observation.	Group needed assistance in developing a way to melt the ice at a faster rate than the class observation.	Group developed and successfully carried out a plan that melted the ice at a faster rate than the class observation.	Group developed and successfully carried out a plan that melted the ice at a faster rate than the class observation and were able to explain their group’s design process.
Was the group able to improve upon their first plan and design a way to melt the ice cube at an even faster rate?	Group was unable to develop a plan that melted the ice at a faster rate than their first attempt.	Group needed assistance in developing a way to melt the ice at a faster rate than their first attempt.	Group developed and successfully carried out a plan that melted the ice at a faster rate than their first attempt.	Group developed and successfully carried out a plan that melted the ice at a faster rate than their first attempt and were able to explain their group’s design process.

Planning for Implementation:

Pre-Assessment:

What pre-assessment questions and/or probes will offer insight into what students already know about the unit content and what background knowledge will be needed? Describe pre-assessment.

The lesson is not the first lesson/activity students have done regarding matter. Previous to this lesson, students have done activities surrounding the concept of matter and the properties of the different states of matter. This lesson will begin with a class discussion to grasp the students' prior knowledge of what causes matter to change from a solid to a liquid. The class observation of the ice melting will build their background knowledge regarding the affect heat has on matter.

Lesson Plan:

What instructional strategies will be used? What best practices will be integrated? How will essential learning objectives be met and acceptable evidence be generated? Describe the sequence of events.

1. Introduction – Open-ended question activity as a whole-group to assess prior knowledge of the affect heat has on matter.
2. Observation – Class will observe an ice cube in a cup. Students will calculate the time it took for the ice cube to completely melt.
3. Construction – Students will work in groups to design a plan to cause their ice cube to melt faster.
4. Implementation – Students will carry out their plan and calculate the time it took their first ice cube to melt.
5. Reflection/Improvement – Students will reflect on their group's results and design a plan to cause their ice cube to melt at an even faster rate.
6. Final attempt – Groups will then carry out their improved plan and report their results/finding to the class.

Formative Assessment:

What is the learning that will need to be “checked” during the lesson to be sure students have a secure understanding of important content. Describe assessment.

- Are groups demonstrating their understanding that the addition of heat is causing the ice cube to melt faster?
- Are groups developing plans that will cause the ice cube to melt at a faster rate?
- Are groups calculating the elapsed times correctly?

Student Engagement:

What can be planned to help make this unit relevant to all students?

- Activities must be hands-on and instruction must be kid-friendly.
- Prior knowledge must be assessed and developed through class observation.

What supports will be offered so all students will be successful?

- Teacher must check often for student understanding.
- Cooperative groups will be composed of mixed abilities.

What are ways to validate and recognize STEM capable learning?

- Students need to be validated as STEM capable learners. This can be done by purposefully identifying the skills they are successfully utilizing as scientists, engineers, and mathematicians. An extension could be a discussion of the careers that would utilize these skills.

STEM Careers:

What career paths can be connected?

- Water industry jobs
- Scientists who work in global warming related fields: climate and atmospheric scientists, oceanographers, and environmental scientists

What career resources can be shared?

- Scientists who study global warming
- Water Career Websites

Time and Materials:

How much time is needed for quality engagement, deep learning, and secure experience? What materials are required and will enhance learning?

- This lesson requires at least an hour of class time to implement.
- Required material are ice cubes of the same size, cups, clock, and access to heat sources such as a windowsill or microwave.

Resources:

What resources are available? What resources are needed? What resources will enhance learning?

- Background videos on matter and changes in states of matter are available on BrainPop and Discovery Education.
- Engineering resources: <http://www.eie.org/overview/engineering-design-process>
- Engineering Plan Sheet: <https://www.teacherpayteachers.com/Product/Engineering-Process-Recording-Sheet-primary-929571>

Possibilities for Further STEM Connections:

After observing the effect of heat on ice, students could focus on the problems we are facing today with global warming. After researching the causes of global warming, students could work to find solutions.

Student Self-Reflection: (suggested questions):

1. I used the following practices (engineering, math) and cross-cutting concepts...
2. I contributed in the following ways...
3. I learned the following new information...
4. Based on this experience, I would like to deepen my knowledge and/or improve my skills in the following areas...



Section A.3

Assessment

A.3 Assessment

Rationale:

Fisher Academy recognizes that student, teacher, and program assessment is important. Because we recognize the importance of ongoing and quality assessment, Fisher Academy will use a multi-faceted approach to incorporating student, teacher, and program assessment using resources that have a proven track record of both quality and success. With this in mind, Fisher Academy's Assessment Plan utilizes both ongoing and periodic assessment tools indicative of a balanced system of assessments that align with Missouri Learning Standards. Furthermore, the assessment plan will support the mission, values and philosophy of education, provide formative data that can be used by Professional Learning Communities/Data Teams for instructional and programmatic improvements, provide data that is compatible across all grade levels, provide staff, students and families with student achievement results, and identify the skills learned by students. The primary use of all the collected data will be to improve instruction and increase student's academic achievement which will be evidenced by continually improving programming throughout the school year. We will develop a culture of "teaching for student achievement" rather than "teaching to the test."

The Role of Assessment in Curriculum and Instruction:

Fisher Academy will utilize the Understanding by Design philosophy, a backward design method, where subject area rigor will be assessed based on what students will know and should be able to do when they graduate from Fisher Academy, college and career ready. This aligns curriculum, instruction, and assessment, informing the curriculum planning at every level and allowing for an integrated scaffolding of knowledge and skills by grade level²⁸.

Standards/curriculum, instruction and assessment will be interconnected to enhance the learning process and produce high levels of student achievement as:

- Standards and curriculum answer the question "What do we teach?" Missouri Learning Standards and curriculum define what we expect the students to know, understand and be able to do.
- Instruction answers the question "How do we teach?" It includes the learning experiences, ways of engaging students, differentiation to scaffold learning and utilization of learning strategies.
- Assessment answers the question "How well do we teach?" Assessment measures learning and provides formative data that is used to make changes in curriculum or instruction for individual students, grades or content areas. This includes data that is used to determine individual student's needs for intervention or enrichment/acceleration.

By utilizing a balanced approach to assessment, three levels of assessment will be used (summative assessments, interim assessments and formative assessments). The *school* will use

²⁸ Wiggins, G., & McTighe, J. (2005). *Understanding by design* (expanded second edition). Association for Supervision & Curriculum Development.

summative data such as annual state tests to correlate and measure all dimensions of student learning, the interim assessment measures common tests administered by the school to gain a big picture view of student performance, and the formative assessment measures at the *individual level* will use multiple measures to form instructional groupings, identify interventions, monitor progress, and determine specific learning needs.

Formative assessment results will be used, along with an informal assessment of student interests to structure classroom settings designed to meet the needs of all learners. Student's interests and passions can be assessed by listening to students' experiences, having one-on-one conversations with students, journaling activities, etc., and these results will assist in developing appropriate classroom settings and more meaningful differentiation activities.

The progress-monitoring formative assessment data will be reviewed in grade level teams during weekly common planning time and early release days to improve instruction and student achievement. Structured data review and analysis will follow a data team protocol.

Fisher Academy Assessment Plan:

Fisher Academy will use data from both formative and summative, large-scale and small-scale assessments to evaluate progress, drive instruction and continually improve student achievement. There will also be a variety of authentic assessments which will connect learning to real-world tasks. While the variety of assessment measures may seem extensive, it should be noted that the assessments are not all given to all students in a given year. The following selection of assessments include a description of the type and purpose of the assessment considered to be administered which is followed by a chart that may provide a more concise representation of assessments.

MAP and MAP-A: The MAP and MAP-A summative assessments will be administered annually and will provide information to show how students are performing against state standards or national norms. The results from this online yearly assessment will hold Fisher Academy accountable for student performance.

To achieve our goal of an MPI score of 385 in five years, and 70% of students scoring proficient or advanced on MAP Mathematics and Language Arts, we must modify and continuously improve our instruction, systems and methods of working together. Fisher Academy will administer all state approved assessments in accordance with state policy and assessment data will be disaggregated and disseminated to relevant community members in an effort to remain transparent about student progress. Starting in third grade, the MAP and/or MAP-A grade-level assessment will be administered annually and results will be reported to DESE. The online assessment will be completed between March 26 and May 18 in 2018 (a complete schedule is provided on DESE's website). Results from the MAP will be used to assess student progress within Fisher Academy and in relation to other schools. An annual report of student results will be distributed in accordance with Missouri guidelines.

The principal will report MAP and MAP-A results to the Board of Education. The data will also be shared with teachers and if results fall short of the school goal, additional strategies and measurable goals will be developed to address the achievement gap.

DIBELS and Early Numeracy Measures: This interim and formative assessment will serve as a universal screening assessment which may occur multiple times annually, and used for early identification of learning needs. Data results from this assessment will be reviewed in grade-level teams.

The curriculum-based measures (CBM) Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Early Numeracy Measures (Research Institute of Progress Monitoring) will be used. Universal screening throughout the school year will inform staff to modify or maintain classroom-based instruction and use data results to identify struggling learners as part of the primary prevention of the tiered Response to Intervention (RTI). Students at-risk for academic problems, will receive more targeted instruction to close the gap between their current performance and expected performance with progress monitoring increasing to twice per month. Targeted reading instruction will include phonetic awareness, phonics, spelling and writing, fluency, vocabulary and comprehension.

STAR Reading: This formative assessment is a benchmarking assessment which occur throughout the school year to identify strengths and gaps in instruction and to determine how individual students are progressing in reading. All students will be assessed in reading through this program, to provide benchmark scores and again at the beginning, middle and end of the academic year. The assessment results will determine achievement of the school's academic goal of 70% of students will read at or above grade level and make more than one year of academic growth each year. The data from these measures may be reviewed weekly by teachers and grade level teams. It will be important to identify struggling learners quickly and utilize tiered strategies for improving achievement.

Math in Focus- Singapore Approach: The formative assessments associated with this curriculum is a benchmarking assessment which occur throughout the school year to identify strengths and gaps in instruction and to determine how individual students are progressing. The assessment results will determine achievement of the school's academic goal of 70% of students will make more than one year of academic growth each year. The data from these measures may be reviewed weekly by teachers and grade level teams. It will be important to identify struggling learners quickly and utilize tiered strategies for improving achievement.

Math in Focus provides an experiential approach to math and offers diagnostic chapter pretests to help teachers plan instruction. Chapter tests in test-prep format provide formal assessment opportunities. Benchmark, Mid-Year, and End-of-Year Assessments provide further measures of students' mastery of concepts. Fisher Academy will use these assessment to assess student mastery of math as it relates of real-world experiences.

The following formative assessments include small-scale assessments which occur frequently and are standards-based or criterion-referenced:

Teaching as Leadership and Project Lead the Way: These rubrics and final exams as well as other classroom formative assessments will be used to provide the current level of student achievement, inform students about how they can improve their learning and to help teachers identify and respond to student learning needs. Fisher Academy will use observation and immediate feedback during learning experiences, quick checks for understanding, class

discussion, strategic questioning techniques, rubrics, non-graded student work samples and student self-assessment.

Project Lead the Way: Project and Problem-Solving: For experiential learning this assessment and a variety of assessment tools will be used. A process assessment for the learning experience is a helpful tool. It can take the form of a checklist or rubric that indicates students are following outlined procedures for cooperative interaction, completing designated steps in the process, and reflecting on what is learned. For authentic projects produced during experiential learning, rubrics indicating various levels of meeting or exceeding outlined expectations are most helpful in assessment. Depending on the experience, there may be specific skills or content knowledge that can be assessed in some form of summative assessment format such as a quiz or test. It is crucial that experiential learning involve process assessment, individual assessment for skills, content, and large concepts developed, as well as summative assessment for any group products.

Textbook Assessments: Fisher Academy's teachers will use textbook assessments as summative measures for each student's progress in mastering curriculum and will monitor student's mastery of recently taught skills and concepts.

Portfolio development and final project presentation: Each student will develop an annual portfolio of STEM projects and present one in a final presentation of the portfolio at the end of the school year. This final project presentation will be the responsibility of the student and will reflect their own interests and desires customized to meet his/her own differentiated style of learning. They will explain and defend their project based on a rubric developed by the Fisher Academy staff.

The Power of Discovery, STEM Program Quality Assessment (POA) and 4H: Curriculum and unit assessments are great resources that will be used when assessing students' knowledge-base and comprehension of STEM and Experiential learning concepts. Individual student assessment will include: student self-recording, student portfolios (beginning in grade 3), non-cognitive attributes, and interest in future learning.

Common Instrument Science Survey: measures the level of youths' excitement and engagement related to science and technology.

Dimensions of Success: pinpoints twelve indicators of STEM program quality in out-of-school time and focuses on understanding the quality of a STEM activity in an out-of-school time learning environment (experiential learning) and includes an explanation of each dimension and its key indicators, as well as a 4-level rubric with descriptions of increasing quality.

Fisher Academy Assessment Plan

Assessment Tools	Time Schedule	Type	Data Use Plan
MAP and/or MAP-A Grade Level Assessment and EOC	3 rd grade through 11 th grade- Annually each spring	State approved assessments to measure retention of grade-level Missouri Learning Standards in Mathematics and English Language Arts	Results will be reviewed to modify curriculum and instructional practices.
DIBELS and Early Numeracy Measures	Multiple times annually	Universal screening assessments	Results will be used for early identification of learning needs. Will also be used as part of primary prevention of RTI.
STAR Reading Math in Focus: Singapore Approach	Throughout the school year from 1 st grade to 8 th grade	Benchmarking assessments	Identify strengths and gaps in instruction
Teaching as Leadership PLTW and other informal assessments	Throughout the school year from K-12	Classroom formative assessments	Provides current level of student achievement, inform students of progress and identify learning needs.
Project Lead the Way: Project and Problem-Solving	K-12 throughout the year.	Experiential Learning	A process assessment for the learning experience.
Common Instrument Science Survey	K-12	STEM and Experiential Learning	Measures the level of youth's excitement and engagement related to science and technology
The Power of Discovery and STEM Program Quality Assessment	Grade 3 and above	STEM and Experiential Learning	Assess student's knowledge base and comprehension of STEM and experiential learning concepts
Dimensions of Success	K-12	STEM and Experiential Learning	Pinpoints 12 indicators related to STEM when engaged in out-of-school learning environment.
Textbook assessments	K-12 throughout the year	Textbook assessments	Regularly administered unit tests and final exams assess student's comprehension in each subject area

Use of Assessment Data:

There will be a strong culture of data driven instruction at Fisher Academy. Results from assessments will be analyzed and used as the impetus for continuous improvement of student achievement. A student assessment system will be used that has the capacity to integrate and generate reports of data that will be disaggregated by grade level, classroom and student subgroup. These reports will be generated to report to our Board of Education, teachers, sponsor and the community, as appropriate.

Fisher Academy has chosen universal screening and benchmarking assessments that are highly rated for reliability and validity. The STAR assessments for literacy in particular, have been rated highly by key federal groups such as the National Center on Intensive Intervention, the National Center on RTI and National Center on Student Progress Monitoring.

Fisher Academy will also provide opportunity and the expectation that all assessments will be reliably administered. Teachers will be trained to administer assessments through regularly scheduled professional development or staff meetings. In addition to learning how to administer the assessments, the teachers will receive ongoing guidance and support from the principal and teacher/mentors and utilize inter-rater reliability strategies. The principal will monitor the fidelity of assessment administration through frequent checks and observation.

School Level Data

School level data is data that includes all students and can be disaggregated by grade level, class and subgroup from assessments such as MAP assessments, STAR Reading Assessments and attendance. A school-wide Leadership Data Team will work to establish and enhance the school's strong culture of data driven instruction, using this data to modify curricula and/or instruction. The Leadership Data Team will be comprised of both teachers and administrators. The Leadership Data Team will conduct training for all of the teaching staff so that they can interpret a variety of data tracking student performance and use that information to adjust teaching to address academic challenges and differentiate instruction. The Leadership Data Team will assemble quantitative data from the variety of assessments and the teachers will use it to identify areas where they need to spend more time or make adjustments to the curriculum.

Class-Level Data

Grade level teams and subject area teams will form "data teams" that meet weekly. These data teams will bring student performance data including formative and summative assessment data, as well as examples of student portfolio work, to the table each week. They will analyze the data and strategize instructional methods for whole group instruction and for differentiated instruction in response to the data. Classroom teachers will be trained to do ongoing assessments and checks for understanding throughout their lessons. Teachers will quickly tailor feedback and target interventions for students who need them and differentiate for students who need to be retaught, which studies implicate could amount to as many as 70 percent of adolescent learners.²⁹

²⁹ <http://www.scholastic.com/teachers/article/what-differentiated-instruction>

Teachers will report student achievement directly to the principal at the end of each quarter. Together, they will review the classroom achievement data and determine if changes affecting instructional approaches are needed.

Individual Student Data

All formative and summative assessments, as well as curricula, will be aligned with the Missouri Learning Standards. Each student will have a customized “Individual Learning Plan” (ILP) that is specific to the skills that student still needs to master; this ILP will be updated every six to eight weeks with strategies to use to help further student achievement. Students, parents, and teachers will all be made aware of the plan and work together to ensure each student is meeting his/her periodic goals. In addition to differentiated instruction time in classrooms, individualized tutorials will be available to students after school and via home computer or iPad. ILPs allow for “small wins” for each student that ultimately add up to long-term gains in academic performance.

Individual student data will be used to track student progress towards grade level standards, identify specific strengths and/or challenges, and to inform remedial instruction or more challenging instruction.

Student progress reports will be issued four times per year and are used as an additional opportunity for goal setting by students. Students will be graded using the letter grades A, B, C, and F and each student’s grade can be substantiated with classroom data. High school students will be graded on a traditional 4.0 scale with teachers using a combination of letter grades and numerical percentages on individual assessments. Parents will attend student-led conferences where students share their own progress. In addition, school data will be reported through community meetings, parent and public reports.

Grade-Level Promotion

Promotion decisions are based on several criteria, including all assessment data, homework, portfolios, teacher observation of student performance, and attendance. Fisher Academy’s staff will provide the guidance and instruction for all students to achieve grade level expectations and prefers not to retain students if at all possible. We feel that all students will be given multiple opportunities to succeed through curriculum based measures, differentiated instruction, experiential learning and other instructional practices geared towards promoting success. However, students will be promoted if the established grade-level criteria are met or exceeded, as evidenced by the student receiving a passing grade (C or above) in a minimum of three core subjects (communication arts, math, science and social studies) and no failing grades. In order to be promoted to high school, middle school students must pass classes in all core content areas (C or above in a minimum of three core subjects and no failing grades). In addition, every 8th grader will be required to conduct a portfolio defense.

In the event that a student would benefit from an additional year in the same grade, the principal will be in contact with the child’s parent or guardian to inform them that the child’s promotion is in jeopardy. To keep families informed of problems well before the end of the school year, the teacher and principal will meet with the family mid-year to alert them of achievement deficits.

Again, all efforts will be made to bring the student's academic achievement and/or attendance to meet or exceed the standard, but it will ultimately be the final decision will be made by Fisher Academy.

Students who demonstrate performance 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 will be considered for retention by Fisher Academy.

Fisher Academy shares the common interest of The Coordinating Board of Higher Education (CBHE), the Missouri Department of Higher Education (MDHE), Missouri higher education institutions, and the Missouri K-12 community which seeks to promote student preparation as a foundation of enrollment, retention, and success in post-secondary learning institutions. In light of this, to qualify for a diploma from Fisher Academy, students must complete 24 units of credit that must be earned prior to graduation.

College and Career Readiness

Assessment information will modify the school program from K-12. In addition to improving instruction for student achievement, Fisher academy is dedicated to preparing students for college and/or career success and supports the following programs/activities:

- Students will choose a minimum of 3 electives from Technology, Engineering, Practical Arts and Fine Arts
- High school students will participate in service learning and Project Lead the Way³⁰. Norma Anderson with the Blue Springs School District is quoted by DESE as saying “Project Lead the Way programs are at the forefront in transforming education in Missouri through their hands-on approach to solving real world problems, thus helping foster imagination and critical thinking skills. Students work in collaborative teams applying science, technology, engineering and math principles to create, innovate and problem solve. These programs challenge today’s students to be college and career ready, allowing for a promising future and a vibrant economy for our youth.”³¹
- All students K-12 will engage in developmentally appropriate activities to enhance their academic, career and personal/social development. During elementary grades, students will participate in career awareness activities that will provide information to develop a personal plan of study by the end of 8th grade. The personal plan of study will guide students to a chosen career through a meaningful course of study and career-related activities during high school. In their junior and senior years, students will take Advanced Placement and Honors courses where appropriate and participate in off-site internships. All students will receive library/media, research, and technology skills either as freestanding electives or integrated into the core content areas. Each year students will participate in a mandated Academic/Curriculum-Based Service-Learning project designed to meet established standards.

³⁰ <https://dese.mo.gov/college-career-readiness/career-education/technology-engineering-education/project-lead-way>

³¹ <https://dese.mo.gov/communications/news-releases/missouri-schools-show-growth-stem-education>

- Technology to support computer adaptive tests will include Chromebooks, iPad, iPod touch, or 7 inch or larger tablets.
- Fisher Academy students are expected to continue learning through the summer months by completing individualized assignments at a school sponsored summer enrichment program or college academic and enrichment program.



Section A.4

School Calendar and Daily Schedule

A.4 School Calendar and Daily Schedule

The proposed calendar and school schedule are designed to meet Fisher Academy's mission and goals. The daily schedule will include a later start and finish time as we believe that adequate sleeps supports students' ability to both learn and stay focused. The ability to learn and stay focused are requirements for students in a rigorous and challenging learning environment like Fisher Academy. STEM-focused experiential learning requires great attention to detail and expanded learning times. Imagine a classroom exercise focused on structures and engineering.

With the traditional model of classroom instruction, students would attempt to learn the majority of subject matter through rote memorization. Studies show that this method is great for learning specific concepts (i.e., Math) as the memorization combined with scaffolding of facts allows students to continue connecting concepts.³² However, studies have consistently shown that young children learn naturally as they explore the world through play, taking on various roles, and experimenting with the world around them.³³

With this in mind, we have designed a schedule that provides extended times in core subjects as well as time in STEM subjects. Experiential learning opportunities will be built into the curriculum and schedule and will include opportunities outside the school as partnerships are formed to support them. Our proposed daily schedule ensures that student are immersed in literacy and math instruction while remaining engaged in STEM-based project learning.

In accordance with Missouri Revised Statutes 160.041 and 160.011, Fisher Academy will be in session *at least* 174 days each academic year. Our school calendar also includes 5 days of Professional Development and 9 days for inclement weather. Each school year will begin with a student and parent informational session on the Saturday before the first day of classes from 10:00 a.m. to 12:00 p.m.

Each year, the first day of school will begin on the second Monday in August and end on the fourth Wednesday in May, as long as there are no required make-up days due to inclement weather. If required, make-up days will run for the two weeks following the last day of school, according to the number of required make-up days. The calendar highlights holidays, breaks, parent /teacher conferences, make-up days, and professional development days. The 175 school days will be divided into four quarters as follows: first quarter (38 days); second quarter (48 days); third quarter (46 days); and fourth quarter (43 days). The 175 school days meet the Missouri Department of Elementary and Secondary Education's requirements of 174 school days plus 6 inclement weather closure days.

The school day will begin at 9:00 a.m. and end at 4:15 p.m. daily. Early dismissal days will begin at 9:00 a.m. and end at 2:25 p.m., which will provide time for teachers and staff to work together on professional development activities. There will be four additional early dismissal days for parent/teacher conferences at the end of each quarter. On early dismissal days, students will have a 30-minute lunch and no early recess resulting in 4.5 hour school day. However,

³² <https://med.stanford.edu/news/all-news/2014/08/new-research-sheds-light-on-how-childrens-brains-memorize-facts.html>

³³ <http://www.youthandpolicy.org/wp-content/uploads/2013/07/ord-yandp108.pdf>

students will still have regular recess. To compensate for removal of the early recess on early dismissal days, students will have lunch and regular recess earlier than the regularly scheduled time. Students will also have an option to participate in outside school activities or go home at 2:25 p.m. The total number of instructional hours is 1,080 hours, which exceeds the state requirement of 1,044 hours.

“School start times may also have an important impact in schools serving economically disadvantaged populations. There is a well-documented achievement gap between poor and middle class students, and this gap has been steadily increasing over the last 70 years.”³⁴ Our rationale for having a late start time of 9:00 a.m. stems from research conducted by sleep researchers and health professionals that shows that:

Early school hours are harming children. It's not just the numbers of hours of sleep, but also the timing of sleep that is required for optimal health. Sleep deprivation's impacts include: weight gain and eating disorders and increased risk of obesity, cardiovascular problems, and diabetes; reduced immunity; depression; anxiety; substance abuse; mood swings; behavior problems; suicidal ideation; and potential impacts on brain development.³⁵

According to State University of New York, “in the last 10 years, school districts in California, Oklahoma, Georgia, New York, Connecticut, North Carolina, Kentucky, and Minnesota have changed schedules to accommodate later start times for their adolescent students.”³⁶ Other findings in this report on research conducted on later start times, revealed that academic, emotional, social, and health benefits derived from additional sleep afforded by later school start times are quite measurable. Researchers found that students attending schools with later start times showed marked improvements in test scores, grade point averages, and overall grades. Furthermore, studies have found that schools with later start times showed an increase in attendance and a decrease in both late arrivals and absences.

Due to 9:00 a.m. school day start, Fisher Academy will offer before school latchkey program and breakfast for students beginning at 7:00 a.m. each day. Parents electing to participate in the latchkey program will be required to pay a monthly fee according to the number of days per week a student will utilize the latchkey program.

(See Appendix B for Sample Daily Schedule and School Calendar)

³⁴ <https://www.apa.org/pubs/journals/releases/edu-a0037195.pdf>

³⁵ <http://www.startschoollater.net/why-change.html>

³⁶ http://www.newpaltz.edu/media/crreo/crreo/2020_school_start_times.pdf



Appendix B
Fisher Academy 2018 – 2019
Sample Daily Schedule and Calendar

Appendix B – Fisher Academy Sample Daily Schedule for K-2

Fisher Academy Sample Daily Schedule for K-2					
Full Day			Early Dismissal		
Time	Minutes	Activity	Time	Minutes	Activity
9:00 – 9:30	30	Advisory	9:00-9:30	30	Advisory
9:30 – 10:10	40	Math (STEM)	9:30 – 10:10	40	Math (STEM)
10:10 – 10:50	40	Reading	10:10 – 10:50	40	Reading
10:50 – 11:30	40	STEM block	10:50 – 11:30	40	STEM block
11:30 – 11:45	*	Early Recess	11:30 – 12:00	30	Social Studies
11:45 – 12:15	30	Social Studies	11:45 – 12:05	*	Lunch/Recess (K)
12:15 – 12:55	*	Lunch/Recess (K)	11:45 – 12:05	*	Recess/Lunch (1, 2)
12:15 – 12:55	*	Recess/Lunch (1, 2)	12:55 – 1:35	40	ELA
12:55 – 1:25	30	Math (STEM)	1:35 – 2:25	50	Science
1:25 – 2:05	40	ELA	2:25	*	Dismissal
2:05 – 2:35	30	Reading			
2:35 – 3:25	45	Specials			
3:25 – 4:15	50	Science (STEM)			
4:15	*	Dismissal			
	375	Instructional Min.		270	Instructional Min.

Type	Minutes	Day	Total Hours	1080 Total Hours
Full Day	375	167	1044	
Early Dismissal	270	8	36	

2018-2019 Fisher Academy School Calendar

August 2018

Saturday, August 4 p.m.	Student/Parent Informational Session	10:00 a.m. – 12:00
Monday, August 13	First Day of School	9:00 a.m. – 4:15 p.m.

September 2018

Monday, September 3	No School, Labor Day	
Wednesday, September 12	School Picture Day	
Friday, September 14	No School, Professional Development Day	

October 2018

Friday, October 5	End of First Quarter	
Wednesday, October 10 7:30 p.m.	Parent/Teacher Conferences	5:30 p.m. –
Thursday, October 11	Parent/Teacher Conferences	5:30 p.m. – 7:30p.m.
Friday, October 26	No School, Professional Development Day	

November 2018

Monday, November 12	No School, Veterans Day	
Friday, November 16	No School, Professional Development Day	
November 21-23	Thanksgiving Break	

December 2018

Friday, December 21	End of Second Quarter	
December 24-January 4	Winter Break	

January 2019

Friday, January 18	No School, Professional Development Day	
Monday, January 21	No School, Martin Luther King, Jr. Day	

February 2019

Friday, February 15	No School, Professional Development Day	
Monday, February 18	No School, President's Day	

March 2019

Friday, March 15	End of Third Quarter	
Wednesday, March 20 7:30 p.m.	Parent/Teacher Conferences	5:30 p.m. –
Thursday, March 21	Parent/Teacher Conferences	5:30 p.m. – 7:30 p.m.
March 25 – 29	Spring Break	

April 2019

Tuesday, April 16	Prospective Family Open House	
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May 2019

Wednesday, May 22

End of Fourth Quarter/Last Day of School – Early Release

May 23 – June 5

Inclement Weather Make-up Days



Section A.5

Target Population

A.5 Target Population

The anticipated geographic location of the first Fisher Academy will be in the Normandy Schools Collaborative, which is a part of the 24:1 comprehensive community. “Vision 24:1 is an innovative, place-based community development initiative, created to solve in a comprehensive yet targeted way, the serious challenges facing residents and communities within the geographic boundaries of the Normandy Schools Collaborative. This initiative is inspired by 10 years of successful work by Beyond Housing and its partners providing support and improvements in the City of Pagedale. The result is Vision 24:1, twenty-four municipalities with one vision: strong communities, engaged families and successful children.”³⁷ Fisher Academy shares the Vision 24:1 which strives to improve educational outcomes for all children and has begun building a relationship with Beyond Housing, an organization that focuses on all of the areas that make up a thriving community – education, housing, health, employment readiness and access, and economic development. Beyond Housing owns the school building (formerly Central Elementary School) that is the potential site for Fisher Academy.

Students in the Normandy Schools Collaborative are not being adequately served by the district, which makes them great candidates for Fisher Academy. This is evidenced by the loss of accreditation in 2013. That year, Normandy’s performance was the lowest in the state of Missouri and under the state transfer law, more than 1,000 students transferred out of this district to higher performing schools.³⁸ We believe the high rate of transfers is an indicator that parents want an alternative to failing urban schools. Also, the outcries of parents reveal their desire for better educational options for the children.³⁹ Providing families in the Normandy Schools Collaborative with the option of a tuition-free STEM charter school that prepares students for college and beyond, provides a better choice of public school, in their home district, for parents while increasing the likelihood that families will remain in the communities served by the district and the Vision 24:1. Fisher Academy’s three tier model of STEM, experiential learning, and multi-grade classrooms provides the familial atmosphere with hands-on project-based learning that our target population learns well in. “Research about the African-American culture shows that students often value oral experiences, physical activity, and loyalty in interpersonal relationships. These traits call for classroom activities that include approaches like discussion, active projects, and collaborative work.”⁴⁰

According to 2010 Census data, 23.8% of the 24:1 population is school-age⁴¹. Additionally, reports reveal that at least 15% of the Normandy Schools Collaborative have transferred out of the district under the Missouri Transfer Law (Missouri Revised Statute 167.131) which allows students in unaccredited districts to transfer to an accredited district at the expense of the district they are transferring out of. With location, data, and transfer rates in mind, it is expected that we

³⁷ <http://www.beyondhousing.org/programs/241-community-building-initiative/>

³⁸ http://m.stltoday.com/news/local/education/in-normandy-charter-schools-struggle-to-take-root/article_97c20b82-c1d8-5a7a-9fcb-1c2d6c132baf.html

³⁹ <https://www.the74million.org/article/a-year-after-ferguson-st-louis-parents-fight-to-escape-michael-browns-terrible-high-school>

⁴⁰ <http://www.ascd.org/publications/educational-leadership/may94/vol51/num08/The-Culture~Learning-Style-Connection.aspx>

⁴¹ http://mcdc.missouri.edu/webrepts/kidscent/outcomes_facts/29189.html



Section A.5

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⁴¹ http://mcdc.missouri.edu/webrepts/kidscnt/outcomes_facts/29189.html

will have a pool of enrollment from a diverse community which includes: Caucasians, African Americans, Native Americans, Asians, and Pacific Islanders.

The target population for Fisher Academy is comprised of the twenty-four municipalities that the Normandy Schools Collaborative serves, including those students who have transferred out of the school district under the Missouri Transfer Law under the Missouri Revised Statue 167.131. The twenty-four municipalities are Bellerive, Bel-Nor, Bel-Ridge, Beverly Hills, Charlack, Cool Valley, Glen Echo Park, Greendale, Hanley Hills, Hillsdale, Normandy, Northwoods, Norwood Court, Pagedale, Pasadena Hills, Pasadena Park, Pine Lawn, St. John, Uplands Park, Velda City, Velda Village, Vinita Park, and Wellston. These municipalities make up the 24:1 community. The total population for the 24:1 is 36,739. The 24:1 is a culturally diverse, urban community with the following demographics:

- 77.4% African American
- 18.8% Caucasian
- 1.7% Hispanic/Latino
- 1.4% Other (2 or more races, Native American, Hawaiian, etc.)
- .7% Asian

Based upon the 24:1 demographic data, Fisher Academy anticipates having a diverse student population similar to the following:

- 80% African American
- 13% Caucasian
- 4% Hispanic/Latino
- 5% Other (2 or more races, Native American, Hawaiian, etc.)
- 1% Asian

The average median household income for the 24:1 is \$22,000, which is substantially lower than the St. Louis Median Household income of \$55,535. The Department of Elementary and Secondary Education reports that 93.6 % of all student enrolled in the Normandy Schools Collaborative qualify for free and reduced lunch according to the guidelines set forth by the National School Lunch program. In light of the reported data, we anticipate serving a student population in which at least 80% will be eligible for the free and reduced lunch program. In spite of this, we will meet the needs of all students who enroll at Fisher Academy without regard to race, ethnicity, socioeconomic status, or learning needs.

Normandy Schools Collaborative houses four elementary schools which serve a total of 1,509 students, one 7th and 8th grade center which serves a total of 614 students, and one high school which serves a total of 587 students.

Fisher Academy's goal is to offer the opportunity students who have transferred out of the district, for better educational options, the chance to receive a quality education in their home district. It is also our goal to offer this same quality education to students enrolled in the surrounding schools, in the Normandy Schools Collaborative, who seek better options for education.

Thirty-one percent of families in the Normandy Schools Collaborative are classified as functionally homeless; they are living with relatives or other family members and are experiencing housing insecurity. Housing insecurity also means that there is a 59 percent mobility rate, a statistic especially alarming when we remember that high mobility is the number one detriment to student learning.⁴²

The schools operated by the Normandy Schools Collaborative underperform quite substantially as evidenced by the district’s lack of state accreditation. As discussed in Section A.1, we anticipate receiving students at our school who perform multiple grade levels below GLE. However, Fisher Academy will develop a solid academic program, which includes guidance and support, to prepare all of our students for higher education. There is a sufficient population, according to the census and transfer data, to support the opening of the Fisher Academy within the Normandy Schools Collaborative. Although there can be no guaranteed enrollment, research shows that charter school enrollment has increased by 62% over the last five years, which makes charter schools the fastest growing educational option in the U.S.⁴³ Statistics like this make our anticipated enrollment goals highly likely. During our first year of operation our goal is an enrollment of 132 students in grades Kindergarten – 2nd Grade. In each subsequent school year, we will add one grade level until we reach 12th grade in the 2027 – 2028 school year with a total projected student population of 552.

The Fisher Academy model supports our efforts to mitigate student attrition by offering small multi-grade classes with a direct emphasis on community building. Our focus on parent engagement, differentiated instruction, and regular monitoring of student attendance and progress, will allow us to monitor attrition on a regular basis. If we notice a pattern of attrition, we will quickly investigate to both identify and remedy the reasons. If we notice a pattern of attrition, we will (when possible) offer exit interviews to determine if remaining at Fisher Academy remains an option for the student(s). Further, if attrition does occur, we will back fill each year beginning with the upper grades. Empty seats will be filled by students on the current year’s waiting list.

The following table depicts our anticipated enrollment goals for the first five years of operation:

Grade Level	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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⁴² <http://www.beyondhousing.org/wordpress/wp-content/uploads/2014/02/NSD-Reformation-Plan.pdf>

⁴³ http://www.publiccharters.org/wp-content/uploads/2015/11/enrollmentshare_web.pdf

K	66	66	66	66	66
1	44	60	60	60	60
2	22	40	54	54	54
3	0	20	40	48	48
4	0	0	20	40	44
5	0	0	0	20	40
6	0	0	0	0	20
Total	132	186	240	288	332

While enrollment goals are anticipated, other factors may directly or indirectly alter the actual enrollment numbers. These factors may include, but are not limited to: Modifications to overall school plans, facility availability, and actual enrollment numbers.



Section A.6

Special Student Populations

A.6 Special Student Populations

As described in Section A.1, Fisher Academy uses a three-tier model of STEM, experiential learning, and multi-grade classroom instruction. There is substantial evidence provided with the model description to support the success of this model with our targeted population.

Fisher Academy is strongly committed to ensuring a free and quality education that is both supportive and challenging to all enrolled students. In accordance with Section 504 of the Rehabilitation Act of 1973, which protects qualified individuals from discrimination based on their disability, we are also committed to accommodating the special educational needs of all students who have Limited English Proficiency (LEP) or require gifted and talented or Individualized Education Program (IEP) services. Fisher Academy's three-tier model ensures that all students enrolled at Fisher Academy receive a free and quality education as well as interventions and accommodations as described below in the Special Education Process.

The Individuals with Disabilities Education Act (IDEA) provides a free, appropriate public education for students with disabilities until they are graduated with a regular diploma or attain the age of 21 years. Universal design is defined by The Center for Universal Design as "the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design." Through universal design and inclusion (securing opportunities for students with disabilities to learn alongside their non-disabled peers in general education classrooms), students with disabilities will make progress in the general education curriculum. Students with disabilities who complete regular courses or regular courses modified as indicated in their IEPs will receive grades and have credit recorded in the transcript. Transition planning (a process for movement from school to adult life) will be addressed for all students with an Individualized Education Program (IEP) beginning at age sixteen or younger if appropriate.

Fisher Academy will comply with Section 504 of the Rehabilitation Act of 1973 and ensure that graduation policies do not discriminate against students protected under the act.

In compliance with Section 612(a) [5] of the Individuals with Disabilities Act (IDEA), Fisher Academy will make every effort to the maximum extent appropriate, to ensure that all students with disabilities are included and have access to the general education curriculum. Special classes, separate schooling, or other removal of students with disabilities from the regular learning environment will only occur when the severity of a student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved successfully.⁴⁴ With this in mind, a free and quality education will be provided to students with disabilities in the Least Restrictive Environment (LRE) possible. Furthermore, transportation will be provided for all students who require it according to their IEP.

To ensure that all students with and without disabilities receive an appropriate education and that the school is safe for teaching and learning, a school wide implementation of Positive Behavioral Interventions and Support (PBIS) will be instituted. Through this evidence-based classroom

⁴⁴ <http://idea.ed.gov/explore/view/p/,root,statute,I,B,612,a,5>,

strategy based on a comprehensive assessment, intervention and support plan, targeted behaviors will become less effective and desired behaviors more functional to create a positive learning environment.

Character education is a school program providing leadership and advocacy for character in schools, families, and communities helping young people become inspired and empowered to be ethical and engaged citizens. Through character education of the school staff, students and community members, Fisher Academy will build future leaders of character to be moral, civic-minded, non-bullying, successful, compliant and socially acceptable citizens.

Fisher Academy will also remain sensitive to the needs and rights of homeless students. We believe that homelessness should not be a disqualifier in a student receiving free and quality education in the mainstream school environment. Therefore, we will adhere to Part C – Subtitle B – Section 721 of the McKinney-Vento Homeless Education Assistance Act that applies to the state of Missouri under Missouri Revised Statute §167.020.01. This law mandates that all educational agencies ensure equal access to free and appropriate education to each child of a homeless individual.⁴⁵ Fisher Academy’s specific homeless policy will meet the needs of any homeless students in our enrollment (i.e. identification process, immunization exceptions and requirements, transportation, enrollment procedures, etc.).

Fisher Academy’s Special Education Process

In line with our core value of academic excellence, Fisher Academy will utilize the Response to Intervention (RTI) program. RTI will aid staff and teachers in identifying which students may qualify for special education services and/or may benefit from supports offered through intervention. The RTI team will work collaboratively with the Positive Behavioral Intervention and Supports (PBIS) Team with regards to problem-solving and prevention of anti-social behaviors which are not conducive to the classroom/school environment. This two-dimensional problem-solving approach speaks directly to our approach for building leadership and our belief that every child has the ability to succeed. RTI in conjunction with PBS will help team members gather the necessary information needed to effectively identify potential students who may have a disability, hypothesize causes of the disability, and create the best intervention strategies that meet the educational needs of the student.

If RTI proves to be unsuccessful, the student’s parent(s) request a formal evaluation, or medical doctors determine that a student is developmentally challenged, evidenced by being substantially behind his or her peers, in accordance to 34 CFR §300.125, Fisher Academy will conduct a formal evaluation to determine the student’s need for special education placement and related services. We will ensure that all students, enrolled at Fisher Academy, who have a disability receive services according to both federal and state laws. Additionally, all programs and services provided to students with disabilities will be in accordance with the student’s IEP.

English Language Learners

⁴⁵ <http://www2.ed.gov/policy/elsec/leg/esea02/pg116.html>

Fisher Academy understands that there are notable achievement gaps between English Language Learner (ELL) students and non-ELL students and is committed to actively identifying and addressing the complex needs of any EL students in our enrollment.⁴⁶ We will closely align our policies to all state and federal guidelines regarding Limited English Proficiency identification and education. This will be accomplished in accordance to the newly adopted Every Student Succeeds Act (ESSA) signed into law by President Obama on December 10, 2015.⁴⁷ The ESSA reauthorizes the 50-year old Elementary and Secondary Education Act (ESEA) of 1965 and has a redesigned focus with a clear goal of fully preparing all students, including ELL students, for success in college and careers.

Every effort will be made to identify students with ELL needs. To aid in identification, Fisher Academy will include suggested questions according to the Department of Elementary and Secondary Education (DESE) on our enrollment application. The two questions are: 1) Is English the student's native language?; 2) Is a language other than English spoken in the student's home and environment?⁴⁸ Once a potential student with ELL needs is identified, we will use the WIDA-Access Placement Test (W-APT) as an initial screener to measure the English proficiency of the student and to determine his or her need for English language instructional services. Further assessments will be conducted by the ELL Coordinator via interviews with students, parents, and interpreters, if needed. All interviews and Individual Learning Plans (ILP) will be a collaborative effort among the ELL Coordinator and the teaching staff to ensure that all ELL are being fully prepared for success in college and careers.

Fisher Academy's policy regarding ELL students is still being developed, but will ensure that:

- Students are properly identified and assessed for possible ELL services and placement;
- Students' Individual Learning Plans are closely aligned to the responses from the enrollment application and diagnostic assessments, to include any accommodations and interventions necessary for the students' success;
- Students' longitudinal progress is being adequately measured on an annual basis using the Missouri ACCESS;
- Students are assessed using both content knowledge and language acquisition and promoted accordingly;
- Students' Grade Level Expectations (GLE) are closely monitored.

In developing our policy regarding ELL students, we will focus on designing a program of inclusion and immersion that promote autonomy, self-assurance, and achievement.

⁴⁶ <http://files.eric.ed.gov/fulltext/ED520960.pdf>

⁴⁷ <http://www.ed.gov/essa>

⁴⁸ <http://dese.mo.gov/college-career-readiness/assessment/access-ells>

Likewise, we will provide supplementary education and human resources services to highly mobile students, known as migrant students. Migrant students are determined by the lifestyle of the parents/guardian, (i.e moving across school district, county, or state boundaries for the purpose of seeking or obtaining temporary or seasonal work in agriculture or commercial fishing activities). Fisher Academy's goal for migrant students is to provide educational and human resource service opportunities which strengthen and enhance the development of the migrant student and the migrant family, by focusing on the educational needs of the migrant child and attempting to alleviate barriers to successful educational achievement.

Title 1 School Wide Plan

According to the U.S. Department of Education, schools with high numbers or a high percentage of low income families qualify for Title 1 grants and since Normandy Schools Collaborative receives Title I funds, it is likely that Fisher Academy would also qualify. Under these guidelines, it is likely that Fisher Academy would qualify for Title 1 funding.

The Title 1 program will be developed and implemented by Fisher Academy in accordance to all applicable laws and guidelines. Title 1 services will be provided to students in a way that promotes high proficiency in both math and reading while remaining sensitive to the individual learning needs of the students.

Success of the Title 1 School Wide Plan at Fisher Academy will be based on having a team that is driven by our Core Value of Free and Quality Access for all students. The team will be comprised of the Principal, Title 1 Coordinator, parents, and community members. The team will ensure that the Title 1 policies are reviewed and applied on a continual basis and in a consistent manner that is conducive to the success of all students. They will also work collaboratively to design a School Wide plan that best accomplishes the goals of Fisher Academy, hold annual meetings, and ensure that all necessary information is disseminated to parents.



Section A.7

School Specific Goals and Objectives

A.7 School-Specific Goals and Objectives

Fisher Academy is a public charter school subject to the same state and federal standards of academic achievement and progress as all public schools in the state of Missouri. We are committed to providing our students with an excellent public education while building trust within the community. Our academic goals are parallel with Missouri standards while uniquely aiming to ensure that our students are positioned to excel in all subject matter. Our school-specific goals are in line with our mission, vision and philosophy of education that believes that academic rigor and high standards for behavior are possible for all students. This section of the application includes the academic and school success goals that will be reported to our sponsor, the Board of Education and will be used for the strategic planning process.

Academic Performance

The following academic goals will address the current state accountability system (MSIP-5). This system will review performance data and report results in the Annual Performance Report (APR).

Academic Goal #1- Students who attend Fisher Academy will demonstrate a strong understanding of the Missouri Learning Standards. At least 85% of students who have completed three years at Fisher Academy will score Proficient or Advanced on the MAP Mathematics and English Language Arts assessment.

Grade-level expectations (GLEs) provide grade by grade targets for instruction for teachers. The following subjects have DESE approved GLEs and Course-level expectations (CLEs): English language arts & literacy, mathematics, science, social studies, world languages, fine arts, health/PE, guidance and counseling, career & technical education. The Missouri Learning Standards define the knowledge and skills all students should master by the end of each grade level.

This goal is in line with school's mission for academic success and in line with Missouri's accountability system. Student achievement is measured by the MAP and scores will be reported to DESE following the requested timeline.

Academic Goal #2 – By its fifth year of operation, 2022, Fisher Academy will earn an MPI equivalent to the DESE Academic Achievement Status Target of at least 385, or the current target identified by DESE, in Mathematics and English Language Arts.

The MAP Performance Index (MPI) is used to develop scores within the Status and Progress metrics and to set academic achievement targets for Fisher Academy. Student performance on tests administered through MAP is reported in terms of four achievement levels; Below Basic, Basic, Proficient and Advanced. To generate the MPI, the number of advanced scores are multiplied by 5, Proficient by 4, Basic by 3 and Below Basic by 1. These products are summed, divided by the total number of reportable and multiplied by 100 then round to the tenth to produce the MPI which ranges from 100-500.

Improvement targets will be set based on the individual group's two (2) prior years of achievement. The average MPI for these two years, divided by 2 determines the MPI Gap which will be used to establish progress targets. To generate targets for progress measure, the MPI Gap will be multiplied by 5% for exceeding the target.

This goal is in line with school's mission for academic success and in line with Missouri's accountability system.

Academic Goal #3 – At least 70% of students who have completed three consecutive years at Fisher Academy will read at or above grade level and/or make more than one year of academic growth each year as measured by a combination of assessments that include the Renaissance Learning's STAR Reading and Math in Focus.

To achieve this goal, benchmark data from STAR Reading, Math in Focus and DIBELS will be reviewed for individual students. We believe it is important for all students to achieve grade level expectations in reading and math as the foundation for future success. This progress begins with excellent and rigorous instruction that includes differentiation, project based learning and effective assessment of progress. A regular review of data may precipitate additional strategies to reach struggling learners. Individual tutoring (tertiary level) will be available if needed. Quarterly progress reporting on this goal will be important to ensure the target is met by the end of school year 3.

Academic Goal #4 - Fisher Academy will increase STEM literacy for 100% of students by engaging students in lessons and units aligned with curriculum and STEM standards for all core subjects as measured by teacher planning documents and student presentations of projects by the end of 2023.

To achieve this goal within the 5 year time limit, Fisher Academy will first research STEM standards of practice that could occur through projects that span multiple disciplines and infuse them into all curricular content, as appropriate. Implementation will occur at each grade level within all content areas during the regular school day. It will be the expectation that students will be actively engaged in questioning and hands-on activities while they investigate global issues, and solve real world problems and/or challenges. Students will become engaged in the problem-solving process, and plan projects that center on student's interests. STEM education does not disrupt, displace or add on to curricular pacing. As a result, STEM education should be a seamless fit into content instruction.

A STEM Committee will be formed to infuse STEM education into curricular content and provide professional development to all teachers to meet this STEM goal. The development of STEM proficient students begins in elementary schools, where students apply the rigor of science, technology, engineering and math content and STEM Standards of Practice.⁴⁹ Maryland has developed a STEM Frameworks and Instructional Guides for grades K-5 that may be used until such time as Missouri has developed Learning Standards for STEM.

⁴⁹ mdk12.msde.maryland.gov

Scientific knowledge is vital to informed decision making and STEM literacy - defined as the knowledge and understanding of scientific and mathematical concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity for all students. Targeting all students and not just those pursuing a technical career in STEM-related fields will better prepare citizens to face the challenges of a science and technology-driven society.

School Success

Attendance Goal #5 – At least 90% of students at Fisher Academy will attend at least 90% of the time, measured by yearly attendance records.

Attendance problems usually begin in the elementary grades and monthly monitoring of attendance data by the Principal, Administrative Assistant, Social Worker (hired in Year Two) and 3 grade level teachers will review student attendance. The team will develop strategies to address late arrivals, absences over 5 days or extended absences.

Parent Engagement

Goal #6 -Fisher Academy will achieve at least an overall parent engagement rate of 80% as indicated by yearly parent surveys.

Parents/guardians play an important role in the school and are integral to the success of the students. To meet this goal we will develop an effective family-school partnership, Fisher Academy will:

- Create a welcoming school climate
- Provide families information on a regular basis regarding the child’s development and learning environment
- Establish effective school -to-home communication that is unique to the needs and requests of the families
- Provide opportunities for families to increase their knowledge and skills to support their children’s learning
- Engage families in the school community by allowing parents to serve on committees and in leadership roles
- Connect students and families to community resources that strengthen and support students’ learning and well-being

(See Appendix C – Local Public/Charter School Data)



Appendix C

Local Public/Charter School Data

Appendix C – Local Public and Charter School Data

The tables below reflect data from DESE 2014-2015 school report cards for the public schools referenced as a required exhibit in A.7 School-Specific Goals and Objectives.

Normandy Collaborative – 2014-2015

Washington Elementary

School Demographics		APR Summary	
Grades Served	K-6	S1 ELA	15
K-12 Enrollment	326	S1 Math	15
African-American	93.6%	S1 SC	3
Caucasian	*	Total Pts earned	46
Asian	*	Total pts Possible	70
Hispanic	*	% of total pts. earned	65.7
Free/Reduced Lunch	95.5%		

7th and 8th Grade Center

School Demographics		APR Summary	
Grades Served	7-8	S1 ELA	0
K-12 Enrollment	758	S1 Math	3
African-American	97.8%	S1 SC	3
Caucasian	*	Total Pts earned	3
Asian	*	Total pts Possible	70
Hispanic	*	% of total pts. earned	10.0
Free/Reduced Lunch	93.2%		

*Suppressed data due to small sample size.

ELA= English Language Arts

SC= Science

Normandy High School

School Demographics		APR Summary	
Grades Served	9-12	S1 ELA	12
K-12 Enrollment	753	S1 Math	6
African-American	96.5%	S1 SC	6
Caucasian	*	Total Pts earned	67
Asian	*	Total pts Possible	140
Hispanic	*	% of total pts. earned	47.9
Free/Reduced Lunch	96.6%		

Rockwood School District – This high performing public school was chosen as an “aspirational peer” school because it has an exemplary academic achievement record.

Woerther Elementary

School Demographics		APR Summary	
Grades Served	K-5	S1 ELA	16
K-12 Enrollment	445	S1 Math	16
African-American	9.7%	S1 SC	16
Caucasian	73.0%	Total Pts earned	69
Asian	10.0%	Total pts Possible	70
Hispanic	*	% of total pts. earned	98.6
Free/Reduced Lunch	15.3%		

*Suppressed data due to small sample size.

ELA= English Language Arts

SC= Science



Section A.8

School Climate and Discipline

A.8 School Climate and Discipline

Fisher Academy will be a place where students and parents can be actively engaged in the overall learning process by hosting frequent parent-teacher conferences, family-friendly school events including parents and the community, and experiential learning in the community that offers opportunity for parents to be directly involved. We will also welcome parents' engagement in the learning process via volunteerism in the classroom, during community outings, and as part of school advisory councils and Parent/Teacher Organizations. Fisher Academy recognizes that school culture can have a long-range impact on the development and success of students. In light of this, we are committed to empowering our students to learn and consistently meet high standards of citizenship, as this is an integral piece in developing a strong school culture and climate.

Fisher Academy's culture will be built with a commitment to provide a safe, positive, and respectful school climate for students, parents, and staff that cultivates learning, exploration, and continuous growth. All discipline policies and procedures will be designed in compliance with Missouri Revised Statutes 160.261 and 168.071. Our discipline policy and use of positive behavioral interventions and supports will provide clear expectations, decision rules, and interventions for students and adults.

Additionally, in our efforts to minimize distractions and reduce the potential for bullying and other interactions that may disrupt a positive learning and teaching climate, Fisher Academy will use a dress code for students.

Positive Behavioral Intervention and Supports: Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.⁵⁰ PBIS provides an established language and process for addressing discipline and behavioral issues that will be known and consistently used by all Fisher Academy teachers and staff. Fisher Academy will proactively use the research-based and established PBIS program to assist with identifying potential behavioral issues and to provide positive support for students on a case-by-case basis. PBIS is tremendously aligned with Fisher Academy's mission and core values.

As outlined in section A.1, Fisher Academy's approach to starting with grades K-2 and adding one additional grade each year combined with strategies specifically designed to use multi-grade instructional strategies so teachers know and understand the needs of every child will be highly instrumental in providing positive support as a natural part of our culture, rather than an artifact of a particular program. We believe that PBIS will provide a framework that will support our efforts to develop a safe and secure school climate focused on high academic expectations, positive behavior, and success for all Fisher Academy students. At the beginning of each school year, teachers and school leaders will review classroom and school rules and the expectations for behavior, including consequences (positive and negative).

⁵⁰ <https://www.pbis.org/school>

Fisher Academy will guide students to make a personal investment in the well-being of others and teach students skills to help them work productively in groups, achieve high levels of organization, and practice high standards of ethical behavior, protection of public health, safety, and the environment. The community-model that Fisher Academy has will work to develop a positive school environment where all students, school staff, parents, and the community will commit to helping students become responsible, caring and contributing citizens through comprehensive character education, as defined in section A.6.

Additionally, we are committed to providing a climate that consistently instills in our students the importance of building and sustaining relationships. Two pillars that can serve as the foundation of successful leaders are: openness and honesty. The ability and fortitude to communicate openly and honestly create trust among everyone involved. Furthermore, the ability to acknowledge mistakes and learn from them is essential for the development of quality leaders.

Fisher Academy believes that every student has the ability to succeed. To foster the idea of success in our students, Fisher Academy will work to develop the following qualities in our students:

- Confidence in their ability to school and their ability to learn;
- Willingness to work through challenges until they achieve success;
- Commitment to consistently meeting high standards of citizenship;
- Strong leadership skills that foster a positive self-esteem;
- Conflict resolution skills that are instrumental in team-building and problem solving;
- Ability to connect classroom learning to real-world experiences.

Professional development will be an essential component to ensuring a positive school climate. All staff will be trained on best practices for working with at-risk youth, character education, and PBIS. Character education promotes a school climate where everyone fits in and works together. Through webinars, institutes and workshops, educators can learn how to make the school culture and climate more positive and build skills that the students need for academic and social success.

Implementing school-wide PBIS will provide teaching and learning environments that are:

- Less reactive, aversive, dangerous and exclusionary, and
- More engaging, responsive, preventive, and productive
- Address classroom management and disciplinary issues
- Improve supports for students whose behaviors require more specialized assistance
- Most importantly, maximize academic engagement and achievement for all students.

PBIS training typically involves high quality, on-going professional development which may be accessed through DESE's Regional Professional Development Center, local workshops, and institutes. The establishment of a school-based leadership team and PBIS Coach will support the successful implementation of PBIS.

Dress Code

Fisher Academy students will wear uniforms. This will create a sense of unity, school spirit and identity as well as equalize students and remove distraction that often accompany clothing choices. The uniforms will remain consistent and will require all male students to refrain from sagging and to wear a belt. Furthermore, all shorts and skirts must fall at least two inches below the fingertips and be appropriate to weather conditions. Students are required to come to school with a neat appearance which means being well groomed and in-line with defined dress code. Any student out of uniform will be required to report to the front office to change into appropriate wear before attending classes. Fisher Academy will keep a supply of school uniforms on hand for these occasions.

Respect

Fisher Academy's students will be expected to respect all members of the school community both inside and outside the classroom. Respect is imperative to cultivating our culture by ensuring students are considerate of all staff, adults, and students who are a part of the school. Examples include sharing responsibility for keeping the school neat and being helpful to visitors to the school. Students will be careful and kind in their choice of words so as not to be hurtful and offensive to others.

Student Discipline

PBIS as previously defined, emphasizes four integrated elements: (a) Data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices. The elements guiding PBIS that Fisher Academy will institute include:

- Developing a continuum of scientifically based behavior and academic interventions and supports
- Using data to make decisions and solve problems
- Arrange the environment to prevent the development and occurrence of problem behavior
- Teach and encourage prosocial skills and behaviors
- Implement evidence-based behavioral practices with fidelity and accountability
- Screen universally and monitor student performance and progress continuously

Once we have hired our Principal, he or she will establish a written discipline policy in accordance with sections 160.069, 160.261, and 160.262 of the Missouri Revised Statutes, including a grievance procedure for parents or guardians. This process will entail identifying best-practices in line with our current RTI and PBIS plans for the school. In addition, Fisher Academy shall adopt an anti-bullying policy in accordance with R.S. MO §160.775. The Principal and Assistant Principal will administer discipline with oversight from the Board where appropriate. In the case of an expulsion, the student will be afforded a hearing, pursuant to R.S. MO §167.161. Fisher Academy will comply with the provisions of Missouri's Safe Schools Act as set forth in R.S. MO §160.261. School rules shall apply to students while they are at school, on their way to or from school, and while they are involved in school-sponsored activities outside of school.

Academic Behaviors

Fisher Academy will have quarterly academic reports, which will include an evaluation of academic behaviors. These evaluations are not associated with disciplinary infractions and are not calculated into an academic grade. The following behaviors contribute to and/or hinder academic performance and are reported for recognizing strengths and areas of improvement.

- Successful Completion of assignments
- Successfully following directions
- Honoring student commitments
- Tardiness
- Absences
- Adhering to academic integrity policies

Disruption to School Climate and Safety

- Hindering and/or interrupting normal classroom learning or school activities
- Inappropriate, obscene, or abusive language or gestures
- Bullying
- Leaving school premises during school hours without permission
- Willfully lying to school authorities
- Misuse of technology
- Any behavior that threatens the physical or emotional safety of another by use of threats or force
- Assault or attempt to assault any student or staff member
- Abuse or destruction of school property or equipment
- Theft
- Smoking
- Possession, transfer or use of alcohol or drugs
- Being under the influence of alcohol or drugs on school premises or while attending a school event
- Possession, use or attempted use, or transfer of any weapon

Parent or Guardian Grievance Procedure

Fisher Academy will make every effort to ensure that the needs of all students are being met with quality, compassion, professionalism, and in accordance to all Missouri requirements. A parent or guardian who has a grievance with Fisher Academy shall contact the Assistant Principal either by phone or in person (by appointment). Once discussions begin surrounding the grievance, if deemed necessary, the student's teacher will be included. Furthermore, if the grievance pertains to specific needs of the student that are not being met, the school social worker will be brought into the discussion. An accurate record of all meetings and outcomes shall be kept by the Assistant Principal. Once a resolution has been agreed upon, the Assistant Principal shall make a record of both the initial grievance and the agreed upon plan to address that grievance.

Any issue regarding a staff member or individual student's needs will be addressed in closed session to protect the privacy of all parties involved. If initial processes don't resolve the issue, the parent may send their grievance in writing to the school board chair (using the school address). Once received, two members of the Board and the school administration will meet with

the parent for a ‘hearing’. This will occur only after the parent has attempted to resolve the issue with the school leadership

If a parent so chooses, he or she may contact the board Secretary to request to have his or grievance presented on the meeting agenda. Information regarding all monthly board meeting dates, times, and locations as well as contact information for the board Secretary shall be made known to parents on a consistent basis and via the school’s website.

Special Services Population

All students, including special education students, will be held to the same high standards of academic and behavior expectations. However, Fisher Academy understands the special rights afforded to IEP students concerning discipline and disciplinary actions. Fisher Academy will adhere to all disciplinary procedures outlined in the federal IDEA regulations and federal regulations 34 CFR §300.10 et seq. Disciplinary issues involving special education students will be handled based on their individual IEP to determine whether the infraction is directly related to the student’s disability or was a direct result of Fisher Academy’s failure to properly implement the student’s IEP. If a hearing determines the student’s conduct was not a result of the disability, the school may request a change of placement for the student as defined by 34 CFR § 300.50. If a hearing determines the conduct was the result of Fisher Academy’s failure to implement the IEP, the IEP team will conduct a Functional Behavior Assessment (FBA) and implement a Behavioral Intervention Plan (BIP) in accordance with 34 CFR § 300.60.

If a special education student receive an out-of-school suspension that lasts longer than five days, a plan for services that supports the academic progress of the student, as defined by the student’s IEP and required by 34 CFR § 300.20, will be identified on the sixth day.

If a hearing determines a student is violent and/or dangerous and is likely to injure herself/himself or others, in accordance to 34 CFR § 300.80, Fisher Academy may request an expedited due process hearing to seek a forty-five (45) school day interim alternative educational placement that will allow the child to receive educational services that will enable him/her to:

- Continue to participate in the general education curriculum, although in another setting.
- Progress toward meeting goals set out in the IEP.
- Receive, as appropriate, a functional behavioral assessment (FBA) and behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur.

Parent (Guardian) Involvement

Fisher Academy believes that parent involvement is critical to student success and that the more families are involved in the learning process, the better the students’ performance. Fisher Academy will, undoubtedly draw from a low-income population, which puts students in a high-risk category. With this in mind, we understand that a positive and constructive working relationship between Fisher Academy and the students’ parents/guardians is essential to the fulfillment to our mission and goals. To accomplish our goal of Parent Engagement each

summer, parents will be invited to meet their child's teacher, enroll in the Free and Reduced Meal Program, and learn about and sign up for volunteer opportunities during the coming school year. During the school year, as one of our goals is Parent Engagement, Fisher Academy will achieve at least an overall parent engagement rate of 80% as indicated by yearly parent surveys. Further, as discussed in Section A, to strengthen parent/teacher/school relationships, Fisher Academy will consistently encourage the involvement of parents in their child's entire learning experience. We will accomplish this by hosting frequent parent-teacher conferences, family-friendly school events including parents and the community, and experiential learning in the community that offers opportunity for parents to be directly involved. Teachers will initiate and maintain open communication with parents and will provide frequent updates on their students' academic progress.

Parents will also be invited to Open House where they have the opportunity to learn more about our curriculum, behavior, academic, and homework expectations, daily class routines, the STEM and experiential learning design, and ways to support their child's learning outside the classroom. Teachers will have the responsibility to ensure that they meet with each parent at least twice during the school year.

Fisher Academy will host an annual back-to-school orientation on the Saturday prior to the start of the school year which students and their parents will be encouraged to attend. This will give faculty the opportunity to meet and begin to build connections and relationships with families. Fisher Academy will also be in frequent communication with parents through written communication sent home with students, the internet, phone calls and posted notices to share information regarding upcoming meetings, programs, and events. An advisor will be assigned to each student and will serve as primary liaison between the school and the student's parents.

Parent/Teacher Conferences

Conferences will be held at the end of each quarter, which will provide faculty an opportunity to share their observations and assessment of student progress with families. Faculty will discuss (1) quarter curriculum objectives; (2) student strengths and a personal story illustrating the strength; (3) student challenges, ways challenges were addressed by teacher and student, and any outstanding concerns; (4) ways the families can help support the student at home.



Section B.1

Governing Board

B. Organizational Plan

B.1 Governing Board

Fisher Academy is a Missouri nonprofit incorporated pursuant to the Missouri Nonprofit Corporation Act (R.S. MO §355). Fisher Academy's Articles of Incorporation, which includes all initial incorporators named, are included as *Appendix D* and a copy of the Certificate of Incorporation issued by the State of Missouri is included as *Appendix E*. Fisher Academy's initial governing board has established and adopted a set of corporate by-laws which are included as *Appendix F*. These by-laws include Fisher Academy's method for electing board members and officers of the Board and are consistent with R.S. MO §355.326. The Board has adopted a Conflict of Interest Policy and Statement, in accordance with the Missouri Ethics requirement, that each board member will be required to complete each year and is attached as *Appendix G*. Fisher Academy has been approved as tax exempt by the U.S. Department of Treasury. A copy of the tax exempt approval is attached as *Appendix H*. The Board will be accountable to Fisher Academy's sponsor for the success of Fisher Academy. The contract between Fisher Academy and our Sponsor will be attached as *Appendix T*.

In accordance with §160.400 to 160.425 and 167.349, Fisher Academy understands that no sponsor shall grant a charter without ensuring that a criminal background check and family care safety registry check are conducted for all members of the governing board of the charter school or the incorporators of the charter school if initial directors are not named in the articles of incorporation, nor shall a sponsor renew a charter without ensuring a criminal background check and family care registry check are conducted for each member of the governing board of the charter school. In accordance with §162.014, Fisher Academy understands that no person shall be a candidate for a member or director of the school board in any school district in this state if such person is registered or is required to be registered as a sex offender under sections 589.400 to 589.425. Any member or director of the school board of any school district who is registered or required to be registered as a sex offender under sections 589.400 to 589.425 shall be ineligible to serve as a member or director of a school board of any school district at the conclusion of his or her term of office. The Department of Elementary and Secondary Education (DESE) procedures specified for conducting criminal background checks and child abuse registry checks shall be used for new governing board members.

Each new Fisher Academy board member will undergo a criminal background check and family-care registry check as required by R.S. Mo §160.400 to 160.425 and 167.349. The board must have appropriate liability insurance. Fisher Academy will be excused from all laws and rules related to schools, governing boards, and school districts, except for those provided in 160.400 to 160.425 RSMo or those which specifically indicate they are applicable to charter public schools. A copy of this application was delivered to the Normandy Schools Collaborative on June 2, 2016.

(See Appendix I – Signed Copy of Proof of Delivery Of Application)
(See Appendix J – Documentation of Criminal Background Checks)

Fisher Academy will act through its Board of Directors, employees, and agents. The Governing board for Fisher Academy knows and willingly follows the guidelines of Chapter 6 of the Missouri Sunshine Law, which requires the following: meetings must be publicly announced and open to the public; recording of public meetings must be allowed; must record all meeting minutes, including voting records and make them available to the public; most meeting records and documentation must be made publicly accessible; closed meetings and records, as provided by the law; and records of closed meetings. Regular board meetings will be held on a monthly basis with special meetings and committee meetings being held on an as-needed basis. Board officers will include: President, Vice-President, Secretary, and Treasurer. A liaison for Fisher Academy's institutional sponsor will also attend board meetings.

Fisher Academy Board will be responsible for:

- Recruiting, hiring, evaluating, and terminating (when necessary) the top level administrative employee (Principal) of Fisher Academy;
- Ensuring that the organizational policies of Fisher Academy are developed, implemented, and monitored for quality and alignment with the mission of Fisher Academy;
- Ensuring that the academic instruction and quality of Fisher Academy is aligned with the core values, goals, and mission of Fisher Academy;
- Acting with our Sponsor;
- Preparing, attending, and actively engaging in board and board committee meetings and activities;
- Providing counsel and resources for the Principal at Fisher Academy;
- Overseeing all financial aspects of Fisher Academy, which includes, review of monthly financial statements, systematic review of activity in operational banking accounts, and approval of budgets and annual 990 and audits;
- Participating in disciplinary and complaint hearings, as necessary

Oversight of the day-to-day management and operation of Fisher Academy will be left to the administrative team. However, Fisher Academy board maintains authority over Fisher Academy and, therefore, is accountable for the financial, organizational, and academic health of Fisher Academy.



Appendix D

Articles of Incorporation

**ARTICLES OF INCORPORATION
OF
FISHER STEM AND LEADERSHIP ACADEMY
A MISSOURI NON-PROFIT CORPORATION**

The undersigned, Shawntelle L. Fisher, being a natural person of the age of eighteen years or more, for the purpose of forming a corporation under the Missouri Non-profit Corporation Act, hereby adopts the following Articles of Incorporation:

Article I:

The name of this corporation is Fisher STEM and Leadership Academy.

Article II:

This corporation is a public benefit corporation.

Article III:

The period of duration of this corporation is perpetual.

Article IV:

The street address of this corporation's initial registered office in Missouri is 23 North Oaks Plaza, Suite 250, St. Louis, MO 63121, and the name of its initial registered agent at such address is Shawntelle L. Fisher.

Article V:

The name and address of the incorporators are Shawntelle LaNette Fisher, residing at: 9021 Torchlight Lane – Apt. H - St. Louis, MO 63121, Jacqueline Lay, residing at: 9529 Wilson Bridge Drive – St. Louis, MO 63121, and Kerwin Lay, residing at: 9529 Wilson Bridge Drive – St. Louis, MO 63121.

Article VI:

This corporation shall have no Members. The affairs of this corporation shall be managed by its Board of Directors. The number of Directors and their terms shall be as provided in the Bylaws, provided that there shall not be less than three Directors. The Directors of this corporation shall be elected in the manner described in the Bylaws.

Article VII:

Upon the dissolution of this corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of this corporation, dispose of all the assets of the corporation exclusively for the purposes of the corporation in such manner, or the such organization or organizations organized and the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Directors shall determine.

Any such assets not so disposed of shall be disposed of by the Circuit Court of the city or county in which the principal office of this corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Article VIII:

This corporation is organized, and shall be operated, exclusively for charitable, religious, scientific, literary, and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

No part of the net earnings of this corporation shall inure to the benefit of, or be distributable to, its members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered.

No substantial part of the activities of this corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation and this incorporation shall not participate in or intervene (including the publishing or distribution of statements) in any political campaign on behalf of any candidate for public office.

Notwithstanding any other provisions of these articles, this corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income Tax under Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1954 (or corresponding provision of any future United States Internal Revenue Law).

In affirmation thereof, the facts sated above are true and correct. The undersigned understands that false statements made in this filing are subject to the penalties provided under Section 575.040, RSMo.

Executed this 29TH day of JUNE, 20 15, by the Registered Agent.



Shawntelle L. Fisher, Registered Agent



Appendix E

Certificate of Incorporation

STATE OF MISSOURI



Jason Kander
Secretary of State

CERTIFICATE OF INCORPORATION

WHEREAS, Articles of Incorporation of

Fisher STEM and Leadership Academy
N000699417

have been received and filed in the Office of the Secretary of State, which Articles, in all respects, comply with the requirements of Missouri Nonprofit Corporation Law;

NOW, THEREFORE, I, JASON KANDER, Secretary of State of the State of Missouri, do by virtue of the authority vested in me by law, do hereby certify and declare this entity a body corporate, duly organized this date and that it is entitled to all rights and privileges granted corporations organized under the Missouri Nonprofit Corporation Law.

IN TESTIMONY WHEREOF, I hereunto set my hand and cause to be affixed the GREAT SEAL of the State of Missouri. Done at the City of Jefferson, this 4th day of August, 2015.


Secretary of State





Appendix F

Bylaws

AMENDED AND RESTATED

BYLAWS

Of

Fisher STEM and Leadership Academy

Page | 1

Article I Offices

1. The corporation may have offices at such places as the Board of Directors may from time to time determine or the business of the corporation may require.

Article II Directors

1. The affairs of the corporation shall be managed by the Board of Directors. Each member of the initial five-member Board of Directors named by the incorporator shall serve as a Director until the annual meeting of the Directors of the corporation in 2017. Thereafter, the number of Directors to constitute the Board of Directors shall be not less than five nor more than twenty, unless and until changed by amendment to these Bylaws, provided, however, that there shall always be at least three Directors. At the annual meeting of the Directors of the corporation in 2017, the Directors shall be elected to staggered terms. Thereafter, successor Directors shall be elected at the annual meeting of the Directors to serve for a term of three years or until his or her successor shall have been elected and qualified. Directors may be removed, with or without cause, by the vote of at least two-thirds of all the Directors at a meeting of the Directors called expressly for that purpose. Any vacancy created by such removal shall be filled for the unexpired term in respect of such vacancy by majority vote of the Directors present at such special meeting or, in the absence of such action at such special meeting, by resolution of the Board of Directors.
2. The Directors may keep the book of the corporation at the principal business office of the corporation in this state or at such other place as they may from time to time determine and as may be permitted by law.
3. If the office of a Director become vacant for any reason, other than by removal of the Director in the manner describe in paragraph 1, hereof, the remaining Directors shall

choose a successor or successors which successor(s) shall hold office for the unexpired term in respect of which such vacancy occurred or until the next election of Directors.

Article III Compensation of Directors

1. Directors, as such, shall not receive any stated salary for their services, but by resolution of the Board, expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board; provided that nothing herein contained shall be construed to preclude any Director from serving the corporation in any other capacity and receiving compensation or reimbursement of expenses therefor.

Article IV Meetings of the Board

1. The annual meeting of the Board of Directors shall be held in June of each year at such time and place as shall be determined by the Board. Regular meetings of the Board shall be held at such time and place as shall from time to time be determined by the Board. Notice of Board meetings shall comply with the laws governing meetings of governmental bodies as set forth in Section 610.010 et seq. of the Missouri Revised Statutes (the “Sunshine Law”).
2. Special meetings of the Board may be called by the President, the Secretary, or 20 percent of the Directors on not less than two days’ notice to each Director, either personally or by first class mail, email, telephone or fax, provided notice of such meeting is made public under the laws.
3. At all meetings of the Board, a majority of all the Directors in office shall be necessary and sufficient to constitute a quorum for the transaction of business, and the act of a majority of the Directors present at any meeting at which there is a quorum shall be the act of the Board of Directors, unless the action is one upon which, by express provisions

of the statutes, the Articles of Incorporation, or these Bylaws, a different vote is required, in which case such express provision shall govern and control. If a quorum shall not be present at any meeting of Directors, the Directors present thereat may adjourn the meeting, from time to time, without notice other than announcement at the meeting, until a quorum shall be present.

4. Members of the Board of Directors may participate in a meeting of the Board by means of a conference call or similar communications equipment whereby all persons participating in the meeting can hear each other, and participation in a meeting in this manner shall constitute presence in person at the meeting.
5. Action required or permitted by law to be taken at a Board of Directors' meeting may be taken outside of a regularly scheduled meeting by means of circulated written consent if the action is taken by all members of the Board, provided that notice of such action is made public in a manner compliant with the Sunshine Law. The action shall be evidenced by one or more written consents describing the action taken, signed by each Director, and included in the minutes filed with the corporate records reflecting the action taken. Such action shall be effective when the last Director signs the consent, unless the consent specifies a different effective date.

Article V Committees

1. The Board of Directors, by a resolution adopted by a majority of the Directors in office, may designate an Executive Committee, which shall consist of at least two Directors of the corporation. The Executive Committee shall have and exercise the authority of the Board of Directors between meetings of the Board of Directors.

2. The Board of Directors, by resolution adopted by a majority of the Directors in office, may designate one or more other Board committees, each of which shall consist of at least two Directors. Such committees shall, to the extent provided in such resolution, have and exercise the authority of the Board of Directors.
3. At all meeting of committees, a majority of the members of the committee shall be necessary and sufficient to constitute a quorum for the transaction of business, and the act of a majority of the members of the committee present at any meeting at which there is a quorum shall be the act of the committee, unless the action is one upon which, by express provision of the statues, the Articles of Incorporation, these Bylaws, or a resolution of the Board of Directors, a different vote is required, in which case such express provision shall govern and control. Provisions in these Bylaws pertaining to meeting of the Board shall also apply to a committee or committees of the Board.
4. Public notice of meetings of committees shall be provided as necessary in order to comply with the Sunshine Law.

Article VI Notices

1. Whenever, under the provisions of the statues, the Articles of Incorporation, or these Bylaws, notice is required to be given to any Director, such notice may be given orally or in writing. Notice may be communicated in person; by any form of wire or wireless communication such as email, telephone, or fax; by mail or private carrier, or if the preceding forms of personal notice are impracticable, by a newspaper of general circulation in the area where published; or other form of public broadcast communication such as radio, or television.

2. Unless prohibited by Missouri law governing notice of meetings of governmental bodies, whenever any notice is required to be given to a particular person or persons, a waiver thereof in writing signed by the person or persons entitled to said notice, whether before or after the time stated therein, and filed with the minutes or corporate records, shall be deemed equivalent thereto.

Article VII Officers

1. The officers of the corporation shall consist of a President, Board Chair, Secretary, Treasurer, and such other officers as may be elected by the Board of Directors. The Board of Directors may also elect a Chair, one or more Vice-Chairs, one or more Assistant Secretaries, and Assistant Treasurers, and such other officers and agents as it shall deem necessary, who shall exercise such powers and perform such duties as shall be determined from time to time by the Board of Directors. The compensation of all officers, if any, shall be fixed by the Board of Directors.
2. The officers of the corporation shall hold their offices for a term of two years, or for such other term not exceeding three years as shall be determined from time to time by the Board of Directors. Officers may be reelected to successive terms. Any officers may be removed at any time by the Board of Directors. An officer may resign at any time by delivering notice to the corporation. A resignation is effective when the notice is delivered unless the notice specifies a future effective date. If the office of any officers becomes vacant for any reason, the vacancy may be filled by the Board of Directors.

Article VIII President

1. The President shall be the chief executive officer of the corporation. He or she shall perform such duties as the Board of Directors may prescribe and shall see that all orders and resolutions of the Board are carried into effect.
2. The President may execute bonds, mortgages and other contracts except where permitted by law to be otherwise signed and executed, and except where the signing and execution thereof shall be expressly delegated by the Board of Directors to some other officer or agent of the corporation.

Article IX Board Chair

1. The Board Chair, if any, shall preside at all meetings of the Directors at which he or she is present, and shall perform such other duties as the Board of Directors or these Bylaws may prescribe.

Article X Assistant Board Chairs

1. The Assistant Board Chairs, if any, in the order of their seniority shall, in the absence or disability of the Vice President, perform the duties and exercise the powers of the Board Chair, and shall perform such other duties as the Board of Directors may prescribe.

Article XI Secretary and Assistant Secretaries

1. The Secretary shall serve as the custodian of records and shall keep or cause to be kept a record of all meetings of the Board of Directors and shall record all votes and the minutes of all proceeding in a book to be kept for that purpose. He or she shall give, or cause to be given, notice of all regular and special meetings of the Board of Directors, and shall perform such other duties as may be prescribed by the Board of Directors or President, under whose supervision he or she shall be. He or she shall be responsible for authenticating the records of the corporation.

2. The Assistant Secretaries, if any, in order of their seniority shall, in the absence or disability of the Secretary, perform the duties and exercise the powers of the Secretary and shall perform such other duties as the Board of Directors may prescribe.

Article XII Treasure and Assistant Treasurers

1. The Treasurer, if any, shall have the custody of the corporate funds and securities, shall keep full and accurate accounts of receipts and disbursements in books belonging to the corporation, shall deposit all monies and other valuable effects in the name and to the credit of the corporation in such depositories as may be designated by the Board of Directors and shall perform such other duties as the Board of Directors may prescribe.
2. The Treasurer shall disburse the funds of the corporation as may be ordered by the Board, taking proper vouchers for such disbursements, and shall render to the President and Directors, at regular meeting of the Board, or whenever they may require it, an account of all his or her transactions as Treasurer and of the financial condition of the corporation.
3. If required by the Board of Directors, the Treasurer shall give the corporation a bond in such sum and with such surety or sureties as shall be satisfactory to the Board for the faithful performance of the duties of his or her office and for the restoration to the corporation, in case of his or her death, resignation, retirement or removal from office, of all books, papers, voucher, money, and other property of whatever kind in his or her possession or under his or her control belonging to the corporation.
4. The Assistant Treasurers, if any, in the order of their seniority shall, in the absence or disability of the Treasurer, perform the duties and exercise the powers of the Treasurer and shall perform such other duties as the Board of Directors may prescribe.

Article XIII Checks

1. All checks or demands for money and notes of the corporation shall be signed by such officer or officers or such other person or persons as the Board of Directors may from time to time designate.
2. The Board of Directors shall review the corporation's monthly check register and shall approve prior to issuance of any payment for amounts in excess of one thousand dollars (\$1,000).
3. The bank account where funds from the State of Missouri are deposited shall be established by and under the control of the Board of Directors. No personnel associated with a management company contracted by the corporation shall have direct access to such bank account. If a management company is contracted, personnel associated with the company shall not have direct access.

Article XIV Fiscal Year

1. The fiscal year of the corporation shall begin on the first day of July in each year and end on the last day of June each year.

Article XV Seal

1. The corporation shall not have a seal.

Article XVI Alteration, Amendment, or Repeal of Bylaws

1. These Bylaws may be altered, amended, or repealed at any regular or special meeting of the Directors by the affirmative vote of a majority of all the Directors in office. An electronic vote via electronic communication shall be the same as a vote at a regular or special meeting.

XVII Records

1. The corporation shall keep as permanent records minutes of all meetings of its Board of Directors, a record of all actions taken by the Directors without a meeting, and a record of all actions taken by committees of the Board of Directors. Such records shall be available to the public under the Sunshine Law.
2. The corporation shall maintain appropriate accounting records. A copy of the following records shall be kept at the corporation's principal office: the Articles of Incorporation and all amendments to them currently in effect, these Bylaws and all amendments to them currently in effect, a list of the names and business or home address of the current Directors and officers, the most recent annual report delivered to the Secretary of State, and appropriate financial statements of all income and expenses.

These Bylaws were accepted and approved by the Board on 8/22/16.

Marilyn Smith
Marilyn Smith, Board Chair

8-22-16
Date



Appendix H

Tax Exempt Designation Letter

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: FEB 22 2016

FISHER STEM AND LEADERSHIP ACADEMY
C/O SHAWNTELLE L FISHER
23 NORTH OAKS PLAZA STE 250
ST LOUIS, MO 63121

Employer Identification Number:
47-4876945
DLN:
17053308357035
Contact Person: SHEILA M ROBINSON ID# 31220
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
August 4, 2015
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

FISHER STEM AND LEADERSHIP ACADEMY

organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Jeffrey I. Cooper
Director, Exempt Organizations
Rulings and Agreements

Letter 947



Appendix J

Documentation of Criminal Background Checks



Missouri Department of Health and Senior Services

P.O. Box 570, Jefferson City, MO 65102-0570 Phone: 573-751-6400 FAX: 573-751-6010
RELAY MISSOURI for Hearing and Speech Impaired 1-800-735-2966 VOICE 1-800-735-2466
Peter Lyskowski
Acting Director



Jeremiah W. (Jay) Nixon
Governor

08/22/2016

FAMILY CARE SAFETY REGISTRY

Registration Notification

Registrant Number: 65234422

CARON V STROTHER
3655 CASTLEMAN AVE
ST LOUIS, MO 63110

Dear FCSR Registrant:

The Family Care Safety Registry (FCSR) has processed your registration. An initial screening was run as part of the registration process, and your results are:

No finding reported in the background screening.

The results above were confirmed by searching the following state databases that contain Missouri data only, using your name, date of birth and Social Security number:

- Criminal history records maintained by the MO State Highway Patrol
- Sex Offender Registry records maintained by the MO State Highway Patrol
- Child abuse/neglect records maintained by the MO Department of Social Services
- Foster parent licensure records maintained by the MO Department of Social Services
- Child care licensure records maintained by the MO Department of Health and Senior Services
- Employee Disqualification List maintained by the MO Department of Health and Senior Services
- Employee Disqualification Registry maintained by the MO Department of Mental Health

If a finding is reported, you may request the specific details or appeal the accuracy of the transfer of the information to the FCSR by submitting a written request that includes your name, address, Social Security number and/or registrant number, and signature, to the Missouri Department of Health and Senior Services, Family Care Safety Registry, PO Box 570, Jefferson City, MO, 65102, or by FAX to 573-522-6981. See 19 CSR 30-80.040 for a full statement of what such an appeal should include.

Please keep this letter as confirmation of your registration with the FCSR. This is the only time you will need to register with the FCSR. If your name or address changes, it is your responsibility to notify the FCSR. If you have questions concerning the FCSR, please call our toll-free call center at 866-422-6872, or visit our Internet site at <http://health.mo.gov/safety/fcsr/>.



www.health.mo.gov

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AN EQUAL OPPORTUNITY / AFFIRMATIVE ACTION EMPLOYER: Services provided on a nondiscriminatory basis.



No Match Notification

A statewide search of the identifiers below has revealed no criminal conviction or sex offender information on file. Fingerprints were not provided and thus the result of the search cannot be guaranteed.

Date of Search: 08/15/2016

Name (1): AMY GARRISON

Name (2):

Name (3):

Date Of Birth: 06/24/1967

SSN: xxx-xx-8774

Control Number: 3434585

If you have any questions, please do not hesitate to contact our office at 573-526-6312.

Missouri State Highway Patrol
Criminal Justice Information Services Division
PO BOX 9500
Jefferson City, MO 65102



Missouri Department of Health and Senior Services

P.O. Box 570, Jefferson City, MO 65102-0570 Phone: 573-751-6400 FAX: 573-751-6010
RELAY MISSOURI for Hearing and Speech Impaired 1-800-735-2966 VOICE 1-800-735-2466

Peter Lyskowski
Acting Director



Jeremiah W. (Jay) Nixon
Governor

08/22/2016

FAMILY CARE SAFETY REGISTRY
Registration Notification
Registrant Number: 65234416

AMY ELIZABETH GARRISON
6 SAINT ANDREWS PL
HILTON HEAD, SC 29928

Dear FCSR Registrant:

The Family Care Safety Registry (FCSR) has processed your registration. An initial screening was run as part of the registration process, and your results are:

No finding reported in the background screening.

The results above were confirmed by searching the following state databases that contain Missouri data only, using your name, date of birth and Social Security number:

- Criminal history records maintained by the MO State Highway Patrol
- Sex Offender Registry records maintained by the MO State Highway Patrol
- Child abuse/neglect records maintained by the MO Department of Social Services
- Foster parent licensure records maintained by the MO Department of Social Services
- Child care licensure records maintained by the MO Department of Health and Senior Services
- Employee Disqualification List maintained by the MO Department of Health and Senior Services
- Employee Disqualification Registry maintained by the MO Department of Mental Health

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No Match Notification

A statewide search of the identifiers below has revealed no criminal conviction or sex offender information on file. Fingerprints were not provided and thus the result of the search cannot be guaranteed.

Date of Search: 08/22/2016

Name (1): MARILYN SMITH

Name (2):

Name (3):

Date Of Birth: 02/19/1952

SSN: xxx-xx-5635

Control Number: 3444040

If you have any questions, please do not hesitate to contact our office at 573-526-6312.

Missouri State Highway Patrol
Criminal Justice Information Services Division
PO BOX 9500
Jefferson City, MO 65102



Missouri Department of Health and Senior Services

P.O. Box 570, Jefferson City, MO 65102-0570 Phone: 573-751-6400 FAX: 573-751-6010
RELAY MISSOURI for Hearing and Speech Impaired 1-800-735-2966 VOICE 1-800-735-2466
Peter Lyskowski
Acting Director



Jeremiah W. (Jay) Nixon
Governor

08/22/2016

FAMILY CARE SAFETY REGISTRY
Registration Notification
Registrant Number: 65234415

MARILYN LOUISE SMITH
16012 AUTUMN OAKS CIR
ELLISVILLE, MO 63021

Dear FCSR Registrant:

The Family Care Safety Registry (FCSR) has processed your registration. An initial screening was run as part of the registration process, and your results are:

No finding reported in the background screening.

The results above were confirmed by searching the following state databases that contain Missouri data only, using your name, date of birth and Social Security number:

- Criminal history records maintained by the MO State Highway Patrol
- Sex Offender Registry records maintained by the MO State Highway Patrol
- Child abuse/neglect records maintained by the MO Department of Social Services
- Foster parent licensure records maintained by the MO Department of Social Services
- Child care licensure records maintained by the MO Department of Health and Senior Services
- Employee Disqualification List maintained by the MO Department of Health and Senior Services
- Employee Disqualification Registry maintained by the MO Department of Mental Health

If a finding is reported, you may request the specific details or appeal the accuracy of the transfer of the information to the FCSR by submitting a written request that includes your name, address, Social Security number and/or registrant number, and signature, to the Missouri Department of Health and Senior Services, Family Care Safety Registry, PO Box 570, Jefferson City, MO, 65102, or by FAX to 573-522-6981. See 19 CSR 30-80.040 for a full statement of what such an appeal should include.

Please keep this letter as confirmation of your registration with the FCSR. This is the only time you will need to register with the FCSR. If your name or address changes, it is your responsibility to notify the FCSR. If you have questions concerning the FCSR, please call our toll-free call center at 866-422-6872, or visit our Internet site at <http://health.mo.gov/safety/fcsr/>.

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No Match Notification

A statewide search of the identifiers below has revealed no criminal conviction or sex offender information on file. Fingerprints were not provided and thus the result of the search cannot be guaranteed.

Date of Search: 08/12/2016

Name (1): EDWARD MAGGART

Name (2):

Name (3):

Date Of Birth: 11/02/1957

SSN: xxx-xx-1617

Control Number: 3434016

If you have any questions, please do not hesitate to contact our office at 573-526-6312.

Missouri State Highway Patrol
Criminal Justice Information Services Division
PO BOX 9500
Jefferson City, MO 65102



Missouri Department of Health and Senior Services
 P.O. Box 570 Jefferson City, MO 65107-0570 Phone: 573-751-6400 FAX: 573-751-6016
 RELAY MISSOURI for Hearing and Speech Impaired: 800-455-9666 VOICE 1-800-735-2406
 Peter Lytkowek
 Acting Director



08/18/2016

FAMILY CARE SAFETY REGISTRY
 Background Screening Results Inquiry
 Registrant: MAGGART, EDSEL FORD
 Registrant Number: 64812369

THE SOULFISHER MINISTRIES
 ATTN: SHANTAL FISHER
 23 N OAKS PLZ STE 259
 ST LOUIS, MO 63121

The Family Care Safety Registry (FCSR) received your request for a background screening on 08/17/2016. The background screening, confirmation #H17063226754, conducted on 08/17/2016, indicated the following:

No finding reported in the background screening.

The results above were confirmed by searching the following state databases that contain Missouri data only, using the above registrant's name, date of birth and Social Security number:

- Criminal History records maintained by the MO State Highway Patrol
- Sex Offender Registry records maintained by the MO State Highway Patrol
- Child abuse/neglect records maintained by the MO Department of Social Services
- Foster parent licensure records maintained by the MO Department of Social Services
- Child care licensure records maintained by the MO Department of Health and Senior Services
- Employee Disqualification List maintained by the MO Department of Health and Senior Services
- Employee Disqualification Registry maintained by the MO Department of Mental Health

A copy of this background screening has been provided to the individual registrant. If finding(s) were indicated, you may obtain specific information about these results by contacting the FCSR toll free at 866-422-6872, or by submitting your request in writing to the Missouri Department of Health and Senior Services, Family Care Safety Registry, PO Box 570, Jefferson City, MO, 65102. The request must be signed and must include your name, address, telephone number, the reason for requesting the information, the registrant's full name and Social Security number, and the confirmation number from the first paragraph above.

The FCSR provides background screening information for employment purposes only. Any person who uses the information obtained from the registry for any purpose other than that specifically provided for in sections 210.900 to 210.936 is guilty of a class B misdemeanor, RSMo §210.921.3. The FCSR uses criminal history identification on the name, Social Security number and date of birth provided by the inquirer, not by the use of fingerprints. Please be advised that you must contact your licensing representative or other agency contact to determine whether this background screening meets state agency requirements for licensure, certification or registration. If you have questions or need assistance, you may contact the FCSR's toll free call center at 866-422-6872, or visit our Internet site at <http://health.mo.gov/safety/fcsr/>.



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Section B.

Governing Board Composition

B.2 Governing Board Composition

The founding board members of Fisher Academy are committed to its mission of providing a collaborative, academically rigorous and socially empowering learning community that prepares students, regardless of their societal challenges, for college and a global workforce. As we move toward the opening of Fisher Academy, more governing board members will be sought in our efforts to establish a well-rounded and diverse board. The board will consist of high-quality community and business leaders, community members, and parents who care about the school, its vision, and the students we serve. The founding board is actively recruiting additional board members that will enhance and support the board's ability to govern a high performing charter school. These members will be individuals with STEM industry expertise, financial expertise, legal expertise (with regard to schools), architectural expertise and, public board experience. Prior to opening day, Fisher Academy's board will have eight to ten members who will each commit to a three-year term. A liaison from Fisher Academy's sponsor will also attend board meetings.

Once elected, new board members will attend an initial meeting where he or she will be orientated on the state of Fisher Academy, including its strengths, accomplishments, and challenges. He or she will also be educated on the structure, functions, and expectations of Fisher Academy Board. Board members will share an annual retreat geared toward team-building and strategic planning.

Four new members have very recently been added to the governing board and are currently undergoing the required Criminal Background Checks and Family Safety Care Registry Checks. We have included a school principal who has public board experience, an architect, and two Normandy residents: one a long-time resident; the other a parent with three students currently enrolled in the Normandy Schools Collaborative, one entering Kindergarten in fall 2018, and expecting another who will eventually attend school in Normandy.

Shawntelle Fisher is Fisher Academy's Founder, President, and initial incorporator. While she is not currently a member of the governing board, she is directly involved with all aspects of establishing Fisher Academy. Shawntelle is also the Founder and CEO of The SoulFisher Ministries, the non-profit responsible for starting Fisher Academy. She graduated summa cum laude from University of Missouri – St. Louis with a Bachelor of Educational Studies, a Bachelor of Science in Media Studies, a minor in Social Work, and a Pierre Laclède Honors College certificate. Shawntelle is currently a dual Master candidate at Washington University and Eden Theological Seminary pursuing a MSW and MDiv. Shawntelle has a passion to see people empowered to be and become their very best. She oversees the day-to-day operations of The SoulFisher Ministries which includes its Educate Now to Achieve Later (ENAL) free after school tutoring, nutrition, and enrichment program that is currently operating in the Riverview Gardens School District and its Adult General Academic Program of Education (AGAPE) reentry program which works with individuals who are currently and/or formerly incarcerated to ensure that they are empowered to make a positive transition back into the community.

Marilyn Smith, PhD. is the Founding Board Chair of Fisher Academy. Marilyn is currently an Adjunct Assistant Professor for UMSL, where she has been teaching since fall 2014. She was also employed as an Adjunct Professor by Webster University for 12 years, ending in 2015 due

to changes in course requirements for Special Education certification. She continues to serve the community as a Transition Consultant.

Marilyn was employed by the Special School District of St. Louis County as an Effective Practice Specialist in the area of Transition before she retired in 2014. She worked for SSD for 28 years and for 17 of those years as a Transition Specialist. She first became interested in transition when teaching vocational skills at a local Ponderosa Restaurant. As transition became mandated through the Individuals with Disabilities Education Act, she had an opportunity to leave the classroom in 1996 to become one of the team members responsible for launching Transition Planning for schools in St. Louis County.

Over the last 17 years, she has developed relationships with many service providers, experts in the field and state leaders and has become an acknowledged expert on transition. Until she retired, she was a Missouri Transition Liaison, a member of the Missouri Interagency Transition Team, member of the Vocational Rehabilitation Transition Ad Hoc Committee, National presenter and author of many articles on transition. By utilizing her knowledge of the adult system she has been able to provide guidance to SSD in developing programs and resources that assist students and families in successfully preparing for adult life.

Amy Garrison is the Founding Board Secretary for Fisher Academy. Amy has over 25 years of marketing, communications and business development experience ranging from small startups to large global corporations to nonprofits. She formed Brand Virtue, LLC in 2013 to provide companies with limited internal marketing resources with an experienced, “on call” marketing director to guide them through their marketing and communications programs.

Most recently, Amy was the senior manager of business development at Dentons, the seventh largest law firm in the world. She was responsible for leading the business development and strategic marketing initiatives for the US transactional practices including Real Estate, Retail, Hotels and Leisure, Capital Markets, Trusts and Estates and Financial Institutions. Her primary focus was to support the firm's lawyers and professionals in identifying key opportunities to expand work within the industry sectors through a client service team approach.

Prior to her career in the legal industry, Amy was vice president of corporate communications at Cassidy Turley, the largest full service commercial real estate firm in the central United States. She directed the firm's public relations programs including media relations, community relations, and internal communications.

Amy began her career in advertising sales before transitioning to the marketing side of the business. She was able to hone her sales skills as an account executive for both print and broadcast television, which has been extremely beneficial to her career as a marketing and communications specialist.

Ed Maggert is a Founding Board member of Fisher Academy. Ed is the Head of School for The College School. He received his BA in Chemistry from Sewanee University in 1980 and subsequently worked as a researcher for Union Carbide in the Environmental Sciences Division of Oak Ridge National Laboratory. He co-published two articles on the environmental effects of bi-products of the coal liquefaction process. Ed transitioned to his career in education in 1981 at

Asheville School, an independent high school in Asheville, North Carolina. Ed became director of the school's outdoor program in 1985 and expanded the program's activities and leadership focus, developed an extensive risk management plan, and led the program through the accreditation process with the Association for Experiential Education (AEE). Ed led a Professional Development group that assisted teachers in creating experiential curricula for classes of all disciplines. He taught chemistry and physics and designed and taught the school's first environmental science class. Ed also sponsored the school's environmental club and supported student's involvement in such projects as designing, building, and running a composting system for all dining hall waste. While at Asheville School, Ed completed his MA in Adventure/Experiential Education from Prescott College.

Ed has also been very involved in experiential education on a national level. He has done presentations at a number of conferences including SE Regional AEE, International AEE, PEAK, Alpine Towers International, and North Carolina Association of Independent Schools. Ed serves as treasurer for the AEE Board of Trustees, having previously been SE Regional Co-chair and involved in several conference committees. Ed has also been very active in the Independent School Experiential Education Network (ISEEN). In 2010 Ed received the Rebecca L. Carver ABC's award from AEE for his work in experiential education. Ed is excited to bring his extensive background in experiential education in both the academic and outdoor realms to The College School.

Personally, Ed loves outdoor adventure and has enjoyed climbing, kayaking, skiing, caving, trekking, scuba diving, and cultural exploration; in 36 countries on six continents. Ed's wife, Sue, who also loves spending time outdoors, is a nurse and as well as an avid runner. They have one daughter, Jessica, who is pursuing her MAT in 6th - 12th grade English at the University of South Carolina.

Caron Strother is a Founding Board member of Fisher Academy. Caron brings a unique combination of professional skills and personal dedication as a lifelong learner to the Fisher Academy board. With over 30 years of business administration experience, her earliest years as a pioneer in the conversion, development and implementation of billing platforms to the latter half of her career increasing her passion and visibility in advocating for students in higher education. She earned her B.S. degree from Avila University in 1982 and an M.B.A. from Webster University in 2014.

Presently, she serves as the Director of Financial Aid and Accounting Services at Eden Theological Seminary where her fervent dedication for student success is most seen in her nurturing and creative authority, designing or transforming existing student platforms. She has contributed greatly to: increasing the utilization of scholarship and grant resources; the development and implementation of student and community partnerships; and increasing the use of federal funds, lessening the debt burden for students matriculating through graduate degree programs.

Caron is an active member in several civic, professional and higher education organizations.
(See Appendix K – Fisher Academy's Founder Resume)
(See Appendix L – Fisher Academy's Board Member Resumes/Request for Information Forms)



Appendix J

Documentation of Criminal Background Checks



Missouri Department of Health and Senior Services

P.O. Box 570, Jefferson City, MO 65102-0570 Phone: 573-751-6400 FAX: 573-751-6010
RELAY MISSOURI for Hearing and Speech Impaired 1-800-735-2966 VOICE 1-800-735-2466
Peter Lyskowski
Acting Director



Jeremiah W. (Jay) Nixon
Governor

08/22/2016

FAMILY CARE SAFETY REGISTRY

Registration Notification

Registrant Number: 65234422

CARON V STROTHER
3655 CASTLEMAN AVE
ST LOUIS, MO 63110

Dear FCSR Registrant:

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No finding reported in the background screening.

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No Match Notification

A statewide search of the identifiers below has revealed no criminal conviction or sex offender information on file. Fingerprints were not provided and thus the result of the search cannot be guaranteed.

Date of Search: 08/15/2016

Name (1): AMY GARRISON

Name (2):

Name (3):

Date Of Birth: 06/24/1967

SSN: xxx-xx-8774

Control Number: 3434585

If you have any questions, please do not hesitate to contact our office at 573-526-6312.

Missouri State Highway Patrol
Criminal Justice Information Services Division
PO BOX 9500
Jefferson City, MO 65102



Missouri Department of Health and Senior Services

P.O. Box 570, Jefferson City, MO 65102-0570 Phone: 573-751-6400 FAX: 573-751-6010
RELAY MISSOURI for Hearing and Speech Impaired 1-800-735-2966 VOICE 1-800-735-2466

Peter Lyskowski
Acting Director



Jeremiah W. (Jay) Nixon
Governor

08/22/2016

FAMILY CARE SAFETY REGISTRY
Registration Notification
Registrant Number: 65234416

AMY ELIZABETH GARRISON
6 SAINT ANDREWS PL
HILTON HEAD, SC 29928

Dear FCSR Registrant:

The Family Care Safety Registry (FCSR) has processed your registration. An initial screening was run as part of the registration process, and your results are:

No finding reported in the background screening.

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- Sex Offender Registry records maintained by the MO State Highway Patrol
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- Employee Disqualification Registry maintained by the MO Department of Mental Health

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AN EQUAL OPPORTUNITY / AFFIRMATIVE ACTION EMPLOYER: Services provided on a nondiscriminatory basis.



No Match Notification

A statewide search of the identifiers below has revealed no criminal conviction or sex offender information on file. Fingerprints were not provided and thus the result of the search cannot be guaranteed.

Date of Search: 08/22/2016

Name (1): MARILYN SMITH

Name (2):

Name (3):

Date Of Birth: 02/19/1952

SSN: xxx-xx-5635

Control Number: 3444040

If you have any questions, please do not hesitate to contact our office at 573-526-6312.

Missouri State Highway Patrol
Criminal Justice Information Services Division
PO BOX 9500
Jefferson City, MO 65102



Missouri Department of Health and Senior Services

P.O. Box 570, Jefferson City, MO 65102-0570 Phone: 573-751-6400 FAX: 573-751-6010
RELAY MISSOURI for Hearing and Speech Impaired 1-800-735-2966 VOICE 1-800-735-2466
Peter Lyskowski
Acting Director



Jeremiah W. (Jay) Nixon
Governor

08/22/2016

FAMILY CARE SAFETY REGISTRY
Registration Notification
Registrant Number: 65234415

MARILYN LOUISE SMITH
16012 AUTUMN OAKS CIR
ELLISVILLE, MO 63021

Dear FCSR Registrant:

The Family Care Safety Registry (FCSR) has processed your registration. An initial screening was run as part of the registration process, and your results are:

No finding reported in the background screening.

The results above were confirmed by searching the following state databases that contain Missouri data only, using your name, date of birth and Social Security number:

- Criminal history records maintained by the MO State Highway Patrol
- Sex Offender Registry records maintained by the MO State Highway Patrol
- Child abuse/neglect records maintained by the MO Department of Social Services
- Foster parent licensure records maintained by the MO Department of Social Services
- Child care licensure records maintained by the MO Department of Health and Senior Services
- Employee Disqualification List maintained by the MO Department of Health and Senior Services
- Employee Disqualification Registry maintained by the MO Department of Mental Health

If a finding is reported, you may request the specific details or appeal the accuracy of the transfer of the information to the FCSR by submitting a written request that includes your name, address, Social Security number and/or registrant number, and signature, to the Missouri Department of Health and Senior Services, Family Care Safety Registry, PO Box 570, Jefferson City, MO, 65102, or by FAX to 573-522-6981. See 19 CSR 30-80.040 for a full statement of what such an appeal should include.

Please keep this letter as confirmation of your registration with the FCSR. This is the only time you will need to register with the FCSR. If your name or address changes, it is your responsibility to notify the FCSR. If you have questions concerning the FCSR, please call our toll-free call center at 866-422-6872, or visit our Internet site at <http://health.mo.gov/safety/fcsr/>.

www.health.mo.gov



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No Match Notification

A statewide search of the identifiers below has revealed no criminal conviction or sex offender information on file. Fingerprints were not provided and thus the result of the search cannot be guaranteed.

Date of Search: 08/12/2016

Name (1): EDWARD MAGGART

Name (2):

Name (3):

Date Of Birth: 11/02/1957

SSN: xxx-xx-1617

Control Number: 3434016

If you have any questions, please do not hesitate to contact our office at 573-526-6312.

Missouri State Highway Patrol
Criminal Justice Information Services Division
PO BOX 9500
Jefferson City, MO 65102



Missouri Department of Health and Senior Services
 P.O. Box 570 Jefferson City, MO 65107-0570 Phone: 573-751-6400 FAX: 573-751-6016
 RELAY MISSOURI for Hearing and Speech Impaired: 800-432-9666 VOICE 1-800-735-2406
 Peter Lytkawek
 Acting Director



Jeremiah W. (Jay) Dixon
 Governor

08/18/2016

FAMILY CARE SAFETY REGISTRY
 Background Screening Results Inquiry
 Registrant: MAGGART, EDSEL FORD
 Registrant Number: 64812269

THE SOULFISHER MINISTRIES
 ATTN: SHANTAL FISHER
 23 N OAKS PLZ STE 259
 ST LOUIS, MO 63121

The Family Care Safety Registry (FCSR) received your request for a background screening on 08/17/2016. The background screening, confirmation #H17063226754, conducted on 08/17/2016, indicated the following:

No finding reported in the background screening.

The results above were confirmed by searching the following state databases that contain Missouri data only, using the above registrant's name, date of birth and Social Security number:

- Criminal History records maintained by the MO State Highway Patrol
- Sex Offender Registry records maintained by the MO State Highway Patrol
- Child abuse/neglect records maintained by the MO Department of Social Services
- Foster parent licensure records maintained by the MO Department of Social Services
- Child care licensure records maintained by the MO Department of Health and Senior Services
- Employee Disqualification List maintained by the MO Department of Health and Senior Services
- Employee Disqualification Registry maintained by the MO Department of Mental Health

A copy of this background screening has been provided to the individual registrant. If finding(s) were indicated, you may obtain specific information about these results by contacting the FCSR toll free at 866-422-6872, or by submitting your request in writing to the Missouri Department of Health and Senior Services, Family Care Safety Registry, PO Box 570, Jefferson City, MO, 65102. The request must be signed and must include your name, address, telephone number, the reason for requesting the information, the registrant's full name and Social Security number, and the confirmation number from the first paragraph above.

The FCSR provides background screening information for employment purposes only. Any person who uses the information obtained from the registry for any purpose other than that specifically provided for in sections 210.900 to 210.936 is guilty of a class B misdemeanor, RSMo §210.921.3. The FCSR uses criminal history identification on the name, Social Security number and date of birth provided by the inquirer, not by the use of fingerprints. Please be advised that you must contact your licensing representative or other agency contact to determine whether this background screening meets state agency requirements for licensure, certification or registration. If you have questions or need assistance, you may contact the FCSR's toll free call center at 866-422-6872, or visit our Internet site at <http://health.mo.gov/safety/fcsr/>.



www.health.mo.gov

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Appendix K

Fisher Academy's Founder's Resume

SHAWNTELLE L. FISHER
9021 TORCHLITE LN. – APT. H
ST. LOUIS, MO 63121

SHAWNTELLE_FISHER@YAHOO.COM

314-705-7547

Personable Social Service Reentry Education Specialist: Seven years of experience outlining, developing, and managing an ex-offender reentry services and youth educational programs. Striving to compassionately meet the needs of adults lacking a high school credential and youth in failing school districts and providing reentry services for adult ex-offenders:

- Excellent interpersonal communication skills with added proficiency in developing written communications and the development and delivery of public presentations
- Extremely knowledgeable of youth and adult learning theories and educational curriculum development
- Impeccable organizational skills instrumental in ensuring the integrity and effectiveness of an independent study program and that quotas and deadlines are consistently met
- Compassionately ensures that educational needs and goals of participants are met with respect and patience.
- As founder of a 501(c)(3) nonprofit organization, consistently provide holistic approaches for successful transition of productive individuals who have been incarcerated in making the transition back into society.

EDUCATION

Washington University; 2015 – Current (MSW)	St. Louis, MO
Eden Theological Seminary; 2015 – Current (MDiv)	St. Louis, MO
University of Missouri – St. Louis; 2013 – 2015 (BS-Media Studies, BES, Social Work minor)	St. Louis, MO
Pierre Laclède Honors College; 2013 – present (Certificate 2015)	St. Louis, MO
St. Louis Community College; 2012 – 2013 Degree (AA – Communications/Broadcasting)	St. Louis, MO
Eskridge Memorial High School; 1984-1986 (Diploma)	St. Louis, MO

RELEVANT WORK EXPERIENCE

Founder/Chief Executive Officer

The SoulFisher Ministries - ST. LOUIS, MO 2012 – PRESENT
Founded the 501(c)(3) nonprofit organization with a mission to respond to the needs of youth with incarcerated parents and promoting restorative justice for ex-offenders. Oversee the day-to-day operations of the organization and programs. Develop best-practice programs providing holistic approaches to family and community restoration for participants. Write grant proposals for ongoing funding support of the organization. Plan, organize, and orchestrate fundraisers throughout the year.

Program Coordinator

Waseca Education Department - WASECA, MN 2009-2011
Managed a team of six instructors dedicated to educating adult women to achieve the academic knowledge required to succeed in passing the Test of Adult Basic Education (TABE), Pre-GED test, and tests for the General Equivalency Diploma (GED); Effectively taught classes in an institutional environment; Administered Math Placement tests in a secured environment; Outlined class objectives, developed class curriculum, created lesson plans, and scheduled all classes; Developed strategies to increase learning capabilities of learning challenged students; Monitored, tracked, and assessed student progress; Planned, coordinated, and conducted tutor training sessions.

Tutor

Waseca Education Department - WASECA, MN 2009-2011

Worked one-on-one with GED students assisting them in demystifying the dynamics of academic studies.
Communicated mathematical functions in a way that influenced and increased the desire of the students to learn.
Assisted students in setting educational goals. Identified problem areas of learning for more centralized work.

Tutor

Chillicothe Education Department - CHILLICOTHE, MO

2008-2009

Worked one-on-one with GED students in an institutional classroom environment. Issued and graded classroom assignments. Tracked progress of students via individualized tracking sheets in preparation for the GED test.

TRAINING

Tutor Training Certification

Missouri Department of Education – 2008 Graduate

Jefferson City, MO

Leadership Training

UMSL Neighborhood Leadership Academy (NLA) – 2012 Graduate

St. Louis, MO

CLUBS AND ORGANIZATIONS

Phi Kappa Phi – Honors Society (11/2014-current)	University of Missouri – St. Louis
Bachelor of Educational Studies (BES) Organization (8/14-current)	University of Missouri – St. Louis
Tau Sigma – Honor Society (3/14-current)	University of Missouri – St. Louis
Pierre Laclède Honors College Student Association (8/13 – current)	University of Missouri – St. Louis
University Ambassadors (8/13-current)	University of Missouri – St. Louis
Phi Theta Kappa – Honors Society (10/12-current)	St. Louis Community College – Florissant Valley
Global Classroom Club (8/12-5/13)	St. Louis Community College – Florissant Valley
National Broadcasting Society (01/12-08/12)	St. Louis Community College – Florissant Valley

OFFICES HELD

Public Relations Officer – The Honor Society of Phi Kappa Phi (2015 – current)	University of Missouri – St. Louis, MO
Vice-President – The Honor Society of Phi Kappa Phi (2015)	University of Missouri – St. Louis, MO
President –BES Organization (2014)	University of Missouri – St. Louis, MO
Director of Public Relations / Multimedia (2013 – current)	Believers Temple Word Fellowship Church
Church Elder (2013 – current)	Believers Temple Word Fellowship Church
Chief Executive Officer (2012 – current)	The SoulFisher Ministries
Student Government Representative (2012 – 2013)	St. Louis Community College – Florissant Valley

FELLOWSHIPS AND SCHOLARSHIPS

Olin Fellowship (2015); Phi Kappa Phi Fellowship (2015); Ambassador Scholarship Bachelor of Educational Studies (BES) (2015); Betty J. Lee Media Studies Scholarship (2015); Mark McDonough Communications Scholarship (2015); Ambassador Scholarship Bachelor of Educational Studies (BES) (2014); Scholarship Speech and Theater Association of Missouri Scholarship (2014); Phi Theta Kappa Honors Scholarship (2014); Phi Theta Kappa All-Missouri Full-Academic Scholarship (2013); University of Missouri – St. Louis Dr. Martin Luther King, Jr. Scholarship (2013); Phi Theta Kappa Honors Scholarship (2013); Pearson Foundation Scholarship (2013); Speech and Theater Association of Missouri (STAM) Scholarship (2013); Ann K. Dempsey Honors Scholarship (2012)

AWARDS

Who's Who Among Students in American Universities & Colleges (2014)

All-Missouri Academic Team , Jefferson City, MO; 2nd Team (2013); Student Government Representative of the Year , St. Louis Community College (2013)

Wildwood/Florissant Valley Debate (2012) 1st place – Best Speaker; 3rd place – Debate winner, Wildwood, MO



Appendix L

Fisher Academy's Board Members
Resumes and Requests for Information

Marilyn Smith Ph.D.

16012 Autumn Oaks Circle
Ellisville, MO 63021
(636) 394-2186
(314)422-8443
doc16012@gmail.com

HIGHLIGHTS OF QUALIFICATIONS

- Doctor of Philosophy in Education 2014
- Masters Degree in Special Education 1994
- Effective Practice Specialist in Transition 2003-2014
- Transition Facilitator for Special School District from 1996-2003
- Adjunct Faculty at UMSL teaching Career Education for Special Needs Individuals
- Adjunct Faculty at Webster University teaching Career Preparation for Students with Special Needs
- Skilled in teaching adult learners

PROFESSIONAL EXPERIENCE:

Adjunct Faculty at UMSL

- Taught Sp.Ed. 3318: Inclusive Classrooms Fall 2014, 2015, SPED 4342 2015, 2016
Effective Practice Specialist – Transition, Special School District of St. Louis County July 2003-2014.

- Provide technical assistance and support to administrators in the area of transition
- Provide site-based in-services in the area of transition to teachers
- Develop transition programs to meet the unmet needs of students with disabilities in St. Louis County
- Represent SSD to the Adult agency service providers on systemic issues

Adjunct Faculty at Webster University

- Taught Career Education for Special Needs Individuals. Summer 2003-current

Transition Facilitator, Special School District of St. Louis County October 1996 to July 2003

- Co-Chair of Transition Fair
- Conduct follow-up study of students graduating from the Special Education Schools; one, three and five years after graduation. Compiling data and developing a report.
- Provide in-service training to teachers and parents on Transition Planning, Self-Determination, Futures Planning, Adult Service Providers, Community Based Vocational Training
- Provide one on one assistance to students and families during transition planning meetings, and facilitate staffings and futures plans
- Attend and facilitate committee meetings and adult agency organization meetings providing input on the student perspective and to problem solve systemic issues.

Adjunct Faculty, University of Missouri St. Louis

- Taught Sp. Ed. 342: Career Education for Special Needs Individuals. Fall and Winter semesters in 1998, 1999 and 2000

- Taught students to write transition plans, compile a book on adult agencies, and complete course objectives

Teacher, Special School District of St. Louis County, Northview School, Ackerman School, Highland School August 1986 – October 1995

- Key member of team developing award winning work experience program at Lambert St. Louis Airport with Host Marriott (CEC Employer of the Year)
- Served as job developer and provided follow along support on own time to students hired during the summer at Lambert Airport
- Provided work skills training to students at Ponderosa Restaurant

Teacher, State Schools for Severely Handicapped; Boonslick School 1978 – 1980

Teacher-In-Charge, State Schools for Severely Handicapped, State School #7-St. Charles 1977-1978

Teacher-In-Charge, State Schools for Severely Handicapped, State School #7A – Emmaus Home Annex

1974-1977

Educational Assistant for Deaf/Blind Program; Bellefontaine Habilitation Center July 1974

Substitute Teacher, Special School District April-Sept. 1974

RELEVANT EXPERIENCE

- Presenter at APSE-MO 2014
- Presenter at APHOES 4th International Conference –May 2013
- Appointed to Missouri Interagency Transition Team (MITT) 2010-2014
- Missouri Transition Liaison- 2008-2014
- Presenter at National Organization for Albinism and Hypopigmentation Conferece 2012
- Presenter at CEC National Conference 2010
- Ask the Expert event as Expert for Missouri Community of Practice on topic: Comprehensive School Programs for Student Employment
- Presenter for Down Syndrome Association 2010
- Transition Institute Summer 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015
- UMSL – Presented : Transition to What? February 2007
- Tips for Planning a Successful Transition to Employment for Individuals with Disabilities -LRP 2012
- Uncover Realistic Postsecondary Transition Goals for Students with ED- LRP 2011
- Planning for Adult Life- College Prep for Teens with Disabilities- LRP 2011
- Planning for Adult Life: Setting Goals for the Future- 2010 SSD Website Feature Article
- 2006 MOCASE. Presented two sessions: Self-Determination and Transition Planning
- Completed DESE Satellite Leadership Academy Program, 2005
- Authored three articles for Innovations: November 2003 and January 2004 and April 2005
- Co-authored article for CISE with Dr. Martin Agran
- Presented at 2003 MO CASE conference.
- Member of the Regional Advisory Council (RAC) for DMH 2003, 2004, 2005
- Authored a Training Manual on Self-Determination for the Department of Elementary and Secondary Education, Summer 2002

- Co-Wrote an article on Self-Determination published in the Spring ‘02 issue of Missouri Innovations in Education
- As a PDC representative for transition, developed a budget, planned activities, analyzed data and reported on results to the PDC Committee. Initiated planned and prepared for nationally recognized presenters, Sharon deFur and Dr. Martin Agran, who presented on the topic of Self-Determination
- Appointed to State Vocational Rehabilitation Transition Team 2002-2010
- DVR Transition Ad Hoc Committee 2005 – 2014
- Utilizes information learned from attending Staff Development seminars featuring Bob Garmston, Tom Gusky and Georgia Archibald. As a follow up to these in-services, participates in study groups surrounding these topics for 3 years.
- President of MO-Division of Career Development and Transition a subdivision of Council for Exceptional Children, 7/01-7/02
- Vice-President of St. Louis Transition Council, 1999-2002
- St. Louis Community College Access Office Advisory Committee 2000-present
- Presented at National Conferences; Division of Career Development and Transition 1995, 1997, 2001, 2003

EDUCATION

Ph.D. Education – University of Missouri – St. Louis 2014

M.Ed. (with honors) in Special Education – University of Missouri – St. Louis 1994

B.S. Special Education – University of Missouri – St. Louis 1974

Additional Coursework: Truman State University Lindenwood University
 Harris Stowe State College Maryville University University of Missouri- Columbia 1/08

Request for Information from Prospective Charter School Board Member

Marilyn Smith

I. Background

1. ***Describe your educational and employment history.***

Undergraduate studies were conducted at UMSL resulting in a B.S. in Special Education in 1974. Graduate studies were conducted at UMSL resulting in a M.Ed. (with honors) in 1994 and Ph.D. Education in 2014.

After graduating with B.S. in 1974, I was employed for 6 years as a teacher for State Schools for Severely Handicapped. I continued working until 1981 when I resigned for maternity leave. At the time of my departure from the State Schools I had been appointed “teacher in charge” of State School #7. I returned to work in 1986 and was hired as a teacher for Special School district. In 1996 I became a Transition Facilitator for SSD. This was a teacher-level position without a student caseload dedicated to providing transition services to students and families and training teachers in the area of transition. In 2003 I became an Effective Practice Specialist in Transition (EPS) which is an administrative position, providing guidance and developing transition services for the district. In this capacity I served on the state-wide Vocational Rehabilitation Ad Hoc Team for Transition, became a Transition Liaison for DESE and served on the Missouri Interagency Transition Team (MITT). I was also employed by Webster University as an Adjunct Assistant Professor at UMSL and provide transition services to schools and agencies as a private Transition consultant.

2. ***Affirm that you will be 18 by January 1, 2018.***

I certify that I am over the age of 18.

3. ***How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?*** I became aware of the proposed charter school when Shawntelle Fisher approached me during the summer of 2015 and asked if I would be interested in serving on the board. I attended the first meeting of the board and have been a member ever since.

4. ***Explain why you would like to serve on the board.*** I am currently on the board because I believe in Shawntelle’s vision for the Fisher Academy. I also believe that a charter school located in Normandy may provide the answer for the community to keep students in their home district. I have been involved in education for my entire career and feel that I can provide support and guidance in meeting IEP compliance with DESE.

5. ***Have you previously served on a board of a school district or a non-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience.*** If you have not had any previous service, discuss why you wish to serve in this capacity. NO. As a recent retiree of the public school system I still have a passion for education and want to continue to make a contribution to the field.

6. ***What is your understanding of the appropriate role of a public charter school board member?*** My understanding of the appropriate role of a public charter school board member is to set the vision and goals, adopt policies and a fiscally sound budget, advocate at the local, state and national level for charter school education. I also feel it is my job as Vice Chair to attend all board meetings, serve on the executive committee, carry out special assignments and requests from the chair, understand the responsibilities of the board chair and perform those duties in her absence, participate as a vital part of the board leadership.
7. ***What relevant knowledge and experience will you bring to the board?*** I will bring relevant knowledge of Special Education to the board. With my school administrator background I can provide guidance and insight on strategies for meeting school goals, compliance, professional development and school improvement plans.
8. ***Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?*** My vision of the school after the first year places all students in a nurturing, positive environment where learning is evidenced on every level. Students and families will be enthusiastic about the progress made and anxious for the next year to begin. After four years, I envision a school with grades K-5 and about 40 students per grade level. The school will have a reputation for providing an excellent academic program and has become one of the top performing schools in St. Louis County. The school will have achieved its goals and met the goals for AYP.

II. Educational Philosophy

9. ***What is your understanding of the school's mission and/or philosophy?*** The school's mission is to provide an academically rigorous STEM-focused program for students, preparing them for college and/or employment. The vision of the Fisher Academy is to offer rigorous academic programming to students in grades K-12. The students will be self-regulated learners, possess leadership skills, and become good citizens. The philosophy of education for the Fisher Academy is the belief that all students can learn and will become successful in school and adult life as a result of attending this school.
10. ***Are you familiar with the school's proposed educational program? How would you describe it?*** Yes. I would describe the school's proposed educational program as STEM focused and rigorous using experiential learning strategies. The program will be designed to reach all learners at the level they function to the highest level achievable for that grade level. The expectation is that all students can and will learn.
11. ***What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure***

this school is successful? The characteristics of a successful school include student engagement, academic progress, respectful and self-determined students. Schools that are successful create a learning environment that enhances academic success, provides opportunities for staff to continually learn and improve, meeting or succeeding goals. The board will ensure success by making sure the principal is collecting and analyzing data and reporting on a regular basis to the board. It will be important to determine progress on meeting goals early and frequently.

III. Conflict of Interest Disclosure

12. *Do you or your spouse know any of the other prospective board members? If so, please indicate the name of the person and the relationship.*
No
13. *Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship.*
No
14. *Do you or your spouse know anyone that plans to do business with the school? If so, please indicated and describe the relationship and the nature of the potential business.* No
15. *If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.* No.
16. *If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual, or management interest in the educational service provider?* No.
17. *Do you anticipate conducting any business with the educational service provider, the school, or both? If so, please describe the potential relationship.*
No.
18. *Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.* NO.
19. *How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family).* I would confront the board member/s letting them know what I believe to be true and that I would be bringing it to the attention of the president of the board. I would expect that there would be a decision to ask the board member/s to step down.

AMY E. GARRISON
3002 Autumn Lakes Court
St. Louis, Missouri 63043
314-283-2332
amy.garrison@brandvirtuellc.com

SUMMARY OF QUALIFICATIONS

- Over thirty years experience in marketing, communications, and strategic business development of which twelve years are specific to the commercial real estate industry.
- Goal driven achiever with the ability to multi-task and prioritize, while maintaining focus on the overall vision.
- Experienced leader managing marketing teams through collaborative and collegial approach.
- Creative marketing professional with strong written and verbal communication skills.
- Innate ability to transform challenging situations into wins for both parties.

CAREER HISTORY

2013-Present

Brand Virtue, LLC – St. Louis, Missouri

Principal and Owner

- Provide companies that have limited internal marketing resources with an experienced, “on call” marketing director to guide them through their marketing and communications programs.
- Deliver consulting services ranging from the creation of public relations campaigns to brand development and rollout to strategic business development planning and execution.

2007-2013

Dentons – St. Louis, Missouri

Senior Manager, Business Development

- Responsible for leading the business development and strategic marketing initiatives for the US transactional practices including Real Estate, Retail, Hotels and Leisure, Capital Markets, Trusts and Estates and Financial Institutions. Primarily focused on supporting the firm’s lawyers and professionals in identifying key opportunities to expand work within the industry sectors through a client service team approach.
- Served on the firm’s management team, which consisted of 50 firm leaders who support the operational aspects of the firm.
- Responsible for development and implementation of the practice marketing and communications strategy designed to strengthen the overall brand and increase revenue.
- Responsible oversight and management of annual practice marketing budgets. Implemented a new expense approval process, which enabled practices to better track expenses with focus on return on investment for future budget planning.
- Directed the practices public relations programs to position lawyers as “thought leaders” within their respective areas of expertise.
- Responsible for integrated business development plan with emphasis on cross-selling all practices and industry sectors within the firm to maximize time and investments while promoting revenue generation.
- Managed the new branding and collateral design project from concept to completion for the US Real Estate and Hotels and Leisure practices. The project included internal and external research, positioning, key message development, and creation of integrated brochure system and e-communication tools.

1998-2007

Cassidy Turley (formerly Colliers Turley Martin Tucker) - St. Louis, Missouri

Vice President, Corporate Communications

- Directed national full service commercial real estate firm’s public relations programs including media relations, community relations, and internal communications.
- Led the firm’s Internet Committee to continually improve and refresh their public facing web sites.

- Managed public relations and media relation programs for the firm's practice group areas of Corporate Solutions, Investment Services Group, and Multi-Family Investment Group.
- Developed and implemented the firm's first Crisis Communication Plan.
- Coordinated the firm's internal e-newsletters to communicate important initiatives and promote successes of the firm.
- Served as the communications and public relations liaison to Colliers USA Headquarters by serving on the Colliers Strategic Marketing Committee.

EDUCATION

Southeast Missouri State University

B.S., Mass Communications, 1990

Major: Advertising

Minor: Marketing

COMMUNITY / CIVIC INVOLVEMENT

Fisher Academy, *Board of Directors, 2015-present*

Spirit of St. Louis Women's Fund: *Member, 2008-present, Board of Directors, Technology Chair, 2015-present, Communications Committee Member, 2013-present*

Southeast Missouri State University Corporate Advisory Board: *Member, 2006-present*

Safe Connections: *Board of Directors, 2010-2014, Board Secretary, 2010 - 2011*

Commercial Real Estate Women of St. Louis (CREW-St. Louis): *Chapter President, 2008-2009, Member 2000-2015*

Public Relations Society of America (PRSA): *Member, 2005-present*

Missouri Growth Association: *Board of Directors, 2009-2010*

INDUSTRY ACHIEVEMENTS

-Recipient of Commercial Real Estate Women of St. Louis (CREW-St. Louis) 2009 Mentor of the Year Award.

-Recipient of the Clarence M. Turley Sr. Award in 2000. This honor is given to Colliers Turley Martin Tucker employees who display the highest level of professionalism, creativity, and style.

Request for Information from Prospective Charter School Board Member

Amy Garrison

I. Background

1. Describe your educational and employment history.

Please see attached resume for my educational and employment history.

2. Affirm that you will be 18 by January 1, 2018.

I will be 18 by January 1, 2018; my birth date is June 24, 1967.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Board president Shawntelle Fisher recruited me to join the Fisher Academy board in 2015. I met Shawntelle through another non-profit organization Soulfisher Ministries that I support.

4. Explain why you would like to serve on the board.

I would like to serve on the board of Fisher Academy because I am passionate about ensuring our underserved children in the St. Louis community have the option to obtain an education that will prepare them for higher education and future successful careers.

5. Have you previously served on a board of a school district or a non-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I have not served on a board of a school district or a non-profit corporation with a direct focus on education. However, I do serve on the Southeast Missouri State University Corporate Advisory Board. I've also served on several non-profit boards (listed below), which I believe my leadership experience will be of value to the Fisher Academy board.

-Spirit of St. Louis Women's Fund: *Member, 2008-present, Board of Directors, Technology Chair, 2015-present, Communications Committee Member, 2013-present*

-Southeast Missouri State University Corporate Advisory Board: *Member, 2006-present*

-Safe Connections: *Board of Directors, 2010-2014, Board Secretary, 2010 – 2011*

-Commercial Real Estate Women of St. Louis (CREW-St. Louis): *Chapter President, 2008-2009, Member 2000-2015*

-Missouri Growth Association: *Board of Directors, 2009-2010*

6. What is your understanding of the appropriate role of a public charter school board member?

I understand the role of a public charter school board member is to ensure the Fisher Academy has strong leadership, sound finances, effective fundraising, and high academic achievement. The school leadership is responsible for the day-to-day management of the school, and the role of the board is to ensure the school is managed well.

7. *What relevant knowledge and experience will you bring to the board?*

I believe my strong background in marketing and communications combined with non-profit board experience is relevant to my role as a board member of the Fisher Academy.

8. *Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?*

Fisher Academy's mission is to educate students through a collaborative, academically rigorous, socially empowering community model Fisher STEM and Leadership Academy that prepares students for college and a global work force. After the first year, the major groundwork will be in place to ensure the future success of our students. Our students will be thriving in all aspects of learning and feeling at home in their new school and families will be fully engaged and committed to their success. In four years, we will have grades K-5 in place with additional experience and continued commitment to academic excellence. Our students will thrive under the Fisher's educational model of STEM and experiential learning and nurturing culture.

Educational Philosophy

9. *What is your understanding of the school's mission and/or philosophy?*

I understand the mission of the Fisher Academy is to educate through a collaborative, academically rigorous, socially empowering community model Fisher STEM and Leadership Academy that prepares students for college and a global work force.

I understand the vision of the Fisher Academy is to provide a high performing educational environment for students, in grades K-12, where quality instruction and leading-edge technology form a solid foundation for future schooling. Students' individual strengths and challenges will guide the programming and professional support, from faculty and staff, needed to promote academic achievement, self-regulated behavior, leadership skills, and productive citizenship. The families, faculty, staff, and community will collaboratively prepare socially responsible, self-determined and confident learners, prepared to complete all requirements for each grade level.

10. *Are you familiar with the school's proposed educational program? How would you describe it?*

Yes. The Fisher Academy will serve as a model for integrating a rigorous curriculum and experiential learning with a focus on STEM (Science, Technology, Engineering, and Mathematics).

11. *What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure this school is successful?*

I think it is vitally important for students to be a part of a nurturing and intellectually stimulating learning environment, which I believe Fisher Academy provides through STEM and experiential learning. It is the responsibility of the board to review evaluations to ensure students are performing against the school's educational goals on a quarterly basis. Additionally, it is equally important to ensure the school has exceptional leadership by hiring and supporting a strong school leader who is evaluated by the board on an annual basis.

II. Conflict of Interest Disclosure

12. *Do you or your spouse know any of the other prospective board members? If so, please indicate the name of the person and the relationship.*

I have come to know all of the prospective board members throughout the planning process. I have known Shawntelle Fisher since 2014 through our involvement in other non-profit organizations such as The Soulfisher Ministries and Spirit of St. Louis Women's Fund. I also knew prospective board member Stacie Reardon from prior career at Dentons.

13. *Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship.*

No

14. *Do you or your spouse know anyone that plans to do business with the school? If so, please indicated and describe the relationship and the nature of the potential business.*

No

15. *If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.*

No

16. *If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual, or management interest in the educational service provider?*

No

17. *Do you anticipate conducting any business with the educational service provider, the school, or both? If so, please describe the potential relationship.*

No

18. *Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.*

No

19. *How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family).*

The Fisher Academy board has a conflict of interest policy which I would anticipate the board would follow the steps to investigate the situation and vote to remove the board member if found to be engaged in self-dealing.

Ed Maggart

7825 Big Bend Blvd. Webster
Groves, MO 63119 Cell: 828-713-
0541:
emaggart@thecollegeschool.org

Professional Summary

Educational professional with 30+ in years of experience in designing and implementing successful objective-driven experiential education in the academic classroom and in outdoor/adventure education. Possesses an understanding and commitment to community-based, cooperative, experiential education. Effective leader with a proven record of inspiring a team of outdoor educators in a multi-faceted adventure education program and guiding teams of teachers to improve their classes through implementing experiential lessons. Competent manager who has overseen hiring, staff training and evaluation, creation and use of multiple budgets, curriculum development, physical plant maintenance, and risk management. I am currently serving as the Head of School at the College School in Webster Groves, MO.

Qualifications

- ☐ As Head Of School, oversees all aspects of curriculum development and implementation, physical plant, staffing, advancement, and business management for a preK - 8 school of 270 students with 54 staff and a budget of \$4.4M. Oversaw a capital campaign resulting in the construction of a new Learning Center on the school's LaBarque property. Has led the school in revising the Webster Groves Campus plan. Created the school's first Student Support Center and related programming. Instituted an auxiliary program coordinator position to elevate after-school programs, summer camp, and use of the new Jan Philips Learning Center. Developed a tiered professional development program and led the school to involvement with the Independent School Experiential Network and The Association for Experiential Education (AEE).
- ☐ At Asheville School, as Director of the Mountaineering Program accomplishments included: design and construction of new facilities; addition of new activities such as fly-fishing and Outward Bound Leadership Program; two year process of accreditation by AEE; development of procedures and protocols manual, risk management plan, and staff hiring/development/evaluation. Supervised multiple budgets totaling \$300,000.
- ☐ Led a professional development initiative at Asheville School assisting teachers in designing experiential curriculum for their grades
- ☐ Led the student environmental organization at Asheville School directing projects including: development of school-wide recycling program; research, development, fund-raising, construction, and implementation of a large scale composting program for dining hall food waste; development of a sustainable forestry program for the school's 200+ wooded acres; and annual organization of an educational event called World Awareness Day.
- ☐ Designed and led a three week mobile course called "Exploring WNC" for the AS Summer Adventure Program.
- ☐ Chaired the SE Region of AEE for four years which involved promotion of EE in a nine state region and organizing and running an annual regional conference.
- ☐ As treasurer for the Board of Directors of AEE, responsible for overseeing the fiscal direction of AEE (\$800,000 budget) as well as the Board of Director's budget.
-
-

Experience

Head of School - The College School

2013 - present

Direct a faculty and staff of 54 professionals.

Oversee finances, development, hiring, evaluation, admissions, curriculum development, and constituency relationships.

Board Chair for the Experiential Education Exchange

2014 - present

A non-profit for which I was a cofounder, which promotes experiential education and collaborative community efforts in the St. Louis Region.

Director of Mountaineering- Experiential Education Coordinator- Science Teacher

Asheville School – Asheville, NC

1981-2013

Taught Science, directed 18 member outdoor program staff, and facilitated development of experiential curriculum.

Board of Directors – Association for Experiential Education (AEE) – Treasurer

August 2012 – present

Worked with the CEO of this international organization, AEE on financial oversight of the organization.

Southeast Regional Board – Association for Experiential Education (AEE) - Co-Chair

2007-2010

Led the nine member council to oversee AEE activities in the nine state SE region.

Appalachian Mountaineering Institute- Climbing Guide

2006-2013

Guides clients on rock and ice climbs in the WNC area.

Environmental Researcher – Oak Ridge National Laboratory

1979-1980

Published two papers on the likely environmental effects of by-products of coal liquefaction.

Education

Sewanee 1980

Sewanee, TN

BA in Chemistry

Minor in Environmental Studies and focus on environmental sustainability.

University of North Carolina Asheville 1987

Asheville, NC

Teacher Certification in Chemistry

Created experiential units for high school chemistry classes.

Prescott College 2007

Prescott AZ

Masters in Experiential/Adventure Education

Thesis focused on developing and testing a new model for creating Place-Based experiential units in curricula.

Certifications

American Mountain Guides Association – Single Pitch Instructor

American Canoe Association – Level 4 Whitewater Kayaking Instructor

Wilderness Medical Associates – Wilderness First Responder

American Red Cross – CPR and First Aid Instructor

Community Involvement

Riverlink Paddle Trail Advisory Board

Volunteer – Climbing Toward Confidence (Asheville Rape Crisis Center)

Presentations

Academic Classes and the Alpine Tower – International Alpine Tower Conference

Experiential Education Design for Academic Classes- International AEE Conference

Experiential Classes across Disciplines – North Carolina Association of Independent Schools (NCAIS)

Design and Implementation of a School-wide Composting Program – NCAIS

A Model for Place-Based Education – PEAK Conference

Keynote Speech – Georgia College Outdoor Education Masters Symposium

Awards

Excellence in Community Environmental Leadership- Quality Forward – Asheville NC – 1994

Master Teacher Award – Asheville School – 1998

Rebecca Carver ABC Award – SE Region of AEE - 2012

Affiliations

National Association of Independent Schools

Independent Schools of the Central States

Experiential Education Exchange

Association for Experiential Education

National Science Teachers Association

Association for Curriculum Development

American Mountain Guides Association

American Canoe Association

Request for Information from Prospective Charter School Board Member

Ed Maggart

I. Background

1. *Describe your educational and employment history.*

I have a bachelor's degree in Chemistry from Sewanee, a teaching certificate in science from UNC Asheville, and an MA in experiential and adventure education from Prescott College.

I served as a science teacher, outdoor program director, and professional development coordinator at The Asheville School, a boarding and day high school in Asheville NC for over 20 years. I have been Head of School at The College School in Webster Groves since 2013.

2. *Affirm that you will be 18 by January 1, 2018.*

Yes

3. *How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?*

Shawntelle Fisher came to visit my school and discuss the charter school. She later asked me to join the board.

4. *Explain why you would like to serve on the board.*

I believe in the mission of the school, to bring excellent education through an experiential learning lense to the Normandy community.

5. *Have you previously served on a board of a school district or a non-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.*

I have served on the International Board for the Association for Experiential Education, I currently serve as President for the Experiential Education Exchange, a NP collaborative in St. Louis, and I am on the Board for the Independent Schools of St. Louis.

6. *What is your understanding of the appropriate role of a public charter school board member?*

The Board has a governance role to make sure the school is fulfilling its mission, following legal and ethical guidelines for employees, students, and families,

acting in a fiscally responsible way, and abiding by state regulations governing charter schools.

7. *What relevant knowledge and experience will you bring to the board?*

My experience as an teacher and administrator in schools for over 30 years, and my experience as a board member including roles as treasurer and president on different boards.

8. *Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?*

At the end of its first year I would expect that the roles of administrators are well-defined and the team is working together smoothly to meet the needs of faculty and staff. This will involve a continuous attempt to monitor and grow through the first year. I think setting up some specific metrics around what would constitute success after the first year would be extremely helpful. As for faculty I would hope that they have met the needs of students while following standards based curricula in the experiential mode that is part of the mission of Fisher Academy. I think metrics around measuring student growth – socially, attitude towards school, academically – will help teachers know how the first year went and what adjustments are needed moving into the second year. As for students and families, I would hope they feel they have been well served and are enthusiastic about both returning and being an advocate for other families. I would also hope the school had secured a full class for the K for the following year as well as the grade to be added.

By four years in, the school should have a full roster of students, and faculty and staff who have fully bought into the mission of the school. In fact, I would hope there would be a waiting list for students/families and large numbers of applicants for any staff or faculty opening. This period of time should also allow the school to establish it's brand in the neighborhood and be seen as an integral and critical part of the community to the point that their would be an outcry if the school were to change dramatically or have to close. By this time it should also be clear what the LRP for the next few years should be in terms of finance, curricular growth, facilities, and community involvement.

II. Educational Philosophy

9. *What is your understanding of the school's mission and/or philosophy?*

Fisher Academy will be focused on empowering disenfranchised students to see they can be successful in a global workforce. Holding them to rigorous academic standards, while providing academic support, social skills, and family support will be crucial in this endeavor.

10. Are you familiar with the school's proposed educational program? How would you describe it?

As a STEM school an emphasis will be placed on 21st century skills around technology, scientific research, and design thinking that will equip students to be effective in preparing for jobs that don't even exist yet. Crucial to STEM is the "M" math component and developing math skills will be crucial along with effective communication skills enhanced by skills with technology but based in sound writing.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure this school is successful?

A successful school is financially sound (budget is well-thought out and followed carefully); provides a safe space for all students and employees (physical, emotional, and cultural); follows the mission of the school in making curricular and strategic decisions; provides students with meaningful learning experiences that provide SE growth as well as developing cognitive abilities which allow them to do well on EOC/annual testing, feel a sense of belonging and growth, and be prepared for the next year/phase of their education; and becomes an integral and respected part of the community.

The Board of Education can provide resources for the above goals to happen as well as monitor success in each area providing feedback, support, and accountability.

III. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please indicate the name of the person and the relationship.

No

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship.

No

14. Do you or your spouse know anyone that plans to do business with the school? If so, please indicate and describe the relationship and the nature of the potential business.

No

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners

or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

No

16. *If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual, or management interest in the educational service provider?*

No

17. *Do you anticipate conducting any business with the educational service provider, the school, or both? If so, please describe the potential relationship.*

No

18. *Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.*

No

19. *How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family).*

I would contact the Board Chair immediately and expect an investigation to ensue.

Caron Strother

3655 Castleman Avenue | St. Louis, MO 63110
Ph: 314-550-6309 | E-mail: caronvstrother@gmail.com

PROFESSIONAL SUMMARY

Business architect with demonstrated success in designing, developing and launching administrative and financial platforms to meet business objectives. Created, implemented and delivered imaginative content and program formats relative to grants and strategic planning.

CORE COMPETENCIES

Strategic Planning | Management & Administration | Project Development | Program Development | Leadership & Motivation | Policy Management and Compliance | Budgeting & Forecasting | Workforce Planning | Outsourcing Administration & Management | Grant Writing, Implementation & Administration | Title IV Administration | Operational & Managerial Accounting

PROFESSIONAL EXPERIENCE

Director of Financial Aid and Accounting Services,

Eden Theological Seminary, Saint Louis, MO

2014 –

Present

Eden Theological Seminary, established in 1850, its campus located on 22 acres in suburban St. Louis County, City of Webster Groves, is a graduate school with overall enrollment <500 students, educating pastors and teachers, enlivening critical reflection on faith, and encouraging Christian discipleship.

Direct the day-to-day operations of the financial aid office, including the administration of all Federal, State, private & institutional scholarships and seeking additional aid through grant initiatives. Accountability for the integrity and accuracy of all financial operations including the development of business processes, recording revenue, managing expenses and acting as the key liaison for other departments and the President/CEO.

- Spearheaded the implementation, integration and management of the outsourcing engagement for accounting, resulting in a 36% (\$200,000) annual cost savings in previous personnel and benefits. Ongoing management, cross-training and oversight of routine back office processes, drafted and enhanced internal procedures and policy.
- Lead Expert role in managing Title IV, FISAP (Fiscal Operations Report and Application to Participate – Campus Based Programs) and financial audits of the seminary, achieving 5 consecutive years of “no findings” from previous audits with serious and adverse outcomes. Marked roles and participation in HLC (Higher Learning Commission) and ATS (Association of Theological Seminaries) reaccreditation.
- Developed and implemented financial aid and tuition initiatives that related in increasing enrollment by 40% over the last three years; offering significant discounting and maximizing first year experiences. Attained additional downstream results directly affecting a 22% decrease in student loan borrowing in the first year of study and an accelerated rate of program completion, at no additional costs.
- Manage a \$20M endowment; responsibilities include relationship management with the investment custodian, all operational activities; developing systems and procedural requirements to support investment operations, reporting and ensuring adequate controls.
- Serves as a member of the Executive Strategic Planning Committee, exploring organization successes, analyzing effectiveness, driving strategy, formulating models, identifying best practices and focusing efforts on key tactics and support required to secure new outcomes.
- Collaborated with Advancement and Development teams securing over \$1M in program funding in the last five fiscal years. Awards secured from the MDHE (Missouri Department of Higher Education), the Lilly Endowment, Arthur Vining Davis, and various foundations.
- Created data management reporting to identify core characteristics of students, outcomes and achievements, leading to the development of logic models consistent with educational grant proposals.

Coordinator of Recruitment and Financial Aid,

Eden Theological Seminary, Saint Louis, MO

2009 –

2014

- Manage the operations of the college's \$1.6M financial aid program, awarding annually, a combination of scholarships, federal work study, tuition grants and loans, trained and provide work direction and guidance to assigned staff;
- Lead project manager for institutional studies and committees related to student debt; collaborations with Washington University, ATS and the Lilly Foundation.

- Co-managed the transition and delivery of CAMS, including the migration from various educational technologies to this platform. Led specific platform design, user testing, and implementation of the Admissions, Development, and Financial Aid modules.

Awarded funding for graduate level Federal Work Study funds, primarily to provide students with stipends for Contextual Education community placements. Awarded the MDHE Default Prevention Grant for 6 consecutive years; an initiative addressing the student loan burden in the State of Missouri. Guest speaker for the 2012 Annual User Conference, presenting on program focus and student success rates.

Faculty and Program Associate for Contextual Education,

Eden Theological Seminary, Saint Louis, MO
2009

2002 -

- Provide professional administrative and operational support to graduate level faculty and the Contextual Education department. Interview sites for potential field placements, assist with student/site placement matches, process and administer grant applications/progress reports.
- Manage the day to day relationships of students and site managers and assist with programmatic administration.

Senior Manager of Financial Services,

Partner Communications and Services, Saint Louis, MO
2001
(Acquired by MediaWorks, April 2001)

2000 -

- Prepared the operating budget and forecast for the initial seventeen cities selected for the venture. As the company's tenth employee, assisted with hiring decisions and placement of a variety of staff including executives, extending its employee base to sixty-five.
- Direct report and key liaison to CFO in preparing venture capital presentations. Initial funding for \$1M and additional funding of \$12M granted within first eight months of employment.
- Prepared and executed RFP to extend product suite to include telecommunications and e-commerce services.
- Designed a Microsoft Access based, proprietary system, that managed the provisioning, pricing, billing, customer status, consumer demographics and buying habits related to the MDU industry, life cycle, data valuation by customer, city and a variety of market indicators, reporting, aging, financials, interdepartmental valuation, procurement, etc.

Systems Solutions Manager,

Contracted, Saint Louis, MO
1999

1996 -

- Contracted services to prepare proposals, write user documentation, document business processes, consulting in telecommunications strategies, billing systems migration to client server applications.

Manager III/Senior Manager, Billing Services,

MCI (Verizon Wireless), Dallas, TX/Saint Louis, MO
1999

1989 -

- Pioneered the systems infrastructure for supporting the development and maintenance of all National, Multi-National and Business Markets specialized customer billing systems. Grew initial effort of \$17M to \$240M.
- Primary architect for MCI's first NDM billing and reporting transmission direct to GTE/Contel servers. This effort consisted of aggregating a variety of services, entity identification of rated and non-rated services and on-line contractual evaluation and discounting. GTE/Contel annual telephony revenues exceed \$50M.

OTHER EMPLOYMENT

Adjunct Faculty,

Missouri College, Saint Louis, MO
2013

2007 -

- Taught a variety of courses in the Business Program.
- Provide instruction specifically geared to adult learning utilizing various media formats, on-line, on-ground, discussion, hands-on, projects (individual and group), etc.

Courses taught: Entrepreneurship, Human Resource Management, Introduction to Business, Legal Environment of Business, Organizational Behavior, Organizational Communications, Policies and Procedures, Portfolio Development, Principles of Management, Project Management, Team Development and Management, Training and Development, Marketing, Customer Relations Management, Business Office Applications.

EDUCATION & PROFESSIONAL MEMBERSHIP

Master of Business Administration | Webster University, St. Louis, MO | 2014

Bachelor of Science, Management/Personnel Industrial Relations | Avila University | 1982

NASFAA, National Association of Student Financial Aid Administrators

MASFAA, Missouri Association of Student Financial Aid Administrators

ATS, Association of Theological Seminaries/Women Emerging in Leadership

Selected Awards and Recognition

ATS, Emerging Women in Leadership, Association of Theological Schools (2013)

Missouri Department of Higher Education (2012, 2013, 2014)

Stellar Congregations/Faith-Based Organizations (2012)

Request for Information from Prospective Charter School Board Member

Caron V. Strother

I. Background

1. Describe your educational and employment history.

See attached resume.

2. Affirm that you will be 18 by January 1, 2018.

Yes.

3. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

Shawntelle Fisher, the founder and President of Fisher Academy, is a student at Eden Seminary. At Eden, I have a tremendous amount of interaction with students related to financial aid, scholarships, work study, student accounts, etc. Shawntelle spoke with me about her proposed charter school and how she was deeply motivated to start a school in the Normandy Schools Collaborative that would provide STEM based educational opportunities leading to college prep in an area where accreditation was at risk. We had several conversations over the last several months.

I was glad to hear of her plan and the steps she's taken in making this offering a reality. I understand the challenges in this community and know that it will be a bold endeavor. I share the same belief as Shawntelle, that these children will need a non-traditional educational setting, rigorous, and consistent in practice to achieve this reality.

4. Explain why you would like to serve on the board.

I consider myself to be an education advocate, coming from a family of educators in different roles over the course of several decades. Both of my parents were formally educated, a lawyer and teacher respectively, with many ties to the Kansas City Public Schools, involved in civic organizations, the church and the community at large. I continued many of the traditions in my own life, actively participating in strengthening the community.

For many, many years I participated as a volunteer and substitute teacher in the St. Louis Public School system. Both of my daughters were products of the St. Louis Public Schools, their early beginnings at Euclid and Washington Montessori, AAA Busch and finishing their high school education at Metro High School. They were both well prepared for college, the oldest daughter attended and completed her undergraduate degree at the University of Pennsylvania ('11), Philadelphia, PA and the youngest attended and completed her undergraduate degree at Colgate University ('15), Hamilton, NY. It takes time, care,

influence and a consistent reiteration of expectations from the earliest beginnings to realize the ultimate goal of being ready for all that the world has to offer. I was personally a committed parent who took most of her power of influence from her parents creating very similar goals and expectations for my daughters.

I would be honored to serve on this board to assist in launching a school that focuses on the children it serves but more importantly serves the parents in the community in creating a wholesome and inclusive environment.

5. Have you previously served on a board of a school district or a non-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

I have not held an appointed position on a board but I have worked directly with board members on two committees over the last five years, i.e. the Strategic Planning Committee and the Finance Committee for Eden Theological Seminary. Both of these committees are considered a part of the institutional leadership team.

These committees are charged with specific direction of the seminary, framing and evaluating roles and institutional educational platforms. Routine interaction consist of making assessments, determining value, ranking action items and providing overall guidance for the seminary.

6. What is your understanding of the appropriate role of a public charter school board member?

The responsibilities of the governing board are clearly outlined in section B.1 Governing Board in the Fisher Academy document. The following text is taken from that document.

The Fisher Academy Board will be responsible for:

- o Recruiting, hiring, evaluating, and terminating (when necessary) the top level administrative employee (principal) of Fisher Academy;
- o Ensuring that the organizational policies of Fisher Academy are developed, implemented, and monitored for quality and alignment with the vision of Fisher Academy;
- o Ensuring that the academic instruction and quality of Fisher Academy is aligned with the core values, goals, and vision of Fisher Academy;
- o Acting as the liaison with or Sponsor; Preparing, attending, and actively engaging in board and board committee meetings and activities; ' Providing counsel and resources for the principal at Fisher Academy;
- o Overseeing all financial aspects of Fisher Academy, which includes approval of all budgets and audits;
- o Participating in disciplinary and complaint hearings, as necessary.

Oversight of the day-to-day management and operation of Fisher Academy will be left to the administrative team. However, Fisher Academy board maintains authority over Fisher Academy and, therefore, is accountable for the financial, organizational, and academic health of Fisher Academy.

7. What relevant knowledge and experience will you bring to the board?

Aside from the common interest in actively engaging in initiatives that will move St. Louis forward, particularly in some of its most troubled areas. I have firsthand knowledge as a parent of what it takes to succeed and meet the challenges of the world, becoming an active citizen. As a seasoned business professional, I have the knowledge and experience in managing individuals, relationships, employees, teams, etc. I have experience in compliance and regulatory, accounting and budgets, grant proposals and execution, and an acute ability to envision and strategize for immediate and future goals and opportunities.

8. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

At the end of the first year, I envision a school operating with K-2 enrollment at 132 and a waiting list for future enrollment. Children and parents are engaged in the philosophy of the school. The board is helping the school by providing guidance and continuous improvement along with fund raising and exploring relationships with local business and major corporations. Numerous assessments are being made in regards to classroom needs from basics to computers and other technology. Establishing best practices and determining where improvements are needed. Most of all, change, will be a factor. Some of the best teachers and administrators are not cut out for “start-up” work and its challenges. To minimize the attrition amongst teachers and staff, careful attention must be paid to them in the initial stages and throughout the development.

After four years, the school will be standing strong, serving K-5 with enrollment nearing the 300 mark. Activities will be second nature with overall improvements in the classroom, parent participation and community support. Fisher Academy will demonstrate its success by significant growth in overall classroom achievement and test scores. Much of the school’s success will be determined by the data and the facts. It will speak for itself.

II. Educational Philosophy

9. What is your understanding of the school’s mission and/or philosophy?

The Fisher Academy will provide a loving and caring environment focused on student success during a child’s early years of development and providing a framework that leads to college enrollment and completion. Its core values will address the underserved, providing access to free and quality education. Its teachers, administrators and staff will shape the

format with and expectation of academic excellence. Stimulation from leadership will create an effect that will be contagious in the community, evoking a renewed sense of social responsibility. Over time, student success rates will speak for themselves with children well prepared to seek a college education.

10. Are you familiar with the school's proposed educational program? How would you describe it?

STEM (an education based on Science, Technology, Engineering and Mathematics). It is a style of education, non-traditional with emphasis on problem solving, exploring and encouraging curiosity leading to learning, discovering as a result of research and curiosity combined, and problem solving. This type of learning shares a similar core to Montessori education for which I am very familiar.

While the topics are very specific, i.e. science, technology, engineering and mathematics, the learning style of learning through problem solving, innovation, curiosity, collaboration, and sensory is very similar in theory. The very basic principles of Montessori education offer students field trips, hands-on learning, and understanding of and engagement with our environment. Unlocking this curiosity at an early age is the key to providing a platform to seek knowledge and see learning as a thrill rather than a redundant, disjointed task.

11. What are the characteristics of a successful school? What specific steps do you think the board of education will need to take in the first year or two to ensure this school is successful?

Success for the Fisher Academy will be determined by "participation and engagement". The board will need reporting on student and parent activity, routinely checking the pulse for a happy and healthy administration and faculty, learning initiatives, community interaction, gaining additional community support. etc. Collecting data will be the core driver for providing details of what works and what actions are needed to correct undesirable outcomes and working with urgency to employ solutions.

III. Conflict of Interest Disclosure

12. Do you or your spouse know any of the other prospective board members? If so, please indicate the name of the person and the relationship.

No.

13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship.

No.

14. Do you or your spouse know anyone that plans to do business with the school? If so, please indicated and describe the relationship and the nature of the potential business.

No.

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship.

No.

16. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual, or management interest in the educational service provider?

No.

17. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, please describe the potential relationship.

No.

18. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

No.

19. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends or family).

In this type of occurrence, I believe the role of the board is to be upfront in selecting vendors or any other purchases or appointments. Vendor selection should be defined by the need and the best offer suitable and competitive for the school. It is important that all dealings, anticipated or contemplated, are documented and sourced, i.e. due diligence. Board members should speak directly about any and all relationships, at the time of bargaining, should any exist. There are procedures and processes that can be

put in place to continue to scrutinize these types of events, as simple as board members being reminded of their role and asking the question at **each occurrence**. *Do you or your spouse have a direct or indirect ownership, employment, contractual, or management interest in the educational service provider?.....*



Section B.3

Management and Operation

B.3 Management and Operation

Fisher Academy will only hire individuals who support our philosophy of education and mission. These individuals must be committed life-long learners who are qualified to carry out all duties and responsibilities as leaders within the school. All staff members will undergo criminal background checks and family care safety registry checks as required by R.S. Mo §160.408.11 and will be employed by Fisher Academy. Fisher Academy will begin start-up activities the year prior to the opening of the school. The first position that will be filled is the Principal. He or she will be hired by August 2017 to give him or her ample time to recruit the three additional members of the executive team (Assistant Principal, Director of Operations (DO), and Administrative Assistant). All three will be hired during Year One.

In the pre-opening year, the Principal will be responsible for developing the academic and student character programs, ordering school curriculum, student recruitment and community outreach, budget preparation, review, and adjustment, hiring teachers, and a DO. He or she will also be responsible for creating professional development programs for teachers in summer of 2018 prior to school opening. The hiring timeline for Fisher Academy is below:

Position	2017 -2018 (pre-opening)	2018-2019 (K-2)	2019-2020 (K-3)	2020-2021 (K-4)	2021-2022 (K-5)	2022-2023 (K-6)
Enrollment	0	132	186	244	288	332
Principal	1	1	1	1	1	1
Asst. Principal	0	0	1	1	1	1
DO	0	1	1	1	1	1
Admin. Assistant	0	1	1	1	1	1
Computer/Tech	0	0	1	1	1	1
Facilities	0	0	0	1	1	2
Social Worker	0	0	1	1	1	1
PE Teacher	0	.5	.5	1	1	1
Teachers	0	6	9	12	15	18
Teacher Aides	0	1	1	2	2	2
SPED Teacher	0	1	1	1	1	1

Prior to school opening, the principal, in conjunction with the Board of Directors, will develop a complete set of personnel policies that will determine all hiring, evaluation, promotion and termination guidelines. The Principal will then use those guidelines to hire the Administrative Assistant, DO, and instructional staff. The same personnel policies will be used to hire future employees.

Also during the first year, the instructional staff including a Special Education Teacher, and a Teacher Aide will be hired. The following years will include adding additional teachers and aides to include three teachers per school year and one additional Teacher Aide beginning in Year Three. By its fifth year, Fisher Academy will have 18 teachers, 2 teacher aides, and a SPED Teacher on staff, serving a total of 332 students.

All hired staff will be certified and highly trained and qualified in their specific area of expertise. All hiring will be done by the Principal. Hiring will begin in January 2018 to ensure that all hired staff are in alignment with the mission of Fisher Academy and well prepared for opening day.

(See Appendix M – Organizational Chart and Appendix N – Job Descriptions)

Position Descriptions for Executive Leadership Team

Principal

Fisher Academy’s Board of Directors will form a Recruitment Committee using board members, educational and business professional, and community members to conduct a thorough local and national search for the Principal. Professional recruitment agencies, Teach for America, Independent Schools of St. Louis (ISSL), North American Reggio Emilia Association (NAREA), and other recruitment sources will be used in addition to the Recruitment Committee. The Recruitment Committee will select the candidates they feel are best qualified to carry the mission and support the goals of Fisher Academy. The final decision will be made by the Board of Directors.

The Principal should have five plus years of exemplary STEM teaching and experiential learning experience, administrative certification and experience as an administrator, possess excellent research and interpersonal communication skills that are highly instrumental in identifying potential donors and building relationships with current and potential donors that will provoke them to either become or remain interested in funding the mission of Fisher Academy. The Principal is to serve as the instructional leader and coach to the teaching staff and director of executive and support staff. He or she is responsible for the hiring and evaluation of all staff members. He or she must be highly skilled at establishing a collaborative and positive working environment with the teaching and support staff. The Principal is responsible for driving rigor and relevance in curriculum and in school culture, and in achieving the academic and socioemotional goals of the school.

The Principal will serve as the face of Fisher Academy and act as the liaison between Fisher Academy and the Board of Directors. The Assistant Principal (hired in Year Two) and Director of Operations (hired in Year One) will report directly to the Principal. The Principal will foster a reflective, collaborative and inspiring culture for students, families, faculty and community partners that aligns with Fisher Academy’s mission, vision and educational philosophy.

The Principal will be responsible for student recruiting and the development and implementation of a school orientation program for students and families. The Principal will be the leader of the student body and have daily interaction with students. It is also the core duty of the Principal to understand the special needs of individual students and for creating and supervising programs such as special education, English Language Learner, and students with disabilities to meet the needs of all students.

The Principal will be responsible for the recruiting, hiring, developing, managing, promoting, and retaining high quality, high impact leaders, teachers, and support staff members. The

Principal will also be in charge of developing and implementing faculty and staff professional development programs.

The Principal will be responsible for leading and managing the school with a focus on driving excellence and realizing significant and meaningful achievements for all students. This position will oversee the selection, development and implementation of curriculum with STEM focus that serves as a model for excellence in education and is designed to prepare students for college.

The Principal will develop and implement accountability practices to evaluate school effectiveness and make strategic decisions to ensure the school, its teachers, and its results are always improving. It is also the responsibility of the Principal to ensure that the school remains in compliance with the Missouri Department of Elementary and Secondary Education requirements.

The Principal will be responsible for creating active and ongoing partnerships with viable organizations and businesses, and being actively engaged in local and national educational organizations. This includes being active in the community in a way that engages stakeholders and the community in the activities and academic approach of Fisher Academy.

The Principal will be responsible for the strategic fundraising plans of Fisher Academy. This includes oversight and management of grant applications and funds.

Assistant Principal

The Principal will hire an Assistant Principal that has a background in education and strong school leadership. The candidate must have strong communication, organizational, and leadership skills, and have the ability to solve problems using a creative and diplomatic approach. The Assistant Principal will be hired in Year Two and will report directly to the Principal.

The Assistant Principal is full-time position. The Assistant Principal will be responsible for the overall welfare of the school's student body including overseeing discipline, counseling and delivery of social services to the students. Additionally, this position will work closely with the Principal in creating and maintaining key relationships with both corporate and non-profit organization partners for the benefit of Fisher Academy students.

The Assistant Principal oversees the college counseling program (beginning in Year Five), coordinates and directs the athletics program, designs and implements all after school programs, identifies and orchestrates all components of internships for eligible students, oversees the marketing and communications activities of Fisher Academy, and recruits and coordinates school volunteers. The Assistant Principal will also be the link between the school and the students' parents and family members including the development of programming for families.

Further, the Assistant Principal will be responsible for the implementation of the character education program, handling minor disciplinary issues with students and minor grievances with parents. The Assistant Principal will be hired in Year Two to ensure that the Principal is

available to teachers for classroom support and to monitor all aspects of school operations to ensure that Fisher Academy is consistently providing high-quality education that is driven by expertise. The Assistant Principal will work with the Social Worker (hired during Year Two) to develop and implement the school's college readiness and counseling program, which will begin for all students in 6th grade (Year Five of this charter). The Assistant Principal will also work closely with the Social Worker to create and roll out a business education curriculum, including internships, to prepare students for employment during summers and after graduation.

Social Worker

The Principal will hire a Social Worker who has a strong background in the field as well at least a MSW degree. The Social Worker must be a thoughtful and clear communicator and a creative problem-solver. The Social Worker must demonstrate knowledge of how best to access resources in the St. Louis community for students and their families. The Social Worker must be First Aid/CPR certified and maintain. The Social Worker will be hired in Year Two and will report directly to the Assistant Principal.

The Social Worker is a full-time position. The Social Worker will be responsible for participating in special education assessment meetings as well as Individual Educational Planning Meetings. He or she will also be responsible for working with those problems in a child's living situation that affect the child's adjustment in school. (home, school, and community), preparing a social or developmental history on a child with a disability, mobilizing family, school, and community resources to enable the child to learn as effectively as possible in his or her educational program, and assisting in developing positive behavioral intervention strategies.

The Social Worker will be responsible for providing crisis intervention, developing intervention strategies to increase academic success, assisting with conflict resolution and anger management, helping the child develop appropriate social interaction skills, assisting the child in understanding and accepting self and others.

The Social Worker will be responsible for working with parents to facilitate their support in their children's school adjustment, alleviating family stress to enable the child to function more effectively in school and the community, assisting parents with accessing programs available to students with special needs, and assisting parents in accessing and utilizing school and community resources.

The Social Worker will be responsible for providing staff with essential information to better understand factors (cultural, societal, economic, familial, health, etc.) affecting a student's performance and behavior, assessing students with mental health concerns, developing staff in-service training programs, assisting teachers with behavior management, providing direct support to staff, and obtaining and coordinating community resources to meet students' needs.

The Social Worker will be responsible for helping Fisher Academy receive adequate support from social and mental health agencies, administering student medications, orchestrating services from a visiting nurse (as needed), advocating for new and improved community/school service to

meet the needs of students and families, helping the system respond effectively to each student's needs, identifying and reporting child abuse and neglect, providing consultation regarding school law and school policy including IDEA and Section 504, and providing case management for students and families requiring multiple resources.

Director of Operations

The Principal will hire a Director of Operations (DO) who has a strong accounting background and is highly organized, detail oriented, and practices excellent record-keeping skills. The DO will have a background in public school accounting and reporting. The DO will be hired in Year One and will report directly to the Principal.

The DO is a full-time position. The DO is responsible, in conjunction with EdOps, for the financial health of Fisher Academy and will ensure the Fisher Academy remains in adherence to the budget and working with the Principal to design and implement a fundraising plan. The DO monitors capital projects on a regular basis. The DO manages Fisher Academy's revenues, investment accounts, purchasing, invoicing, payroll distribution and insurance policies. The DO is responsible for working with EdOps and ensuring that Fisher Academy is in legal compliance with local, state and federal laws and for managing Fisher Academy's audit procedures.

The DO is responsible for overseeing Fisher Academy's enrollment process, ensuring that enrollment is open to all students, including those with special needs. The DO will implement accurate data tracking systems and file the necessary reports with DESE, including attendance records.

The DO will be responsible for supervising Fisher Academy's facility, including capital enhancements, maintenance, security and janitorial services. The DO will oversee Fisher Academy's IT needs, manage all classroom supplies and textbooks, oversee scheduling food services, transportation needs, and school uniforms.

The DO will be responsible for Fisher Academy's marketing and communications, working with the Principal to ensure that the Fisher Academy's messaging is clear and consistent.

Administrative Assistant

The Principal will hire an Administrative Assistant who has a strong secretarial and clerical background in a school office or professional office environment. The Administrative Assistant will have a solid knowledge of technology in the areas of office software, electronic communication, database systems, word processing, spreadsheets, and office equipment operation (i.e., phones, fax, and copier), and will possess strong service-related people skills and problem solving skills as this position is generally the first contact and has significant responsibility in representing the school. The Administrative Assistant must be First Aid/CPR certified and maintain certification. The Administrative Assistant will be hired during Year One and will report directly to the Principal.

The Administrative Assistant is a full-time position. The Administrative Assistant is responsible for working in an administrative support role to the Principal and providing support to the Fisher Academy's administrative team as needed. The Administrative Assistant also provides front counter support including, but not limited to answering phones, taking messages, directing calls, coordinating general school office operations, and greeting and attending to school visitors, school staff, student requests, and administering any prescribed medications to students until the Social Worker is hired during Year Two.

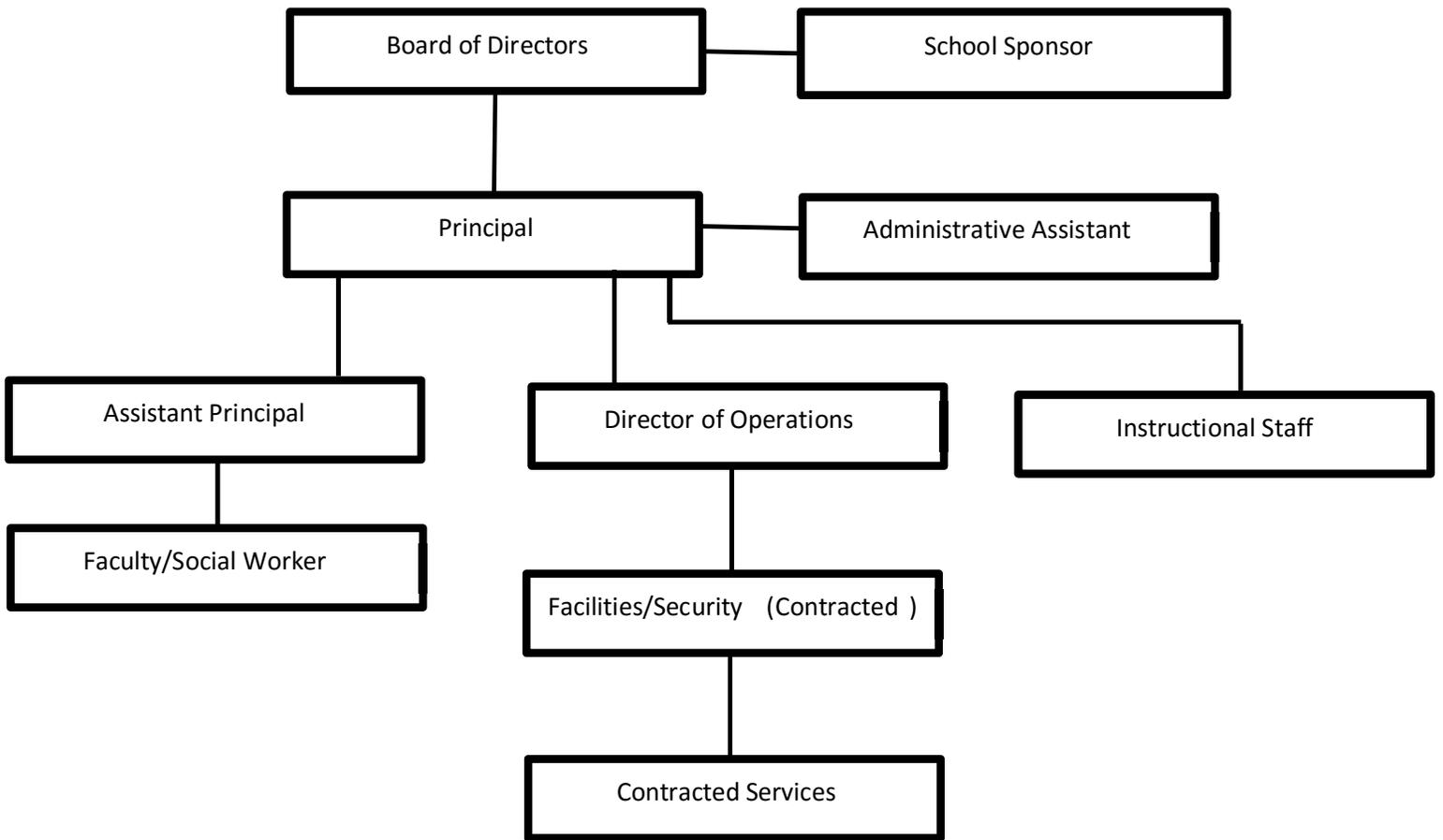
Early Years of Management

The current long-term organizational management plan as described in the charter is ideal when Fisher Academy has been established and well-funded for at least three years. In its infancy stages, when Fisher Academy has not reached full enrollment, management will likely look quite different. Fisher Academy will also outsource some of its management functions. In addition, as Fisher Academy continues to grow and expand, management will grow and expand to meet the needs of our students.



Appendix M

Organizational Chart





Appendix N

Job Descriptions

Principal

Qualifications

- Five plus years of exemplary STEM teaching
- Administrative certification and experience as an administrator
- Possess both excellent research and interpersonal communication skills
- Skill in identifying potential donors and building relationships with current and potential donors

Key Responsibilities

Administration

- Ensure that the school remains in compliance with the Missouri Department of Elementary and Secondary Education requirements
- Hire and evaluate all staff members

Professional Development

- Serve as the instructional leader and coach to the teaching staff and director of executive and support staff
- Develop and implement faculty and staff professional development programs
- Develop and implement practices to evaluate school effectiveness and make strategic decisions to ensure the school, its teachers, and its results are always improving
- Produce and maintain a collaborative and positive working environment

School Community

- Recruit students as well as develop and implement school orientation program for students and families
- Leader of the student body and have daily interaction with students
- Foster a reflective, collaborative and inspiring culture for students, families, faculty and community partners that aligns with Fisher Academy's mission, vision and educational philosophy
- Understand the special needs of individual students and for creating and supervising programs such as special education, English Language Learner, and students with disabilities to meet the needs of all students.

Data-Driven Curriculum

- Lead and manage the school with a focus on driving excellence and realizing significant and meaningful achievements for all students
- Oversee the selection, development and implementation of curriculum with STEM focus that serves as a model for excellence in education and is designed to prepare students for college
- Drive rigor and relevance in curriculum and in school culture in order to achieve the academic and socioemotional goals of the school

Community Outreach

- Serve as the face of Fisher Academy
- Act as the liaison between Fisher Academy and the Board of Directors
- Create active and ongoing partnerships with viable organizations and businesses
- Actively engage in local and national educational organizations
- Brainstorm strategic fundraising plans for Fisher Academy
- Oversee and manage grant applications and funds

Assistant Principal

Qualifications

- Strong communication, organizational, and leadership skills
- Ability to solve problems using a creative and diplomatic approach
- Administrative Certification and experience

Key Responsibilities

Student Character Development

- Responsible for the overall welfare of the student body, including counseling and delivery of social services to students
- Oversee any disciplinary issues
- Implement the Character Education Program to the students
- Develop and implement the college counseling program alongside the Social Worker
- Create and roll out a business education curriculum with the aid of the Social Worker

Student Engagement

- Coordinate and direct the athletics program
- Design and implement all after school programming
- Identify and orchestrate all components of student internship opportunities

Community Engagement

- Recruit and coordinate school volunteers
- Develop programming for the students' families
- Serve as the liaison between the school and the families
- Handle any potential family grievances
- Oversee the marketing and communications activities of Fisher Academy
- Work closely with the Principal to create and maintain both corporate and non-profit organization partnerships

Social Worker

Qualifications

- Have a strong social work background as well as an MSW degree

- Thoughtful and clear communicator and creative problem-solver
- Knowledge of St. Louis community resources for students and their families
- Maintain First Aid and CPR certification

Key Responsibilities

Student Health

- Assess students with mental health concerns
- Identify and report child abuse and neglect
- Provide case management for students and families requiring multiple resources
- Mobilize family, school, and community resources to enable a child to learn as effectively as possible in his or her education program
- Work with students to help alleviate living situation stressors that affect school performance
- Responsible for crisis intervention, conflict resolution, and anger management
- Help children development appropriate social interaction skills
- Assist in developing positive resources behavioral intervention strategies
- Assist the students in understanding and accepting themselves and others
- Administer student medications and orchestrate services from visiting nurse

Student and Staff Instructional Support

- Prepare a social or developmental history on a child with a disability
- Participate in special education assessment meetings as well as Individual Educational Planning Meetings
- Develop intervention strategies to increase student academic success
- Help the school to respond to each child's individual needs
- Provide staff with essential information (any cultural, societal, economic, familial, health, etc factors) to better understand a student's performance and behavior
- Develop staff in-service training programs
- Assist teachers with behavior management and provide any additional or needed staff support
- Provide consultation regarding school law and policy including IDEA and Section 504

Family Support

- Work with families to facilitate their support in their child's school adjustment
- Alleviate family stress to enable the child to function more effectively in school and the community
- Assist parents with accessing programs available to students with special needs
- Assist parents in accessing and utilizing school and community resources

Community Interventions and Advocacy

- Obtain and coordinate community resources to meet students' needs
- Help Fisher Academy receive adequate support from social and mental health agencies
- Advocate for new and improved community and school services to meet the needs of the Fisher Academy Students

Director of Operations

Qualifications

- Strong accounting background
- Highly organized, detail oriented, and practices excellent record keeping skills

- Background in public school accounting and reporting

Key Responsibilities

Financial Oversight

- Responsible, in conjunction with EdOps, for the financial health of Fisher Academy
- Ensure that Fisher Academy adheres to the budget
- Work with the Principal to design and implement a fundraising plan
- Monitor capital on a regular basis, managing Fisher Academy's revenues, investments, purchasing, invoicing, payroll distribution, and insurance policies
- Manage audit procedures

Compliance Adherence

- Ensure that Fisher Academy is in legal compliance with local, state, and federal laws
- Oversee Fisher Academy's enrollment process, ensuring that enrollment is open to all students, including those with special needs
- Implement accurate data tracking systems and file necessary reports with DESE, including attendance records

Facility Oversight

- Supervise facility, including capital enhancement, maintenance security, and janitorial services
- Oversee IT needs, schedule food services, transportation needs, and school uniforms
- Manage classroom supplies and textbooks
- Responsible for Fisher Academy's marketing and communications, working with the principal to ensure that Fisher Academy's messaging is clear and consistent

Administrative Assistant

Qualifications

- Strong secretarial and clerical background in a school or professional office environment
- Solid knowledge base of technology in the areas of Microsoft Office software, electronic communication, database systems, word processing, spreadsheets, and general office equipment operation (i.e., phones, fax, copier, etc)

- Possess strong service-related people skills and problem solving ability, as the Administrative Assistant will generally be the first contact someone has with the school
- Must have and maintain CPR and First Aid Certification

Key Responsibilities

- Work in an administrative support role to the Principal
- Provide support to the Fisher Academy's administrative team as needed
- Provide front counter support, including but not limited to answering phones, taking messages, directing calls, coordinating general school office operations, greeting and attending to school visitors and staff, handle student requests, and administer any medications in the Social Worker's absence

Teacher

Qualifications

- Be a new teacher with strong interest in STEM and experiential learning
- At least two years teaching experience, have a strong interest in STEM and experiential learning, and have a Missouri Teaching License
- Positive attitude and strong work ethic
- Deep belief that all students, regardless of their backgrounds and educational pasts, have the potential to succeed in college and beyond

- Desire to work at a STEM high school and have a strong content knowledge in area of choice

Key Responsibilities

In the Classroom

- Demonstrate strong teaching abilities
- Hold high expectations for each student
- Collaboratively develop and implement student policies within the classroom
- Foster positive rapport and relationships with students
- Create an enthusiastic and optimistic learning environment
- Set and meet measurable goals for students
- Maintain a data-driven classrooms with measurable, meaningful results

Outside the Classroom

- Communicate frequently with parents
- Serve on school committees as needed
- Perform clerical duties, as required, relating to textbooks, instructional supplies, student report cards, attendance records, etc
- Remain on call in the evenings to provide student support



Section B.4

Staffing and Human Resources

B.4 Staffing and Human Resources

A quality faculty is at the center of a successful school, however, teachers alone cannot be held accountable for a school success or failure. The school environment and school leaders, who shape these environments, are crucial to launching teachers to do their best work in the classroom. These environments that support great teaching also, promote student learning. The stakes are high as poor leadership and a lack of an effective retention strategy can lead to teacher attrition that depress levels of student achievement and negatively affect the school community. Thus, Fisher Academy, as part of the school's long-term strategic plan, is dedicated to not only hiring top educators but also making their retention top priority.

Recruitment and Retention Strategy

Recruitment – “It’s All About The Right People”

Fisher Academy believes that retention starts with thoughtful hiring, and in-depth preparation and training. We believe that having an earlier hiring timeline--starting in January—allows more time for sample lessons and more time to identify teacher-school “fit”. Encouraging teacher candidates to connect with current teachers and to co-plan with prospective colleagues helps ensure that new hires are a good fit for Fisher Academy’s culture. Getting the right candidate doesn’t just mean getting them in early. It also means they have the teaching abilities to meet Fisher Academy’s high standards and the school’s culture. Fisher Academy is looking for teachers who have strong classroom management skills and content knowledge in their field, but also have a growth mindset, who are able to take feedback and put it to good use. Candidates must be pioneering and ready to teach using innovative technology in the classroom. Since experiential learning is at the core of Fisher Academy’s mission, teachers must be collaborative and flexible to allow students to learn hands-on at their individual pace. Most of all, Fisher Academy’s teachers must nurture creativity, curiosity and confidence, which breed a lifelong love of learning.

To find qualified teachers, Fisher Academy will build relationships with higher education institutions and utilize employment and social media websites to post openings. Due to high turnover in St. Louis urban and charter schools for first-year teachers,⁵¹ Fisher Academy will be initially focused in hiring only experienced, classroom teachers that are familiar with the challenges and rewards of teaching in an urban setting. As part of the recruitment plan, Fisher Academy will target students of higher education institutions that are offering continued education for teachers that have experience in the field. For example, Maryville University has a Doctor of Education program designed for individuals who have earned their master’s degree and are looking to build teacher leadership, coaching, professional development, curriculum design and implementation in the elementary/middle school/high school setting. Fisher Academy will also actively recruit proven classroom teachers in other districts and utilize memberships in hiring searches within the experiential community such as the Association for Experiential Education, National Society for Experiential Education, STEM Education Coalition, and St.

⁵¹ http://www.stltoday.com/news/local/education/challenges-in-st-louis-schools-have-some-teachers-quitting/article_7ad8b53c-bfa5-5abf-839e-4474c461e277.html

Louis's STEMpact collaborative network as well as post openings on www.moteachingjobs.com, www.moreap.net, www.monster.com, www.diversejobs.net, and other career websites.

In recruiting, Fisher Academy will incent and inspire. Incentives will include performance-based bonuses, competitive salaries, and professional development opportunities. Inspiration will come through sharing the story of making a true difference in the lives of the children in North County St. Louis. Fisher Academy wants teachers that share our school's mission and are motivated by it.

Retention—“It's All About Keeping The Right People”

Fisher Academy leadership will work to ensure that best practices are used to create a positive work environment where teacher retention is top priority. As part of a comprehensive retention plan to be implemented by the Principal, Fisher Academy is committed to retention by:

- Communicating clear school expectations with the commitment to frequent, high-quality feedback.
- Recognizing publicly faculty and staff accomplishments.
- Investing in continued professional development.
- Developing leadership opportunities for top-performing teachers.
- Compensating faculty and staff competitively and relating it to their performance and contributions to the school and their impact on students.
- Developing a teacher “climate study” survey to identify and remove any barriers to effective teaching and continue to improve the school environment.

Fisher Academy will retain high-quality, effective teachers by offering full benefits and salary increases after each year of service as well as additional compensation based on performance. Fisher Academy will design a compensation policy for teachers based on a number of factors including, but not limited, to teacher evaluations and student test scores. Other factors including student and parent satisfaction surveys may also be included. A formal system will be developed prior to the opening of Fisher Academy. Teachers will also receive exceptional professional development, including STEM, experiential learning, and multi-grade, which has been allocated in Fisher Academy's budget using Title 1 and Title 2 funds. This will ensure that professional development is applied and measured against the Fisher Academy mission as described in A.2 and A.3.

Faculty and Staff Performance Review

Fisher Academy will utilize proven evaluation standards used in the Missouri Educator Evaluation System to measure and track performance and growth of its faculty and staff. The Principal will design an evaluation process to evaluate teachers annually against clear, rigorous performance expectations. These expectations will be refined regularly with clear, measurable goals that align with the goals of Fisher Academy. Regular feedback throughout the year is crucial. Teachers will have regular conversations with the Principal to discuss progress, overall classroom performance, professional developmental goals, and required classroom focus to ensure that STEM and experiential learning goals are being met in conjunction with the MLS. The evaluation process will have meaningful implications, both positive and negative, and will contribute to the systematic improvement of the faculty and school. The Principal will be held accountable for using evaluation outcomes as a way to identify, develop, and keep talented teachers, which is one of the most, if not most, important priorities of the Principal. Fisher Academy's Board will ensure that the Principal receives the oversight, training, and support that he or she needs to evaluate teachers fairly, consistently, and accurately.

Teachers will conduct self and peer evaluations. This type of transparency provides a high level of accountability from the bottom up instead of the top down. It also allows opportunity for cooperative learning and development in ensuring that student and school goals are consistently met. Individuals working side-by-side offer a unique perspective and can provide the administration with a more holistic view of a teacher's performance.

State Requirement Compliance

All employees will understand their responsibility in creating a safe and supportive learning environment and be required to attend orientation training in the following areas: cultural competence, the responsive classroom approach, and understanding their mandated reporter responsibilities.

Cultural Competence: “Cultural competence is having an awareness of one’s own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to understand the within-group differences that make each student unique, while celebrating the between-group variations that make our country a tapestry. This understanding informs and expands teaching practices in the culturally competent educator’s classroom.”⁵²

Responsive Classroom Approach: A research-based approach to teaching that focuses on the strong link between academic success and social-emotional learning (SEL). A responsive classroom operates on the premise that a high-quality education for every child is built on the foundation of a safe and joyful learning community.⁵³

As part of the orientation training, employees will be provided and guided through the Fisher Academy's Faculty and Staff Handbook. All employees awarded an employment contract will be required to sign the handbook's statement of understanding and compliance. Teachers and staff members will be certified in first-aid every three years and CPR annually.

⁵² <http://www.nea.org/home/39783.htm>

⁵³ <https://www.responsiveclassroom.org/>

In compliance with the State of Missouri requirements, all employees will undergo a complete criminal and family care safety registry background check. Fisher Academy will not employ classroom leaders whose certificate of license to teach has been revoked by the Missouri State Board of Education in accordance with Missouri Revised Statutes 168.071. Fisher Academy will ensure that certified personnel supervise all non-certified personnel. Staff and faculty will follow state and federal laws for supporting students with physical or learning disabilities.



Section B.5

Student Recruitment and Enrollment

B.5 Student Recruitment and Enrollment

As described in A.5, we analyzed the Normandy Schools Collaborative and demonstrated that there is currently no option for a free and quality education for students in the district. In this section, we will describe our community support for Fisher Academy, our plans for further engagement, and the process and timeline for student enrollment.

The need for the first high-quality, performing Charter School in St. Louis County became evident when in January 1, 2013, Normandy Schools Collaborative lost its accreditation and students were given the choice to attend another accredited school district. In an effort to turn the district around, on January 1, 2014 the Normandy Schools Collaborative was established to break the cycle of persistent low achievement by Normandy Schools Collaborative. Normandy and the surrounding community have expressed an interest and a curiosity for a Charter School and better free public school options for their children, as evidenced by the outcries of parents like Lisa Thompson⁵⁴ and Judge Michael Burton, who wrote that Normandy “was not just unaccredited, it was abysmally unaccredited.”⁵⁵

While efforts are being made to improve Normandy’s student achievement, the number of students choosing to transfer from Normandy Schools Collaborative during the 2013-2014 school year was 945 and in 2014-2015 there were 426 students. Unfortunately for Normandy, these students have chosen to attend an accredited school outside of their home school district which negatively impacts their budget and student attendance. If Normandy Schools Collaborative is unable to meet accreditation criteria, an alternative school setting within the geographical area may be the only way to allow these students from Normandy Schools Collaborative to attend school back in their home district. As long as students have the choice to attend an accredited school district outside of Normandy Schools Collaborative, the community will experience students traveling across the county to attend school. The Fisher Academy will offer students an opportunity to attend school in their home district.

Fisher Academy will be free and open to all students eligible to attend Normandy Schools Collaborative. Fisher Academy will not have admission criteria and serve ALL students including those with diagnosed special needs. The following Missouri school attendance guidelines will apply: a child is eligible for admission to kindergarten if the child reaches the age of five (5) before the first day of August of the school year beginning in that calendar year; a child is eligible for admission to first grade if the child reaches the age of six (6) before the first day of August.

As described in A.1, Fisher Academy is applying for a K-12 charter that will begin serving K-2 in fall 2018. Our projected opening year enrollment is 132 students. We will add one grade each school year unit we reach a capacity of 332 during the 2022 – 2023 school year. Fisher Academy anticipates a low rate of student attrition and will backfill seats from a waiting list to maintain full enrollment.

⁵⁴ <https://www.the74million.org/article/a-year-after-ferguson-st-louis-parents-fight-to-escape-michael-browns-terrible-high-school>

⁵⁵ <https://www.the74million.org/article/a-year-after-ferguson-st-louis-parents-fight-to-escape-michael-browns-terrible-high-school>

Student Recruitment Plan

The student recruitment plan includes several phases. In the earliest stage, Fisher Academy's Board will begin to develop and cultivate relationships in the community well before the actual student recruitment begins. This includes inviting Normandy residents, community churches, local business owners, public school personnel and community leaders to informational meetings. It will be important for the board to take a long-range approach to building credibility and understanding in the community to gain support from community leaders who are in a position to encourage families to consider enrolling in Fisher Academy.

Fisher Academy's Board will conduct focus groups to review the school's mission and vision while posing questions to community members regarding family needs, expectations and responding to participant's questions and concerns. Results from the focus groups will be considered during the planning stages and also as a way of beginning to educate the community about Fisher Academy and serve as a source of contacts for recruiting students in the future.

As relationships with these and other organizations build, the second phase of Fisher Academy recruitment plan is to reach out to the families of potential students through targeted mailings that explain the school's mission and program. The Principal will attend events in Normandy and surrounding municipalities within the Normandy Schools Collaborative catchment area, and neighborhood association events and meetings. This exposure to the community will make students and families aware of Fisher Academy as a unique educational option. Grassroots neighborhood campaigns and door-to-door visits will also be designed to attract families.

Fisher Academy's Board of Directors is comprised of a diverse group of professionals from varied backgrounds including Media and Marketing. Therefore both pro bono and very minimal cost engagement in a public relations campaign consisting of a combination of radio and print media coverage will be done using our contacts in the media to gain access to this kind of publicity. Fisher Academy will also implement a social media plan to use in recruitment. Fisher Academy will have a website and will also include links to twitter, Facebook, and Linked-In. A fully established social media plan will be useful in recruitment, marketing and building donor relationships.

The third phase of Fisher Academy's recruitment plan will be a series of open houses and community meetings for families and students to learn more about Fisher Academy and to later visit the school. During the open house, families will meet Fisher Academy's school leaders and faculty and will learn of the School's mission and philosophy and be able to ask questions. FAQs will be provided to families attending these events. During these events, enrollment and interest forms will be provided. School administrators will contact families within 48 hours of attending an event.

(See Exhibit 1 – Frequently Asked Questions about Charter Schools and Exhibit 2 – Sample Community Meeting Agenda)

Recruitment Timeline:

Focus Groups	March 2017-June 2017
Community Meetings	November 2015-May 2018
Recruitment Fairs	Beginning Fall 2017
Door-to-Door Campaign	Beginning Fall 2017
Advertising and Marketing	November 2016 - ongoing

Enrollment Projections

Fisher Academy will open its first year with Kindergarten, First and Second grades. Targeted enrollment is 66 Kindergarten students, 44 First grade students, and 22 Second grade students.

The following table depicts our enrollment goals for the first five years of operation:

Grade Level	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
K	66	66	66	66	66
1	44	60	60	60	60
2	22	40	54	54	54
3	0	20	40	48	48
4	0	0	20	40	44
5	0	0	0	20	40
6	0	0	0	0	20
Total	132	186	240	288	332

While these numbers are the *anticipated* enrollment, other factors such as facility availability, regional growth plans, or modifications to the overall school plan over time may alter these numbers. Starting with 132 students will provide a strong momentum and likely appeal to families and benefactors.

It is anticipated that our projected enrollment will first of all bring life and energy to the program, will allow for diversity, a wealth of opportunities for friendships, and enough students to be able to test the effectiveness of the program. Secondly, the number lends itself to an easy division into two groups as needed, creating a clear construct for hiring teachers. Finally, facilities and financing do have their place in the determination of enrollment size. Fisher Academy's budget is dependent on its enrollment and the programming model becomes difficult to sustain when the budget is based on enrollment. The model of small class sizes, advisory, individual attention, and individually tailored college counseling during high school become more feasible.

Enrollment Process

Enrollment paperwork will be available in multiple languages beginning in January 2018 for children who will enter kindergarten, first or second grade in August 2018. Students are eligible to enroll if they reside inside the boundaries of the Normandy Schools Collaborative. Should there be a strong demand for a particular grade level, a lottery may be held at the end of March.

The Principal will guide the enrollment process, working to create a sustainable, fluid and transparent enrollment process that attracts a large pool of registrants. Through this process, families will experience trust in the process and begin to progress towards social and emotional investment in the school. Fisher Academy enrollment will comply with R.S. MO §160.410 by ensuring that all students resident in the district in which it operates, are nonresident students eligible to attend school outside their home district under an urban voluntary transfer program, ensuring that if capacity is insufficient to enroll all students who submit a timely application, Fisher Academy will have an admissions process that assures all applicants of an equal chance of gaining admission except that students residing in the Normandy Schools Collaborative will receive preference for enrolling in the school, provided that the preference does not result in the establishment of a racially or socioeconomically isolated school and provided that the preference conforms to policies and guidelines established by DESE. Fisher Academy may also give a preference for admission of students whose siblings attend the school or whose parents are employed at the school or in the case of a workplace charter school, a child whose parent is employed in the business district or at the business site of Fisher Academy, and as an alternative charter, Fisher Academy may also give a preference for admission to high-risk students. Also, at no point, during the application process no students are discriminated against based on race, ethnicity, national origin, gender, religious affiliation or disability.

As Fisher Academy gone through its recruitment process, it has collected contact information on interested students and their families. Each family interested in enrolling is encouraged to remain engaged with Fisher Academy's Board of Directors and the Principal (once hired) by following us on Social Media, attending further community meetings, and attending planned focus groups. While this will require a significant amount of time, it is important that expectations and information dissemination begins from the outset. This process will ensure that each student and family is educated and informed of the mission and philosophy, and the school's high expectations for academic and behavioral performance. Each personal contact provides greater opportunity for information sharing and decreases the likelihood of before-school attrition.

Fisher Academy's enrollment will be open to eligible students and will set the maximum number of students to enroll at each particular grade level, hosting up to three enrollment sessions. Students who are eligible to attend through the VICC program may only enroll during the third enrollment session (which will be held only if the School is not fully enrolled after the earlier sessions).

Registration will be accepted through online, walk-in, and mailed enrollment submissions. The first enrollment session will run for approximately six weeks in the early part of the calendar year. Accepted students' families will be notified of enrollment within seven days of the last day

of the enrollment period. Families will have fourteen days to accept Fisher Academy's decision before forfeiting the space. If the maximum capacity has not been reached after the first enrollment session, the school will hold a second enrollment session over a six-week period in the early spring. This enrollment session will be administered like the first. The final session (which will only be held if the School is not fully enrolled) will be held over a six-week period in the late spring/early summer. During this third session, the enrollment preferences described above will again be in place. After those students are accepted, if there are still spots available, the school will enroll students who are eligible to enroll under the Voluntary Inter-District Choice Corporation (VICC) program. (Note that transportation will not be provided for any students attending Fisher Academy.)

The Board may elect to apply the enrollment policies that apply to the third enrollment session as described herein, to the second enrollment session as well, after considering the enrollment numbers resulting from the first enrollment session. That is to say, the Board may elect to open enrollment during the second enrollment session to students who are eligible to enroll through the VICC program, though preference would be given to students who reside in the Normandy Schools Collaborative.

During each of these enrollment periods, if more students have registered than there are available seats, a lottery will be used to determine which students are accepted with the stated preferences being taken into consideration in administering the lottery. Fisher Academy will create a numbered waiting list for those students who are not admitted and will draw students from that list, in numerical order, as openings become available.

Enrollment Timeline

- First Round of Enrollment 40% - January, 2018
- Second Round of Enrollment 60% - March, 2018
- Third Round (Lottery if necessary) June 2018

Attrition and retention factors affecting Charter and public schools are common. In our efforts to change the challenges associated with a transient population, Fisher Academy will work diligently to retain its students, as outlined in A.5. We will do this by giving them the individual support they need to be successful in and out of the classroom. Because of the small size, low student/teacher ratio (22:1), daily advisory, and mission of supporting each unique student, the students will not fall between the cracks. At Fisher Academy, the student's achievements will be celebrated publicly and frequently. It is essential that the students feel a sense of pride and of belonging and to anticipate what lies ahead for them at school and beyond.

In an effort to encourage strong retention and to engage families in the school, the Principal will host twice per year meetings attached to family-teacher conferences. During the teacher conference time, students, families and faculty will discuss the student's progress, areas of growth and goals for improvement. During the second part of the meeting, families and personnel will revisit Fisher Academy Parent Commitment agreement and a new form will be signed for the upcoming school year. The faculty and staff will also have an opportunity to discuss school-wide student concerns, challenges and share outstanding achievements.



Section B.6

Parent, Community, and Educator Involvement

B.6 Parent, Community and Educator Involvement

Parent Involvement

As part of our value of Social Responsibility, Fisher Academy will develop a positive school environment where all students, school staff, parents, and the community will commit to helping students become responsible, caring and contributing citizens through comprehensive Character Education. As describe is A.8, one of our goals is Parent Engagement. In light of this, Fisher Academy will achieve at least an overall parent engagement rate of 80% as indicated by yearly parent surveys. Further, as discussed through Section A, to strengthen parent/teacher/school relationships, Fisher Academy will consistently encourage parents to be involved in their child's entire learning experience. We will accomplish this by welcoming parents' engagement in the learning process via volunteerism in the classroom, during community outings, and as part of school advisory councils and Parent/Teacher Organizations. Further, Fisher Academy will host frequent parent-teacher conferences, family-friendly school events including parents and the community, and experiential learning in the community that offers opportunity for parents to be directly involved. Teachers will initiate and maintain open communication with parents and will provide frequent updates on their students' academic progress.

Community Involvement

Fisher Academy's emphasis will always be to create a sense of community within the school and to form strong partnerships with families and community members. Our students and our faculty will benefit from relationships with individuals, organizations, and businesses throughout the area, and those partners will benefit from their involvement with Fisher Academy. Fisher Academy anticipates that many members of the community will visit the school, as it will be a unique environment and an academic model of excellence. Fisher Academy will develop a system for handling these visitors in a way that is welcoming but that does not disrupt classroom or program time. As part of Fisher Academy's mission to build leaders, a team of student ambassadors will be selected and trained to welcome visitors and all of the school's students, faculty and staff will understand that treating visitors with respect is a central tenet of the code of conduct.

Fisher Academy will have an organized approach to engaging volunteers. Volunteers will be required to have background checks and if passed, will have opportunities to assist in academic and extracurricular activities. (Examples of volunteer opportunities include: reading partners, athletic coaches for higher grade levels, and instructors for Science, Technology, Engineering, and Math classes.) These volunteers will go through an orientation and training program; this will serve to educate volunteers about the level of commitment that is expected of them and to build in a level of quality and consistency across the programs. The Assistant Principal will be responsible for coordinating and training volunteers. Volunteers who are not able to meet their commitment in terms of time or professionalism will be redirected to other avenues through which they can support Fisher Academy.

Fisher Academy will actively seek to partner with STEM programs, businesses and corporations in the St. Louis area that promote of mission of STEM-focused experiential learning. One potential partnership is with STEMpact. STEMpact is committed to improving the breadth and

caliber of St. Louis science, technology, engineering and math education through a collaborative network of St. Louis regional businesses, educators, universities, school districts, parents, community organizations and government officials who are committed to improving the breadth and caliber of St. Louis science, technology, engineering and math education. Other potential partners include, but are not limited to: Monsanto, Boeing, St. Louis Science Center, Academy of Science - St. Louis, Challenger Learning Center, Danforth Plant Science Center, Girls Inc., Girls Scouts, and Missouri Botanical Garden.

Fisher Academy will facilitate internship opportunities for its older students with local businesses and organizations that offer exposure, training, and learning in STEM fields. Potential internship hosts will be developed 2 years before Fisher Academy starts the secondary school. Some of the relationships with these organizations and businesses are already being developed and will continue to strengthen as the school and its students mature.

Each year, Fisher Academy students will participate in career awareness activities and/or a local service learning project designed to enhance their skills and knowledge-base in STEM education. A key element in the school's culture is instilling in the students the responsibility to engage in their community. These experiential learning experiences will expose students to the variety of needs that are real and urgent in St. Louis County. Field trips are a core component of this experience. The concepts presented in the classroom are simply optimized through active, explorative experiences. Field trips are a type of experiential learning that gets children away from the traditional classroom setting and into a new mode of learning. They can be as simple as taking a class of children out on the school grounds for a lesson in observation, or as detailed as an out-of-state visit to a particular field site. Field trips not only expand children's learning and experiences but also provide them with hands-on real life experiences.

Field trips provide students with a window to the real world that they don't get in the classroom, and they can help students understand real-world applications of seemingly abstract topics in math and science, among others ranging from trips to local musical and dramatic performances, to art museums, to outdoor areas such as Missouri History Museum, Magic House, City Museum and St. Louis Science Center. Each grade level will have at least nine opportunities per year to integrate topics with field trip experiences.

Fisher Academy's social worker will have a working relationship with social services agencies around St. Louis. It will be important for Fisher Academy's professionals to be able to guide families to appropriate resources for a variety of supports, and the school's connection to the greater community will be essential for it to fulfill this role.

Involving the St. Louis community in the life of the school will enrich our students' experiences as well as the experiences of our community partners. In the many conversations we have had already with members of the St. Louis community, we have found that people are very interested in the plans for the school and that its mission resonates with a wide array of local community members. Cultivating relationships with community members will be essential to Fisher Academy's ongoing success and integrating the school into the fabric of the community will increase its impact beyond the students and the families that it serves directly into the broader St. Louis metropolitan area.

The Fisher Academy board, its teachers and administrators will all be advocates of the school's mission, charged with engaging individuals, local associations, businesses, other community organizations, and local institutions – creating community partnerships in support of the school's success.

Educator Involvement

Fisher Academy will provide teachers with numerous school leadership roles that impact operations, curriculum and the direction of the school's program. The five main areas will be staffing, peer evaluation, curriculum development, Daily Advisory and professional development. These areas directly impact the school and will provide teachers with a high level of ownership and responsibility.

Staffing

Fisher Academy's Board of Directors will hire the Principal. The Principal, with assistance from the Board, will be responsible for the recruiting, hiring, developing, managing, promoting, and retaining high quality, high impact leaders, teachers, and support staff members.

Peer Evaluations

Teachers will conduct self and peer evaluations. This type of transparency provides a high level of accountability from the bottom up instead of the top down. Individuals working side-by side offer a unique perspective and can provide the administration with a more holistic view of a teacher's performance.

Curriculum Development

Faculty and staff will be assigned teams based on their subject area (STEM, Humanities, etc.). Within these teams, educators will be responsible for developing curriculum within the provided framework. Such collaboration enables teachers to pool knowledge and resources for developing innovative and effective programming. By creating an environment where teachers have a certain level of autonomy, they are able to take ownership in the work and programming delivered to the students.

Professional Development

Fisher Academy will have access to regional and national professional development programs. Providing educators with access to a large network of teachers places Fisher Academy at the center of the discourse surrounding education and STEM programming.

Teachers and staff will be instrumental in developing the school climate after administering and scoring a school climate survey that will be administered to staff and parents. The school climate consists of the school environment, openness to problem solving, communication, satisfaction, student progress. Teachers will also be involved in determining the family involvement policy and community policies.



Section C.1

Budget

C. Business Plan

C.1 Budget

Fisher Academy is dedicated to building a sustainable financial plan that will ensure a stable environment for our students. To accomplish this goal, we are designing a strategic financial plan that will give us a solid foundation prior to opening day. To maintain our goal of financial stability, we will also employ a sound financial management team to ensure quality financial management is and remains a priority.

Our initial financial assumptions are very conservative and based on research and consultation with the Missouri Charter Public School Association, charter school business management professionals, and other new charter and private schools in the area. The founding Board has also received guidance with budget projections from EdOps, a business management organization serving charter schools in Missouri and Washington D.C.

Fisher Academy Board of Directors has collective knowledge and experience in managing and overseeing the fiscal health of successful businesses, non-profits, and schools. The Board of Directors is currently seeking additional professionals who will add to the current Board expertise.

Fisher Academy has worked diligently to prepare an operating budget that meets the needs of the school during the first five years of operation. Ed Ops and members of Fisher Academy board have worked collectively to ensure that Fisher Academy's funding model for this period is represented in a manner in which operations will be efficient, in accordance with governing authorities and in a way that achieves the mission of Fisher Academy. The school's model is designed to operate with only state and federal dollars and does not rely on fundraising money for essential operating expenses. Fisher Academy is prepared to seek both seed money for the pre-opening year, and additional funds through planned fundraising activities, foundations and grants serving the needs of students, the development of its teachers, and furthering its STEM and experiential learning model in the out years. While the budget presented does include \$250K of startup funding in the pre-opening year, the school will be able operate without that funding as the 5-year budget shows a surplus of greater than 3% in each year without any fundraising. Solicitations and proposal submissions have begun and will be continuous, utilizing demographic characteristics and learning models identified throughout this proposal.

Fisher Academy's estimated budget, including opening year's cash flow, expenditures and revenues, for the first five years of operation, using the Charter School Budget Template is attached as Appendices O and P. This budget supports our goals and commitment to providing quality access for our target population.

Pre-Opening Plan

Financial support for pre-opening activities (as outlined in this section) will be provided through a combination of fundraising efforts, corporate and foundation grants, Federal CSP grants, and funds directly earmarked for Fisher Academy in The SoulFisher Ministries' organizational budget. (See Appendix R for Fisher Academy's Pre-Opening Plan). Pre-opening funds are highly

critical as they provide the means to hire the Principal who will need to commit full-time to the opening of Fisher Academy in fall 2018. The Principal's role during the Pre-Opening year will be to develop the operational and academic structure, hire quality instructors, and ensure full enrollment on opening day. Funds have been budgeted for marketing, student recruitment (as outlined in B.5), and staff recruitment (as outlined in B.3). Funds for facility acquisition, renovations, leasing, and maintenance have been allocated in the budget in line with C.3.

Budget Assumptions

This section outlines our financial plans and expectations over the next five years – July 2018 through June 2023, with a focus on our first year of operation. We have planned conservatively utilizing the services of Ed Ops, a business management organization serving charter schools in Missouri and Washington D.C., and making comparisons utilizing the history of charter schools with similar demographics in the state of Missouri. We are confident that we will be equipped to serve our students well under oversight of the board and administrative direction of the school principal.

Fiscal procedures are in place for ensuring that all funds received will be spent wisely and according to laws that govern both state and federal funds. Funds will be used as outlined in the budgets and with transparency to ensure proper tracking and accountability of all funds by the Principal, EdOps, and the Board. In the following section, we outline our anticipated revenue and expenses as well as the assumptions that guide our budget allocations to meet Fisher Academy's rigorous education model.

Revenue

Revenue has been projected very conservatively. For one, basic formula payments are projected at 8150 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, the rate from fiscal year 15-16. Secondly, attendance is set to 91%, though the school expects 95%. There is no increase in the out years for basic formula payments or attendance levels.

In Year One, Fisher Academy expects to receive \$1,096,498 in basic grant or pupil tuition. The budget includes basic formula payments of \$8,150 per WADA (inclusive of classroom trust fund from the second year of operation), of which 1.5% of the payments will be directed to our sponsor in accordance with 160.400.11 RSMo.

From Year 2 forward, the budget assumes Proposition C, \$952 per prior year WADA (15-16 funding level), which will supplement the Basic Formula. No Proposition C revenue increase has been included in the out years.

Title 1, Title 2, and SPED Part B funding has been project using 2013-14 and 2014-15 data on the DESE website. Food service revenue has been projected using published NSLP reimbursement rates, 727 per free and reduced lunch student, federal title 2 funding at 100 per student, federal special education part b funding of 125 per student, and food service revenue of 783 per ADA. Note that while the school expects to run a budget neutral food service program, we have budgeted expenses at 5% higher than food service revenue.

Expenditures

The assumed expenditures during Year One are based on Fisher Academy's mission, model, and goals. Information used in estimating our expenditures was drawn from other charter and small private schools in the local area as well via expertise from professionals with first-hand knowledge of charter school expenditures, especially in the early years.

Salaries & Benefits: Fisher Academy projects \$687,715 in salary and benefits expenditures during its first year of operation. With projected enrollment of 132 students, this budget assumes a minimal staffing with back-end office services being outsourced with EdOps. With benefits, the average total compensation package for each teacher is over \$57K. Salary and benefit assumptions include a 2 percent increase based on current market increases. The benefit rate for employees is assumed to be 29.5% for payroll taxes (7.65%) payroll taxes, retirement (15.14%), as well as 350/month/employee for health insurance premiums.

Supplies & Equipment: Fisher Academy anticipates spending \$194,821. Student expense assumptions are based on textbooks, educational materials, supplies, technology, and assessment tools. Specially, we've assumed: Curriculum costs \$100/student; \$25/student for specialist materials and supplies; 5 sub days per core staff @\$100/day; Classroom materials and supplies costs \$25/student; Software costs, \$50/student; Library and media center \$10/student; New classroom equipment costs, \$300/classroom; \$25/student for assessments; \$1,000 per teacher, laptop; \$90/student, Field Trips; \$2,000/teacher; performance based incentives/per certified grade level teacher; Special Ed services, \$1,000/student.

Sponsorship Fees: Sponsorship fees assumptions are based on the 1.5% of total funding received from student enrollment and have been calculated in the form of state revenue reduction as the revenue calculation page shows 98.5 % of state aid.

Facilities: Facility assumptions are based on the lease/purchase of a building, which would involve a loan for 15 years with a 5% annual interest rate. Maintenance and insurance costs are also factored in the facility assumptions. Facility assumptions are intentionally set to ensure they do not rise over \$14/square foot and do not consume above 20 % of the school's operating budget. Details for the facility can be found in Section C.2 of this application.

The facility has a total of 38,000 square feet. Our plan from opening year through year 5 breaks out the use of the facility as follows: 15,000 square feet in Year 1; 22,000 square feet in Year 2; 30,000 in Year 3; full capacity in Year 4. Operational costs are approximately at \$5/square foot each year. A lease purchase agreement is being negotiated with Beyond Housing, the owners of the Central Elementary School described in C.2. Negotiations include a sales price of approximately \$400,000. Rent in years 1 and 2 will be \$48,000 each year and will be applied toward the purchase of the facility in Year 3. Renovations of the facility will commence in Year 1 with focus on the initial 15,000 square feet of use. The renovation expense has been staggered based on the use of facility space and spread over three separate loans. One loan will originate in year 1; the second in year 2. Using this model, the facility costs per square foot goes down as the rate of occupancy and use increases, \$13.03/student in Year 1 to \$9.58 per student in Year 5.



Appendix O

Fisher Academy's Five Year Budget

FISHER ACADEMY

FIVE-YEAR OPERATIONAL BUDGET

		Year 1	Year 2	Year 3	Year 4	Year 5
		Budget	Projected	Budget	Budget	Budget
Enrollment		132	186	240	288	332
Revenues						
5100	Local Revenue		130,032	183,227	236,422	283,707
5300	State Revenue	1,096,498	1,545,065	1,993,633	2,392,359	2,757,858
5400	Federal Revenue	207,574	292,490	377,407	452,888	522,079
5899	GRAND TOTAL REVENUES	1,304,072	1,967,588	2,554,267	3,081,669	3,563,644
Expenditures						
1100	Regular Programs	500,856	808,108	1,094,983	1,393,916	1,559,894
1200	Special Programs	73,976	81,021	88,088	94,518	100,530
1999	TOTAL INSTRUCTION (K-12 Only)	574,831	889,128	1,183,071	1,488,433	1,660,425
2100	Support Services - Pupils	5,000	61,803	62,855	63,928	65,023
2200	Support Services - Instructional Staff	25,000	35,000	45,000	55,000	65,000
2300	Support Services - General Administration	21,000	39,000	50,000	55,000	60,000
2400	Support Services - School Administration	136,569	219,584	224,436	229,574	234,902
2500	Business and Operation of Plant Services	286,535	350,335	423,159	478,900	542,352
2560	Food Services	104,504	147,256	190,008	228,010	262,844
2642	Recruitment and Placement	10,000	6,000	7,000	8,000	9,000
2660	Technology	19,800	102,900	71,000	78,200	84,800
2998	TOTAL SUPPORT SERVICES	608,408	961,878	1,073,458	1,196,612	1,323,921
9998	TOTAL NON-INSTRUCTIONAL AND SUPPOI	1,183,239	1,851,006	2,256,529	2,685,046	2,984,346
4000	Facility Construction and Acquisition	72,396	72,396	173,964	300,000	400,000
9999	GRAND TOTAL EXPENDITURES	1,255,635	1,923,402	2,430,493	2,985,046	3,384,346
Total Revenue Over/(Under) Total Expenses		48,436	44,186	123,774	96,624	179,299
Beginning Balance, July 1		158,880	207,316	251,502	375,276	471,899
Ending Balance, June 30		\$ 207,316	\$ 251,502	\$ 375,276	\$ 471,899	\$ 651,198
	opening balance 7/1	\$ 158,880	\$ 207,316	\$ 251,502	\$ 375,276	\$ 471,899
	operating income	\$ 48,436	\$ 44,186	\$ 123,774	\$ 96,624	\$ 179,299
	year end balance	\$ 207,316	\$ 251,502	\$ 375,276	\$ 471,899	\$ 651,198
	dese fund balance	17.52%	13.59%	16.63%	17.58%	21.82%

FISHER ACADEMY Budget Assumptions

Summary:

Fisher Academy has carefully planned its first five years to provide both a solid foundation for academic achievement and strong financial management.

Five-Year Budget:

Revenue:

State: The budget includes basic formula payments of 8150 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. St. Louis charter schools received basic formula payments of \$8150 per WADA in the 2015-16 school year, according to their June 2016 DESE payment transmittal calculations. Fisher Academy has not built any basic formula revenue increases into our five-year budget. Note that the sponsor payment calculation is shown on the revenue calculation workbook included in the budget exhibit, and is explicitly withheld from expected state funding. Also, while Fisher Academy expects 95% ADA, we have set the attendance percentage to 91% to be conservative.

Local: From year 2 onwards, the budget assumes Proposition C funding at \$952 per prior year WADA (15-16 funding level), which will supplement the Basic Formula. No Proposition C revenue increase has been included in the out years.

Federal: Title 1, Title 2, and SPED Part B funding has been project using 2013-14 and 2014-15 data on the DESE website. Food service revenue has been projected using published NSLP reimbursement rates, and has been projected at 5% less than food service expenses to be conservative.

Expenses:

Salaries: Salaries have been projected using SLPS salary schedule information and our desire to have experienced teachers. The average Year 1 salary of 45K is equivalent to a teacher on step 4 of Normandy School District salary schedule and a master's degree. We have included a 2% yearly salary increase for all Fisher Academy charter staff.

Benefits: Benefits have been projected in the following way: **7.65%** of salaries for FICA/medicare, **15.14% retirement**, and 350/month/employee allocation for health/dental premiums.

Classroom Instruction (1111): Salaries in this category include instructional staff. Purchased services reflect anticipated instructional software and substitute teacher costs. Supplies and materials reflect classroom curriculum and instructional materials (\$100 per student for curriculum, \$25 per student for classroom supplies, \$50/student for software).

Special Education Services (1221): We have budgeted for additional contracted special education services throughout the five year term, based on a 10% special education student population, and contracted services at \$1,000 per identified student. Supplies are projected at \$25 per identified

Support Services (2114): The purchased services reflect student information system license fee

Professional Development (2213): Funded primarily through Title 2, with Title 1 funds also supporting to ensure staff have sufficient training and development to be effective in the school's unique model.

Board Services (2311): Includes allocations for audit, legal services, and liability insurance based on comps from other charters.

Business Support Services (2511): Purchased services includes backoffice financial support and copier lease at 1,000/month per copier.

Operation of Plant Services (2541): Fisher Academy has identified a facility and is currently working with property owners on a lease to own transaction. We have set plant operation costs at \$5/square ft. Plant Services include these operational costs, as well as rent in

years 1-2, and payments on 3 loans used to incrementally renovate and acquire the facility. Also worth noting, in year 4, Fisher Academy will put in reserve 125K and in year 5, 225K for the buildout of a science lab, in alignment with school mission and vision.

Food (2563): Fisher Academy charter expects to participate in CEP program, but has nonetheless **built in a 5% cushion for food expenses to exceed revenue** - and to be conservative have not included any revenue from sales to students who do not qualify for the federal free and reduced lunch program. Expenses are projected at \$5/day per student.

Technology (2661): Purchased Services include IT support services as well as planned technology purchases to meet the vision of the school.

FISHER ACADEMY

		WADA used to calculate Prop c	137	192	248	298	332
LOCAL REVENUE WORKSHEET			Year 1	Year 2	Year 3	Year 4	Year 5
Code	Detail		Projected	Projected	Projected	Projected	Projected
5113	Prop c			130,032	183,227	236,422	283,707
5140	Earnings on Investments						
5141	Earnings from Temporary Deposits						
5150	Food Service - Pupils						
5151	Sales to Pupils						
5160	Food Service - Adults						
5161	Sales to Adults						
5165	Food Services - Non-Program						
5170	Enterprise Sources						
5171	Admissions						
5172	Bookstore Sales						
5173	Student Organization Membership Dues and Fees						
5179	Other Pupil Activity Income						
5180	Community Services						
5181	Community Services						
5190	Other Revenue from Local Sources						
5191	Rentals						
5192	Gifts						
5195	Prior Period Adjustment						
5196	Net Receipts from Clearing Accounts						
5198	Miscellaneous Local Revenue						
5199	Local Revenue - Subtotal		\$ -	\$ 130,032	\$ 183,227	\$ 236,422	\$ 283,707

FISHER ACADEMY

STATE REVENUE WORKSHEET

Code	Detail	Year 1 Projected	Year 2 Projected	Year 3 Projected	Year 4 Projected	Year 5 Projected
	Enrollment	132	186	240	288	332
5310	Foundation Formula, State Aid					
5311	Basic Formula - State Monies	1,096,498	1,497,017	1,925,929	2,304,999	2,653,026
5312	Transportation					
5314	Early Childhood (3 & 4 Year Old) Special Education					
5317	Career Ladder/Excellence in Education Act					
5319	Basic Formula - Classroom Trust Fund		48,048	67,704	87,360	104,832
5399	State Revenue - Subtotal	\$ 1,096,498	\$ 1,545,065	\$ 1,993,633	\$ 2,392,359	\$ 2,757,858

FISHER ACADEMY

Enrollment 132 186 240 288 332

FEDERAL REVENUE WORKSHEET

Code	Detail	Year 1 Projected	Year 2 Projected	Year 3 Projected	Year 4 Projected	Year 5 Projected
5410-19	Grants-in-Aid -- Unrestricted, Direct					
5411	Impact Aid					
5412	Medicaid					
5413	Federal Disaster Assistance					
5420-59	Grants-in-Aid - Restricted, Federal Through State					
5421	Child Development Associate (CDA) Grant					
5427	Perkins Basic Grant, Career Education					
5431	Perkins Tech Prep Grant, Career Education					
5435	Workforce Investment Act (WIA) - Federal					
5436	Adult Education & Literacy (AEL) - Federal					
5441	Individuals with Disabilities Act (IDEA)	16,500	23,250	30,000	36,000	41,500
5442	Early Childhood Special Education - Federal					
5445	School Lunch Program	67,928	95,717	123,505	148,206	170,849
5446	School Breakfast Program	31,351	44,177	57,002	68,403	78,853
5447	Special Milk Program					
5448	After-School Snack Program					
5451	Title I, ESEA - Improving the Academic Achievement of the Disadvantaged	78,595	110,747	142,899	171,479	197,677
5452	Title I, Part C - Migrant Education					
5453	Title I, Part B - Student Reading Skills Improvement Grants					
5454	Title I, Part F - Comprehensive School Reform					
5455	Title V, ESEA - Innovative Education Programs					
5456	Title Iv, LIFT Grant					
5459	Twenty-First Century Grant					
5460-79	Other Federal Restricted, Through the State					
5461	Title IV, Part A, ESEA - Safe and Drug Free Schools and Communities					
5462	Title III, ESEA - English Language Acquisition and Academic Achievement					
5463	Education for Homeless Children and Youth					
5465	Title II, Part A & B, ESEA - Teacher and Principal Training and Recruitment Fund/Mathmatics and Science Partnerships	13,200	18,600	24,000	28,800	33,200
5499	Federal Revenue -- Subtotal	\$ 207,574	\$ 292,490	\$ 377,407	\$ 452,888	\$ 522,079

Fisher Academy Staffing Worksheet

SALARIES

**STAFF SALARY WORKSHEET
ENROLLMENT**

Position	Base Sala	Year 0 Budget	132		186		240		288		332	
			No. Emp.	Year 1 Budget	No. Emp.	Year 2 Budget	No. Emp.	Year 3 Budget	No. Emp.	Year 4 Budget	No. Emp.	Year 5 Budget
Administrators												
Principal	80,000	80,000	1	80,000	1	81,600	1	83,232	1	84,897	1	86,595
Assistant Principal	65,000		0	-	-	65,000	1	66,300	1	67,626	1	68,979
Admin Assistant	30,000	30,000	1	30,000	1	30,600	1	31,212	1	31,836	1	32,473
DO	55,000		0	55,000	1	55,000	1	57,222	1	59,534	1	59,534
		110,000	2	165,000	3	232,200	4	237,966	4	243,893	4	247,580
Core Instructional Staff												
Kinder	45,000		3	135,000	3	137,700	3	140,454	3	143,263	3	146,128
1st	45,000		2	90,000	3	137,700	3	140,454	3	143,263	3	146,128
2nd	45,000		1	45,000	2	91,800	3	140,454	3	143,263	3	146,128
3rd	45,000		0	-	1	45,900	2	93,636	3	143,263	3	146,128
4th	45,000		0	-	-	-	1	45,900	2	93,636	2	95,509
5th	45,000		0	-	-	-	-	-	1	45,900	2	93,636
6th	45,000		0	-	-	-	-	-	-	-	1	45,900
Literacy Coordinator	50,000		0	-	-	-	-	-	1	51,000	1	52,020
SPED Coordinator	45,000		1	45,000	1	45,900	1	46,818	1	47,754	1	48,709
Computer/Tech	45,000		0	-	1	45,000	1	45,900	1	46,818	1	48,709
			7	315,000	11	504,000	14	653,616	18	858,161	20	968,997
Enrichment Staff												
PE	45,000		0.5	22,500	0.50	22,950	1.00	46,818	1	47,754	1	48,709
			1	22,500	1	22,950	1	46,818	1	47,754	1	48,709
Support Staff												
Teaching Aide	25,000		1	25,000	1	25,500	2	52,020	2	53,060	2	54,122
Literacy Aide	25,000		0	-	1	25,500	1	26,010	1	26,530	1	27,061
Social Worker	42,000		0	-	1	42,840	1	43,697	1	44,571	1	45,462
			1	25,000	3	93,840	4	121,727	4	124,161	4	126,645
Operations Staff												
Facilities	40,000		0	-	-	-	1	40,000	1	40,800	2	83,232
			0	-	0.0	-	1.0	40,000	1.0	40,800	2.0	83,232
Total Salaries			10.5	527,500	17.5	852,990	24.0	1,100,127	28.0	1,314,769	31.0	1,475,163

Fisher Academy

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
	<u>Budget</u>	<u>Projected</u>	<u>Projected</u>	<u>Projected</u>	<u>Projected</u>
Administration					
Principal Office					
Total Administration	\$0	\$0	\$0	\$0	\$0
Professional Services					
Legal	10,000	12,500	15,000	17,500	20,000
Backoffice	42,000	52,500	57,000	62,500	67,000
Audit		10,000	10,000	10,000	10,000
Total Professional Services	52,000	75,000	82,000	90,000	97,000
Education					
Substitutes	3,500	5,500	7,000	9,000	10,000
SPED OT, PT, SLP	13,200	18,600	24,000	28,800	33,200
Total Education Services	16,700	24,100	31,000	37,800	43,200
Technology					
IT Support Services	19,800	27,900	36,000	43,200	49,800
Other					
Janitorial	36,000	42,000	48,000	54,000	60,000
Copier	12,000	12,600	24,000	24,000	24,000
Security	20,000	30,000	35,000	40,000	41,200
Trash	6,000	6,000	6,000	6,000	6,000
Total Other Services	74,000	90,600	113,000	124,000	131,200
Total Contractual Services	\$ 162,500	\$ 217,600	\$ 262,000	\$ 295,000	\$ 321,200

WADA calculation

	Enrollment	Attendance %	ADA	FRL WEIGHT	LEP WEIGHT	WADA	per WADA payment	less sponsor fee	TOTAL
Year 1	132	91%	120.1	16.40	0.07	136.59	8150	0.985	1,096,498
Year 2	186	91%	169.3	23.10	0.10	192.47	8150	0.985	1,545,065
Year 3	240	91%	218.4	29.81	0.13	248.34	8150	0.985	1,993,633
Year 4	288	91%	262.1	35.77	0.16	298.01	8150	0.985	2,392,359
Year 5	332	91%	302.1	41.24	0.18	343.54	8150	0.985	2,757,858

	Year 1		Year 2		Year 3	
	<u>frl</u>	<u>lep</u>	<u>frl</u>	<u>lep</u>	<u>frl</u>	<u>lep</u>
Expected %	90%	2%	90%	2%	90%	2%
count	108.11	2.40	152.33	3.39	196.56	4.37
threshold %	35.4%	1.9%	35.4%	1.9%	35.4%	1.9%
threshold count	42.52	2.28	59.92	3.22	77.31	4.15
for weighting	65.59	0.12	92.42	0.17	119.25	0.22
weight	0.25	0.6	0.25	0.6	0.25	0.6
wada	16.40	0.07	23.10	0.10	29.81	0.13

	Year 4		Year 5	
	<u>frl</u>	<u>lep</u>	<u>frl</u>	<u>lep</u>
Expected %	90%	2%	90%	2%
count	241.06	5.36	277.88	6.18
threshold %	35.4%	1.9%	35.4%	1.9%
threshold count	94.82	5.09	109.30	5.87
for weighting	146.24	0.27	168.58	0.31
weight	0.25	0.6	0.25	0.6
wada	36.56	0.16	42.15	0.19

	payment	Year 1	Year 2	Year 3	Year 4	Year 5
TITLE 1	727	108	152	197	236	272
TITLE 2	100	132	186	240	288	332
SPED Part B	125	132	186	240	288	332
Food Service	783	120	169	218	262	302

	Year 1	Year 2	Year 3	Year 4	Year 5
TITLE 1	78,595	110,747	142,899	171,479	197,677
TITLE 2	13,200	18,600	24,000	28,800	33,200
SPED Part B	16,500	23,250	30,000	36,000	41,500
Food Service	94,054	132,531	171,007	205,209	236,560

FISHER ACADEMY PURCHASED SERVICES AND SUPPLIES DETAIL

Budget Item	Year 1	Year 2	Year 3	Year 4	Year 5
Curriculum	13,200	18,600	24,000	28,800	33,200
Specialist Materials	3,300	4,650	6,000	7,200	8,300
SUBS	3,500	5,500	7,000	9,000	10,000
Classroom Paper and Supplies	3,300	4,650	6,000	7,200	8,300
Computers/Tablets	-	30,000	10,000	10,000	10,000
Software	6,600	9,300	12,000	14,400	16,600
Instructional Equipment/Technology	-	15,000	15,000	15,000	15,000
CLASSROOM equipment	1,800	600	600	600	600
Library and Media Center	1,320	1,860	2,400	2,880	3,320
Assessment	3,300	4,650	6,000	7,200	8,300
teacher laptops	11,000	7,000	3,000	4,000	3,000
Field Trips	11,880	16,740	21,600	25,920	29,880
SPED OT, PT, SLP	13,200	18,600	24,000	28,800	33,200
SPED SUPPLIES	1,320	1,860	2,400	2,880	3,320
SOFTWARE_SIS	5,000	5,000	5,000	5,000	5,000
Professional Development	25,000	35,000	45,000	55,000	65,000
INSURANCE-D and O	5,000	7,500	10,000	10,000	10,000
INSURANCE-Workman's Comp	6,000	9,000	15,000	17,500	20,000
Legal	10,000	12,500	15,000	17,500	20,000
Audit	-	10,000	10,000	10,000	10,000
DUES & SUBSCRIPTIONS	1,000	1,500	2,000	2,500	3,000
Principal DISCRETIONARY	500	500	500	700	1,000
BANK/CREDIT CARD	1,000	1,000	2,000	3,000	3,500
SOFTWARE_SUI	5,000	6,000	6,180	6,400	6,750
Backoffice	42,000	52,500	57,000	62,500	67,000
Copier	12,000	12,600	24,000	24,000	24,000
MISCELLANEOUS EXPENSE	2,000	3,500	5,000	5,000	5,000
OFFICE SUPPLIES	12,000	12,000	12,000	12,000	12,000
POSTAGE	2,000	3,000	4,200	4,400	5,000
Security	20,000	30,000	35,000	40,000	41,200
food service costs	104,504	147,256	190,008	228,010	262,844
student recruitment expense	5,000	6,000	7,000	8,000	9,000
faculty recruitment expense	5,000	6,000	7,000	8,000	9,000
faculty performance incentives	14,000	22,000	28,000	36,000	40,000
IT Support Services	19,800	27,900	36,000	43,200	49,800
Parent Involvement	2,000	2,500	3,000	3,500	4,000

FISHER ACADEMY ENROLLMENT						
YEAR	1	2	3	4	5	
K	66	66	66	66	66	
1	44	60	60	60	60	
2	22	40	54	54	54	
3		20	40	48	48	
4			20	40	44	
5				20	40	
6					20	
TOTAL	132	186	240	288	332	

Overview of Enrollment model

Targeting class size of 22 in opening year in all grades

Even though there will be extensive efforts made to both retain families and backfill if needed in years 2-5, for budgeting purposes, we are recognizing 10% attrition, a rate used by schools with comparable demographics, each year in each K class.

For budgeting purposes, enrollment model maintains class size of 20 in out years for 1st-6th grades

FISHER ACADEMY FACILITY PLAN

	<u>FY 19</u>	<u>FY 20</u>	<u>FY 21</u>	<u>FY 22</u>	<u>FY 23</u>
square footage of facility	15,000	22,000	30,000	38,000	38,000
operating costs at \$5/sf	75,000	110,000	150,000	190,000	190,000
Rent Years 1 + 2	48,000	48,000			
Payments on 5.375/15 year Loan for 750K renovation in space used in years 1-2	72,396	72,396	72,396	72,396	72,396
Payments on 5.375/15 Year Loan for 750K renovation for buildout of facility in Years 3-5			72,396	72,396	72,396
Payments on 5.375/15 Year loan for 300K to acquire building in Year 3			29,172	29,172	29,172
Total Debt Service	72,396	72,396	173,964	173,964	173,964
Total Facility Costs	195,396	230,396	323,964	363,964	363,964
Cost/Sq Ft	13.03	10.47	10.80	9.58	9.58



Appendix P

Fisher Academy's Cash Flow Analysis

FISHER ACADEMY YEAR 1 CASH FLOW

	Prior Opening Year	7/1/2018	8/1/2018	9/1/2018	10/1/2018	11/1/2018	12/1/2018	1/1/2019	2/1/2019	3/1/2019	4/1/2019	5/1/2019	6/1/2019
Beginning Cash Balance		\$158,880	\$98,038	\$93,376	\$103,620	\$113,864	\$124,108	\$134,352	\$147,346	\$160,340	\$173,334	\$186,328	\$196,823
REVENUES													
Local	250,000	-	-	-	-	-	-	-	-	-	-	-	-
State		-	99,682	99,682	99,682	99,682	99,682	99,682	99,682	99,682	99,682	99,682	99,682
Federal		-	-	19,107	19,107	19,107	19,107	21,857	21,857	21,857	21,857	21,857	21,857
TOTAL REVENUES		-	99,682	118,789	118,789	118,789	118,789	121,539	121,539	121,539	121,539	121,539	121,539
EXPENDITURES													
6100 Salaries	80,000	13,750	47,023	47,023	47,023	47,023	47,023	47,023	47,023	47,023	47,023	47,023	47,023
6200 Benefits	6,120	3,134	13,962	13,962	13,962	13,962	13,962	13,962	13,962	13,962	13,962	13,962	13,962
6300 Purchased Services		23,750	33,612	27,362	27,362	27,362	27,362	27,362	27,362	27,362	27,362	29,862	29,862
6400 Supplies & Materials	5,000	1,375	3,715	14,165	14,165	14,165	14,165	14,165	14,165	14,165	14,165	14,165	14,165
6500 Equipment		12,800	-	-	-	-	-	-	-	-	-	-	-
6600 Debt Service		6,033	6,033	6,033	6,033	6,033	6,033	6,033	6,033	6,033	6,033	6,033	6,033
Total Expenditures	91,120	60,842	104,344	108,545	111,045	111,045							
SURPLUS	158,880	-\$60,842	-\$4,663	\$10,244	\$10,244	\$10,244	\$10,244	\$12,994	\$12,994	\$12,994	\$12,994	\$10,494	\$10,494
Ending Cash Balance	\$ 158,880	\$98,038	\$93,376	\$103,620	\$113,864	\$124,108	\$134,352	\$147,346	\$160,340	\$173,334	\$186,328	\$196,823	\$207,317



Section C.2

Financial Mangement

C.2 Financial Management

Purchasing of products and payment for all services on behalf of Fisher Academy shall be done by the Director of Operations in conjunction with the Principal and EdOps. At no time will any staff member, board member, or volunteer incur any debts in Fisher Academy's name unless expressly approved by the Director of Operations and Principal. All purchases shall be completed using preprinted Fisher Academy Purchase Orders. All recurring bills, items to be ordered, and items to be purchased and billed to Fisher Academy will require a preprinted Fisher Academy Purchase Order. Additionally, a preprinted Fisher Academy Purchase Order shall be required for all purchases using a Fisher Academy credit card.

Operational financial controls will include the following. 1) Any purchases exceeding \$2000 must be approved by both the Director of Operations and the Principal. 2) Capital Expenditures exceeding \$15,000 must be submitted to, and approved by, the board. 3) No budget expense line item may be exceeded on an annual budget by more than 5% without approval from the board following a submission including details for the overage and the predicted effect on the actuals for the year. 4) Financial control procedures will include systematic checks of online bank account activity by the Principal and Board Treasurer and monthly review of financials by the board. *Further instructions and details regarding all financial policies and internal control procedures will be developed and included in the employee handbook.*

All accounting practices shall be conducted using Generally Accepted Accounting Principles. The Board of Directors, including the Finance Committee will use the same principles as well as the Missouri Financial Accounting Manual when reviewing the monthly financial statements, 990, and audit. All members of the Board of Directors and administrative staff shall be covered under Directors and Officers Insurance. Further, our Liability Insurance will cover school staff, the Board of Directors, and Fisher Academy.

Fisher Academy will undergo a full audit at the conclusion of Year One/beginning of Year Two. Every audit will be conducted by a reputable, independent Certified Accounting Firm. To maintain the integrity of our financial management system and to ensure a pristine yearly audit, the aforementioned accounting practices and procedures will be directly adhered to by all Staff, Board Directors and volunteers.

The Principal and the Director of Operations shall share the responsibility of student enrollment eligibility, student enrollment in Special Education, eligibility of students for services provided as an English Language Learner, eligibility of students for free and reduced meals, and tracking of student attendance. The Administrative Assistant shall be responsible for collecting, entering, and distributing all required documents. The Director of Operations shall be responsible for ensuring the safekeeping of all student and financial records as well as accounting, back office support systems, and payroll are accurately maintained; He or she will also be responsible for regular and annual reports to the Missouri Department of Elementary and Secondary Education (DESE), the Board of Directors, and any other agency as required by law. Additionally, the Director of Operations shall be responsible for providing monthly financial reports to be

critical as they provide the means to hire the Principal who will need to commit full-time to the opening of Fisher Academy in fall 2018. The Principal's role during the Pre-Opening year will be to develop the operational and academic structure, hire quality instructors, and ensure full enrollment on opening day. Funds have been budgeted for marketing, student recruitment (as outlined in B.5), and staff recruitment (as outlined in B.3). Funds for facility acquisition, renovations, leasing, and maintenance have been allocated in the budget in line with C.3.

Budget Assumptions

This section outlines our financial plans and expectations over the next five years – July 2018 through June 2023, with a focus on our first year of operation. We have planned conservatively utilizing the services of Ed Ops, a business management organization serving charter schools in Missouri and Washington D.C., and making comparisons utilizing the history of charter schools with similar demographics in the state of Missouri. We are confident that we will be equipped to serve our students well under oversight of the board and administrative direction of the school principal.

Fiscal procedures are in place for ensuring that all funds received will be spent wisely and according to laws that govern both state and federal funds. Funds will be used as outlined in the budgets and with transparency to ensure proper tracking and accountability of all funds by the Principal, EdOps, and the Board. In the following section, we outline our anticipated revenue and expenses as well as the assumptions that guide our budget allocations to meet Fisher Academy's rigorous education model.

Revenue

Revenue has been projected very conservatively. For one, basic formula payments are projected at 8150 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, the rate from fiscal year 15-16. Secondly, attendance is set to 91%, though the school expects 95%. There is no increase in the out years for basic formula payments or attendance levels.

In Year One, Fisher Academy expects to receive \$1,096,498 in basic grant or pupil tuition. The budget includes basic formula payments of \$8,150 per WADA (inclusive of classroom trust fund from the second year of operation), of which 1.5% of the payments will be directed to our sponsor in accordance with 160.400.11 RSMo.

From Year 2 forward, the budget assumes Proposition C, \$952 per prior year WADA (15-16 funding level), which will supplement the Basic Formula. No Proposition C revenue increase has been included in the out years.

Title 1, Title 2, and SPED Part B funding has been project using 2013-14 and 2014-15 data on the DESE website. Food service revenue has been projected using published NSLP reimbursement rates, 727 per free and reduced lunch student, federal title 2 funding at 100 per student, federal special education part b funding of 125 per student, and food service revenue of 783 per ADA. Note that while the school expects to run a budget neutral food service program, we have budgeted expenses at 5% higher than food service revenue.

Expenditures

The assumed expenditures during Year One are based on Fisher Academy's mission, model, and goals. Information used in estimating our expenditures was drawn from other charter and small private schools in the local area as well via expertise from professionals with first-hand knowledge of charter school expenditures, especially in the early years.

Salaries & Benefits: Fisher Academy projects \$687,715 in salary and benefits expenditures during its first year of operation. With projected enrollment of 132 students, this budget assumes a minimal staffing with back-end office services being outsourced with EdOps. With benefits, the average total compensation package for each teacher is over \$57K. Salary and benefit assumptions include a 2 percent increase based on current market increases. The benefit rate for employees is assumed to be 29.5% for payroll taxes (7.65%) payroll taxes, retirement (15.14%), as well as 350/month/employee for health insurance premiums.

Supplies & Equipment: Fisher Academy anticipates spending \$194,821. Student expense assumptions are based on textbooks, educational materials, supplies, technology, and assessment tools. Specially, we've assumed: Curriculum costs \$100/student; \$25/student for specialist materials and supplies; 5 sub days per core staff @\$100/day; Classroom materials and supplies costs \$25/student; Software costs, \$50/student; Library and media center \$10/student; New classroom equipment costs, \$300/classroom; \$25/student for assessments; \$1,000 per teacher, laptop; \$90/student, Field Trips; \$2,000/teacher; performance based incentives/per certified grade level teacher; Special Ed services, \$1,000/student.

Sponsorship Fees: Sponsorship fees assumptions are based on the 1.5% of total funding received from student enrollment and have been calculated in the form of state revenue reduction as the revenue calculation page shows 98.5 % of state aid.

Facilities: Facility assumptions are based on the lease/purchase of a building, which would involve a loan for 15 years with a 5% annual interest rate. Maintenance and insurance costs are also factored in the facility assumptions. Facility assumptions are intentionally set to ensure they do not rise over \$14/square foot and do not consume above 20 % of the school's operating budget. Details for the facility can be found in Section C.2 of this application.

The facility has a total of 38,000 square feet. Our plan from opening year through year 5 breaks out the use of the facility as follows: 15,000 square feet in Year 1; 22,000 square feet in Year 2; 30,000 in Year 3; full capacity in Year 4. Operational costs are approximately at \$5/square foot each year. A lease purchase agreement is being negotiated with Beyond Housing, the owners of the Central Elementary School described in C.2. Negotiations include a sales price of approximately \$400,000. Rent in years 1 and 2 will be \$48,000 each year and will be applied toward the purchase of the facility in Year 3. Renovations of the facility will commence in Year 1 with focus on the initial 15,000 square feet of use. The renovation expense has been staggered based on the use of facility space and spread over three separate loans. One loan will originate in year 1; the second in year 2. Using this model, the facility costs per square foot goes down as the rate of occupancy and use increases, \$13.03/student in Year 1 to \$9.58 per student in Year 5.



Appendix O

Fisher Academy's Five Year Budget

FISHER ACADEMY

FIVE-YEAR OPERATIONAL BUDGET

		Year 1	Year 2	Year 3	Year 4	Year 5
		Budget	Projected	Budget	Budget	Budget
	Enrollment	132	186	240	288	332
Revenues						
5100	Local Revenue		130,032	183,227	236,422	283,707
5300	State Revenue	1,096,498	1,545,065	1,993,633	2,392,359	2,757,858
5400	Federal Revenue	207,574	292,490	377,407	452,888	522,079
5899	GRAND TOTAL REVENUES	1,304,072	1,967,588	2,554,267	3,081,669	3,563,644
Expenditures						
1100	Regular Programs	500,856	808,108	1,094,983	1,393,916	1,559,894
1200	Special Programs	73,976	81,021	88,088	94,518	100,530
1999	TOTAL INSTRUCTION (K-12 Only)	574,831	889,128	1,183,071	1,488,433	1,660,425
2100	Support Services - Pupils	5,000	61,803	62,855	63,928	65,023
2200	Support Services - Instructional Staff	25,000	35,000	45,000	55,000	65,000
2300	Support Services - General Administration	21,000	39,000	50,000	55,000	60,000
2400	Support Services - School Administration	136,569	219,584	224,436	229,574	234,902
2500	Business and Operation of Plant Services	286,535	350,335	423,159	478,900	542,352
2560	Food Services	104,504	147,256	190,008	228,010	262,844
2642	Recruitment and Placement	10,000	6,000	7,000	8,000	9,000
2660	Technology	19,800	102,900	71,000	78,200	84,800
2998	TOTAL SUPPORT SERVICES	608,408	961,878	1,073,458	1,196,612	1,323,921
9998	TOTAL NON-INSTRUCTIONAL AND SUPPOI	1,183,239	1,851,006	2,256,529	2,685,046	2,984,346
4000	Facility Construction and Acquisition	72,396	72,396	173,964	300,000	400,000
9999	GRAND TOTAL EXPENDITURES	1,255,635	1,923,402	2,430,493	2,985,046	3,384,346
Total Revenue Over/(Under) Total Expenses		48,436	44,186	123,774	96,624	179,299
Beginning Balance, July 1		158,880	207,316	251,502	375,276	471,899
Ending Balance, June 30		\$ 207,316	\$ 251,502	\$ 375,276	\$ 471,899	\$ 651,198
	opening balance 7/1	\$ 158,880	\$ 207,316	\$ 251,502	\$ 375,276	\$ 471,899
	operating income	\$ 48,436	\$ 44,186	\$ 123,774	\$ 96,624	\$ 179,299
	year end balance	\$ 207,316	\$ 251,502	\$ 375,276	\$ 471,899	\$ 651,198
	dese fund balance	17.52%	13.59%	16.63%	17.58%	21.82%

FISHER ACADEMY Budget Assumptions

Summary:

Fisher Academy has carefully planned its first five years to provide both a solid foundation for academic achievement and strong financial management.

Five-Year Budget:

Revenue:

State: The budget includes basic formula payments of 8150 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. St. Louis charter schools received basic formula payments of \$8150 per WADA in the 2015-16 school year, according to their June 2016 DESE payment transmittal calculations. Fisher Academy has not built any basic formula revenue increases into our five-year budget. Note that the sponsor payment calculation is shown on the revenue calculation workbook included in the budget exhibit, and is explicitly withheld from expected state funding. Also, while Fisher Academy expects 95% ADA, we have set the attendance percentage to 91% to be conservative.

Local: From year 2 onwards, the budget assumes Proposition C funding at \$952 per prior year WADA (15-16 funding level), which will supplement the Basic Formula. No Proposition C revenue increase has been included in the out years.

Federal: Title 1, Title 2, and SPED Part B funding has been project using 2013-14 and 2014-15 data on the DESE website. Food service revenue has been projected using published NSLP reimbursement rates, and has been projected at 5% less than food service expenses to be conservative.

Expenses:

Salaries: Salaries have been projected using SLPS salary schedule information and our desire to have experienced teachers. The average Year 1 salary of 45K is equivalent to a teacher on step 4 of Normandy School District salary schedule and a master's degree. We have included a 2% yearly salary increase for all Fisher Academy charter staff.

Benefits: Benefits have been projected in the following way: **7.65%** of salaries for FICA/medicare, **15.14% retirement**, and 350/month/employee allocation for health/dental premiums.

Classroom Instruction (1111): Salaries in this category include instructional staff. Purchased services reflect anticipated instructional software and substitute teacher costs. Supplies and materials reflect classroom curriculum and instructional materials (\$100 per student for curriculum, \$25 per student for classroom supplies, \$50/student for software).

Special Education Services (1221): We have budgeted for additional contracted special education services throughout the five year term, based on a 10% special education student population, and contracted services at \$1,000 per identified student. Supplies are projected at \$25 per identified

Support Services (2114): The purchased services reflect student information system license fee

Professional Development (2213): Funded primarily through Title 2, with Title 1 funds also supporting to ensure staff have sufficient training and development to be effective in the school's unique model.

Board Services (2311): Includes allocations for audit, legal services, and liability insurance based on comps from other charters.

Business Support Services (2511): Purchased services includes backoffice financial support and copier lease at 1,000/month per copier.

Operation of Plant Services (2541): Fisher Academy has identified a facility and is currently working with property owners on a lease to own transaction. We have set plant operation costs at \$5/square ft. Plant Services include these operational costs, as well as rent in

years 1-2, and payments on 3 loans used to incrementally renovate and acquire the facility. Also worth noting, in year 4, Fisher Academy will put in reserve 125K and in year 5, 225K for the buildout of a science lab, in alignment with school mission and vision.

Food (2563): Fisher Academy charter expects to participate in CEP program, but has nonetheless **built in a 5% cushion for food expenses to exceed revenue** - and to be conservative have not included any revenue from sales to students who do not qualify for the federal free and reduced lunch program. Expenses are projected at \$5/day per student.

Technology (2661): Purchased Services include IT support services as well as planned technology purchases to meet the vision of the school.

FISHER ACADEMY

		WADA used to calculate Prop c	137	192	248	298	332
LOCAL REVENUE WORKSHEET			Year 1	Year 2	Year 3	Year 4	Year 5
Code	Detail		Projected	Projected	Projected	Projected	Projected
5113	Prop c			130,032	183,227	236,422	283,707
5140	Earnings on Investments						
5141	Earnings from Temporary Deposits						
5150	Food Service - Pupils						
5151	Sales to Pupils						
5160	Food Service - Adults						
5161	Sales to Adults						
5165	Food Services - Non-Program						
5170	Enterprise Sources						
5171	Admissions						
5172	Bookstore Sales						
5173	Student Organization Membership Dues and Fees						
5179	Other Pupil Activity Income						
5180	Community Services						
5181	Community Services						
5190	Other Revenue from Local Sources						
5191	Rentals						
5192	Gifts						
5195	Prior Period Adjustment						
5196	Net Receipts from Clearing Accounts						
5198	Miscellaneous Local Revenue						
5199	Local Revenue - Subtotal		\$ -	\$ 130,032	\$ 183,227	\$ 236,422	\$ 283,707

FISHER ACADEMY

STATE REVENUE WORKSHEET

Code	Detail	Year 1 Projected	Year 2 Projected	Year 3 Projected	Year 4 Projected	Year 5 Projected
	Enrollment	132	186	240	288	332
5310	Foundation Formula, State Aid					
5311	Basic Formula - State Monies	1,096,498	1,497,017	1,925,929	2,304,999	2,653,026
5312	Transportation					
5314	Early Childhood (3 & 4 Year Old) Special Education					
5317	Career Ladder/Excellence in Education Act					
5319	Basic Formula - Classroom Trust Fund		48,048	67,704	87,360	104,832
5399	State Revenue - Subtotal	\$ 1,096,498	\$ 1,545,065	\$ 1,993,633	\$ 2,392,359	\$ 2,757,858

FISHER ACADEMY

Enrollment 132 186 240 288 332

FEDERAL REVENUE WORKSHEET

Code	Detail	Year 1 Projected	Year 2 Projected	Year 3 Projected	Year 4 Projected	Year 5 Projected
5410-19	Grants-in-Aid -- Unrestricted, Direct					
5411	Impact Aid					
5412	Medicaid					
5413	Federal Disaster Assistance					
5420-59	Grants-in-Aid - Restricted, Federal Through State					
5421	Child Development Associate (CDA) Grant					
5427	Perkins Basic Grant, Career Education					
5431	Perkins Tech Prep Grant, Career Education					
5435	Workforce Investment Act (WIA) - Federal					
5436	Adult Education & Literacy (AEL) - Federal					
5441	Individuals with Disabilities Act (IDEA)	16,500	23,250	30,000	36,000	41,500
5442	Early Childhood Special Education - Federal					
5445	School Lunch Program	67,928	95,717	123,505	148,206	170,849
5446	School Breakfast Program	31,351	44,177	57,002	68,403	78,853
5447	Special Milk Program					
5448	After-School Snack Program					
5451	Title I, ESEA - Improving the Academic Achievement of the Disadvantaged	78,595	110,747	142,899	171,479	197,677
5452	Title I, Part C - Migrant Education					
5453	Title I, Part B - Student Reading Skills Improvement Grants					
5454	Title I, Part F - Comprehensive School Reform					
5455	Title V, ESEA - Innovative Education Programs					
5456	Title Iv, LIFT Grant					
5459	Twenty-First Century Grant					
5460-79	Other Federal Restricted, Through the State					
5461	Title IV, Part A, ESEA - Safe and Drug Free Schools and Communities					
5462	Title III, ESEA - English Language Acquisition and Academic Achievement					
5463	Education for Homeless Children and Youth					
5465	Title II, Part A & B, ESEA - Teacher and Principal Training and Recruitment Fund/Mathmatics and Science Partnerships	13,200	18,600	24,000	28,800	33,200
5499	Federal Revenue -- Subtotal	\$ 207,574	\$ 292,490	\$ 377,407	\$ 452,888	\$ 522,079

Fisher Academy Staffing Worksheet

SALARIES

**STAFF SALARY WORKSHEET
ENROLLMENT**

Position	Base Salary	Year 0 Budget	132		186		240		288		332	
			No. Emp.	Year 1 Budget	No. Emp.	Year 2 Budget	No. Emp.	Year 3 Budget	No. Emp.	Year 4 Budget	No. Emp.	Year 5 Budget
Administrators												
Principal	80,000	80,000	1	80,000	1	81,600	1	83,232	1	84,897	1	86,595
Assistant Principal	65,000		0	-	-	65,000	1	66,300	1	67,626	1	68,979
Admin Assistant	30,000	30,000	1	30,000	1	30,600	1	31,212	1	31,836	1	32,473
DO	55,000		0	55,000	1	55,000	1	57,222	1	59,534	1	59,534
		110,000	2	165,000	3	232,200	4	237,966	4	243,893	4	247,580
Core Instructional Staff												
Kinder	45,000		3	135,000	3	137,700	3	140,454	3	143,263	3	146,128
1st	45,000		2	90,000	3	137,700	3	140,454	3	143,263	3	146,128
2nd	45,000		1	45,000	2	91,800	3	140,454	3	143,263	3	146,128
3rd	45,000		0	-	1	45,900	2	93,636	3	143,263	3	146,128
4th	45,000		0	-	-	-	1	45,900	2	93,636	2	95,509
5th	45,000		0	-	-	-	-	-	1	45,900	2	93,636
6th	45,000		0	-	-	-	-	-	-	-	1	45,900
Literacy Coordinator	50,000		0	-	-	-	-	-	1	51,000	1	52,020
SPED Coordinator	45,000		1	45,000	1	45,900	1	46,818	1	47,754	1	48,709
Computer/Tech	45,000		0	-	1	45,000	1	45,900	1	46,818	1	48,709
			7	315,000	11	504,000	14	653,616	18	858,161	20	968,997
Enrichment Staff												
PE	45,000		0.5	22,500	0.50	22,950	1.00	46,818	1	47,754	1	48,709
			1	22,500	1	22,950	1	46,818	1	47,754	1	48,709
Support Staff												
Teaching Aide	25,000		1	25,000	1	25,500	2	52,020	2	53,060	2	54,122
Literacy Aide	25,000		0	-	1	25,500	1	26,010	1	26,530	1	27,061
Social Worker	42,000		0	-	1	42,840	1	43,697	1	44,571	1	45,462
			1	25,000	3	93,840	4	121,727	4	124,161	4	126,645
Operations Staff												
Facilities	40,000		0	-	-	-	1	40,000	1	40,800	2	83,232
			0	-	0.0	-	1.0	40,000	1.0	40,800	2.0	83,232
Total Salaries			10.5	527,500	17.5	852,990	24.0	1,100,127	28.0	1,314,769	31.0	1,475,163

Fisher Academy

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
	<u>Budget</u>	<u>Projected</u>	<u>Projected</u>	<u>Projected</u>	<u>Projected</u>
Administration					
Principal Office					
Total Administration	\$0	\$0	\$0	\$0	\$0
Professional Services					
Legal	10,000	12,500	15,000	17,500	20,000
Backoffice	42,000	52,500	57,000	62,500	67,000
Audit		10,000	10,000	10,000	10,000
Total Professional Services	52,000	75,000	82,000	90,000	97,000
Education					
Substitutes	3,500	5,500	7,000	9,000	10,000
SPED OT, PT, SLP	13,200	18,600	24,000	28,800	33,200
Total Education Services	16,700	24,100	31,000	37,800	43,200
Technology					
IT Support Services	19,800	27,900	36,000	43,200	49,800
Other					
Janitorial	36,000	42,000	48,000	54,000	60,000
Copier	12,000	12,600	24,000	24,000	24,000
Security	20,000	30,000	35,000	40,000	41,200
Trash	6,000	6,000	6,000	6,000	6,000
Total Other Services	74,000	90,600	113,000	124,000	131,200
Total Contractual Services	\$ 162,500	\$ 217,600	\$ 262,000	\$ 295,000	\$ 321,200

WADA calculation

	Enrollment	Attendance %	ADA	FRL WEIGHT	LEP WEIGHT	WADA	per WADA payment	less sponsor fee	TOTAL
Year 1	132	91%	120.1	16.40	0.07	136.59	8150	0.985	1,096,498
Year 2	186	91%	169.3	23.10	0.10	192.47	8150	0.985	1,545,065
Year 3	240	91%	218.4	29.81	0.13	248.34	8150	0.985	1,993,633
Year 4	288	91%	262.1	35.77	0.16	298.01	8150	0.985	2,392,359
Year 5	332	91%	302.1	41.24	0.18	343.54	8150	0.985	2,757,858

	Year 1		Year 2		Year 3	
	<u>frl</u>	<u>lep</u>	<u>frl</u>	<u>lep</u>	<u>frl</u>	<u>lep</u>
Expected %	90%	2%	90%	2%	90%	2%
count	108.11	2.40	152.33	3.39	196.56	4.37
threshold %	35.4%	1.9%	35.4%	1.9%	35.4%	1.9%
threshold count	42.52	2.28	59.92	3.22	77.31	4.15
for weighting	65.59	0.12	92.42	0.17	119.25	0.22
weight	0.25	0.6	0.25	0.6	0.25	0.6
wada	16.40	0.07	23.10	0.10	29.81	0.13

	Year 4		Year 5	
	<u>frl</u>	<u>lep</u>	<u>frl</u>	<u>lep</u>
Expected %	90%	2%	90%	2%
count	241.06	5.36	277.88	6.18
threshold %	35.4%	1.9%	35.4%	1.9%
threshold count	94.82	5.09	109.30	5.87
for weighting	146.24	0.27	168.58	0.31
weight	0.25	0.6	0.25	0.6
wada	36.56	0.16	42.15	0.19

	payment	Year 1	Year 2	Year 3	Year 4	Year 5
TITLE 1	727	108	152	197	236	272
TITLE 2	100	132	186	240	288	332
SPED Part B	125	132	186	240	288	332
Food Service	783	120	169	218	262	302

	Year 1	Year 2	Year 3	Year 4	Year 5
TITLE 1	78,595	110,747	142,899	171,479	197,677
TITLE 2	13,200	18,600	24,000	28,800	33,200
SPED Part B	16,500	23,250	30,000	36,000	41,500
Food Service	94,054	132,531	171,007	205,209	236,560

FISHER ACADEMY PURCHASED SERVICES AND SUPPLIES DETAIL

Budget Item	Year 1	Year 2	Year 3	Year 4	Year 5
Curriculum	13,200	18,600	24,000	28,800	33,200
Specialist Materials	3,300	4,650	6,000	7,200	8,300
SUBS	3,500	5,500	7,000	9,000	10,000
Classroom Paper and Supplies	3,300	4,650	6,000	7,200	8,300
Computers/Tablets	-	30,000	10,000	10,000	10,000
Software	6,600	9,300	12,000	14,400	16,600
Instructional Equipment/Technology	-	15,000	15,000	15,000	15,000
CLASSROOM equipment	1,800	600	600	600	600
Library and Media Center	1,320	1,860	2,400	2,880	3,320
Assessment	3,300	4,650	6,000	7,200	8,300
teacher laptops	11,000	7,000	3,000	4,000	3,000
Field Trips	11,880	16,740	21,600	25,920	29,880
SPED OT, PT, SLP	13,200	18,600	24,000	28,800	33,200
SPED SUPPLIES	1,320	1,860	2,400	2,880	3,320
SOFTWARE_SIS	5,000	5,000	5,000	5,000	5,000
Professional Development	25,000	35,000	45,000	55,000	65,000
INSURANCE-D and O	5,000	7,500	10,000	10,000	10,000
INSURANCE-Workman's Comp	6,000	9,000	15,000	17,500	20,000
Legal	10,000	12,500	15,000	17,500	20,000
Audit	-	10,000	10,000	10,000	10,000
DUES & SUBSCRIPTIONS	1,000	1,500	2,000	2,500	3,000
Principal DISCRETIONARY	500	500	500	700	1,000
BANK/CREDIT CARD	1,000	1,000	2,000	3,000	3,500
SOFTWARE_SUI	5,000	6,000	6,180	6,400	6,750
Backoffice	42,000	52,500	57,000	62,500	67,000
Copier	12,000	12,600	24,000	24,000	24,000
MISCELLANEOUS EXPENSE	2,000	3,500	5,000	5,000	5,000
OFFICE SUPPLIES	12,000	12,000	12,000	12,000	12,000
POSTAGE	2,000	3,000	4,200	4,400	5,000
Security	20,000	30,000	35,000	40,000	41,200
food service costs	104,504	147,256	190,008	228,010	262,844
student recruitment expense	5,000	6,000	7,000	8,000	9,000
faculty recruitment expense	5,000	6,000	7,000	8,000	9,000
faculty performance incentives	14,000	22,000	28,000	36,000	40,000
IT Support Services	19,800	27,900	36,000	43,200	49,800
Parent Involvement	2,000	2,500	3,000	3,500	4,000

FISHER ACADEMY ENROLLMENT						
YEAR	1	2	3	4	5	
K	66	66	66	66	66	
1	44	60	60	60	60	
2	22	40	54	54	54	
3		20	40	48	48	
4			20	40	44	
5				20	40	
6					20	
TOTAL	132	186	240	288	332	

Overview of Enrollment model

Targeting class size of 22 in opening year in all grades

Even though there will be extensive efforts made to both retain families and backfill if needed in years 2-5, for budgeting purposes, we are recognizing 10% attrition, a rate used by schools with comparable demographics, each year in each K class.

For budgeting purposes, enrollment model maintains class size of 20 in out years for 1st-6th grades

FISHER ACADEMY FACILITY PLAN

	<u>FY 19</u>	<u>FY 20</u>	<u>FY 21</u>	<u>FY 22</u>	<u>FY 23</u>
square footage of facility	15,000	22,000	30,000	38,000	38,000
operating costs at \$5/sf	75,000	110,000	150,000	190,000	190,000
Rent Years 1 + 2	48,000	48,000			
Payments on 5.375/15 year Loan for 750K renovation in space used in years 1-2	72,396	72,396	72,396	72,396	72,396
Payments on 5.375/15 Year Loan for 750K renovation for buildout of facility in Years 3-5			72,396	72,396	72,396
Payments on 5.375/15 Year loan for 300K to acquire building in Year 3			29,172	29,172	29,172
Total Debt Service	72,396	72,396	173,964	173,964	173,964
Total Facility Costs	195,396	230,396	323,964	363,964	363,964
Cost/Sq Ft	13.03	10.47	10.80	9.58	9.58



Appendix P

Fisher Academy's Cash Flow Analysis

FISHER ACADEMY YEAR 1 CASH FLOW

	Prior Opening Year	7/1/2018	8/1/2018	9/1/2018	10/1/2018	11/1/2018	12/1/2018	1/1/2019	2/1/2019	3/1/2019	4/1/2019	5/1/2019	6/1/2019
Beginning Cash Balance		\$158,880	\$98,038	\$93,376	\$103,620	\$113,864	\$124,108	\$134,352	\$147,346	\$160,340	\$173,334	\$186,328	\$196,823
REVENUES													
Local	250,000	-	-	-	-	-	-	-	-	-	-	-	-
State		-	99,682	99,682	99,682	99,682	99,682	99,682	99,682	99,682	99,682	99,682	99,682
Federal		-	-	19,107	19,107	19,107	19,107	21,857	21,857	21,857	21,857	21,857	21,857
TOTAL REVENUES		-	99,682	118,789	118,789	118,789	118,789	121,539	121,539	121,539	121,539	121,539	121,539
EXPENDITURES													
6100 Salaries	80,000	13,750	47,023	47,023	47,023	47,023	47,023	47,023	47,023	47,023	47,023	47,023	47,023
6200 Benefits	6,120	3,134	13,962	13,962	13,962	13,962	13,962	13,962	13,962	13,962	13,962	13,962	13,962
6300 Purchased Services		23,750	33,612	27,362	27,362	27,362	27,362	27,362	27,362	27,362	27,362	29,862	29,862
6400 Supplies & Materials	5,000	1,375	3,715	14,165	14,165	14,165	14,165	14,165	14,165	14,165	14,165	14,165	14,165
6500 Equipment		12,800	-	-	-	-	-	-	-	-	-	-	-
6600 Debt Service		6,033	6,033	6,033	6,033	6,033	6,033	6,033	6,033	6,033	6,033	6,033	6,033
Total Expenditures	91,120	60,842	104,344	108,545	111,045	111,045							
SURPLUS	158,880	-\$60,842	-\$4,663	\$10,244	\$10,244	\$10,244	\$10,244	\$12,994	\$12,994	\$12,994	\$12,994	\$10,494	\$10,494
Ending Cash Balance	\$ 158,880	\$98,038	\$93,376	\$103,620	\$113,864	\$124,108	\$134,352	\$147,346	\$160,340	\$173,334	\$186,328	\$196,823	\$207,317



Section C.2

Financial Mangement

C.2 Financial Management

Purchasing of products and payment for all services on behalf of Fisher Academy shall be done by the Director of Operations in conjunction with the Principal and EdOps. At no time will any staff member, board member, or volunteer incur any debts in Fisher Academy's name unless expressly approved by the Director of Operations and Principal. All purchases shall be completed using preprinted Fisher Academy Purchase Orders. All recurring bills, items to be ordered, and items to be purchased and billed to Fisher Academy will require a preprinted Fisher Academy Purchase Order. Additionally, a preprinted Fisher Academy Purchase Order shall be required for all purchases using a Fisher Academy credit card.

Operational financial controls will include the following. 1) Any purchases exceeding \$2000 must be approved by both the Director of Operations and the Principal. 2) Capital Expenditures exceeding \$15,000 must be submitted to, and approved by, the board. 3) No budget expense line item may be exceeded on an annual budget by more than 5% without approval from the board following a submission including details for the overage and the predicted effect on the actuals for the year. 4) Financial control procedures will include systematic checks of online bank account activity by the Principal and Board Treasurer and monthly review of financials by the board. *Further instructions and details regarding all financial policies and internal control procedures will be developed and included in the employee handbook.*

All accounting practices shall be conducted using Generally Accepted Accounting Principles. The Board of Directors, including the Finance Committee will use the same principles as well as the Missouri Financial Accounting Manual when reviewing the monthly financial statements, 990, and audit. All members of the Board of Directors and administrative staff shall be covered under Directors and Officers Insurance. Further, our Liability Insurance will cover school staff, the Board of Directors, and Fisher Academy.

Fisher Academy will undergo a full audit at the conclusion of Year One/beginning of Year Two. Every audit will be conducted by a reputable, independent Certified Accounting Firm. To maintain the integrity of our financial management system and to ensure a pristine yearly audit, the aforementioned accounting practices and procedures will be directly adhered to by all Staff, Board Directors and volunteers.

The Principal and the Director of Operations shall share the responsibility of student enrollment eligibility, student enrollment in Special Education, eligibility of students for services provided as an English Language Learner, eligibility of students for free and reduced meals, and tracking of student attendance. The Administrative Assistant shall be responsible for collecting, entering, and distributing all required documents. The Director of Operations shall be responsible for ensuring the safekeeping of all student and financial records as well as accounting, back office support systems, and payroll are accurately maintained; He or she will also be responsible for regular and annual reports to the Missouri Department of Elementary and Secondary Education (DESE), the Board of Directors, and any other agency as required by law. Additionally, the Director of Operations shall be responsible for providing monthly financial reports to be



Section C.3

Facility

C.3 Facility

In securing a facility, Fisher Academy will be centrally located within the 24:1 Community to attract students from all municipalities and ensure that the school is easily accessible using public transportation, because Fisher Academy will not provide transportation. A centrally located school with public transportation accessibility will attract a greater diversity of students.

Fisher Academy's founding board has established a framework to determine our facility needs that is based on an estimate of at least 100 square feet of space per student. As Fisher Academy will gradually increase enrollment each year, it would not require the full use of the entire school building, allowing flexibility in remodeling, expanding, and functional improvements during years 1 through 4. In its early years, Fisher Academy will enroll elementary school students (grades K-2 in year one and K-3 in year two). With this in mind, the physical space requirements of elementary school students can be met more easily than the requirements for middle and high school students. Therefore, if need be, Fisher Academy could use a temporary space while a permanent home is identified and developed to meet the needs of our student body.

Fisher Academy anticipates an initial enrollment of 132 students opening year. This equates to three classes of Kindergarten, two classes of Grade 1, and one class of Grade 2. Year two will add 54 more students, bringing the total enrollment in year two to 186 students. During year one we will require 6 rooms for classroom instruction. We will also require class rooms for a computer lab, a science lab, and special education classroom as student needs are identified. In addition to the classrooms, space will be needed to accommodate office space for the Principal, Assistant Principal, Director of Operations, Social Worker, and the Administrative Assistant, a cafeteria, and a gym. Ample space for a playground that accommodates our student population is also a priority.

As previously stated, Fisher Academy is targeting students with the Normandy Schools Collaborative located within the 24:1 Community which includes the following municipalities: Bellerive, Bel-Nor, Bel-Ridge, Beverly Hills, Charlack, Cool Valley, Glen Echo Park, Greendale, Hanley Hills, Hillside, Normandy, Northwoods, Norwood Court, Pagedale, Pasadena Hills, Pasadena Park, Pine Lawn, St. John, Uplands Park, Velda City, Velda Village, Vinita Park, and Wellston. Within this region, we have identified two locations as potential sites for Fisher Academy. One site is a former church; the other is a former elementary school (currently owned by Beyond Housing) in Wellston. The two sites are:

- Living Word Apostolic Church/DAG Properties
501 North Hills
St. Louis, MO 63121
- Central Elementary School
6238 Ella Ave
St. Louis, MO 63133

We have had conversations with the owner of both facilities and are leaning toward the lease purchase of the Central Elementary School. We have left our options open with DAG properties in case any unforeseen obstacles to acquiring Central Elementary arise. Precise lease and/or purchase terms with Beyond Housing have been discussed but have not been finalized. Initial conversations began with two tours of Central Elementary to ensure that it could accommodate our needs. Since then, Beyond Housing has presented the Board with the opportunity to either lease or purchase the building. Options for Beyond Housing financing have also been discussed and look highly probable as we move toward acquiring the school. We are currently conducting background research on Central Elementary School to determine a range of cost to development the facility into one that would accommodate our school model and student body. Once background research is completed, we will revisit the school with an appraiser and engineer to gain some knowledge of costs to renovate the school for use.

We have had conversations with Dennis Gibbs, the owner of DAG Properties. Initial Conversations with DAG Properties led to a tour of the church. DAG Properties has presented us with the option to purchase the building outright or a joint purchase with another potential buyer. Although this site is quite conservative in size, it would accommodate our initial needs and provide some room for expansion. However, the site lacks ample space for a full playground.

Fisher Academy expects to have a site secured by November 2016, with plans for renovation, and funding for renovations finalized by December 2016. The anticipated renovation start-date is January 2017 to have renovations completed by January 2018 for opening in August 2018.

Fisher Academy will ensure that our facility space does not exceed more than 20% of our annual per pupil funding. Facility expenses will cover lease/mortgage, utilities, major maintenance costs, any build-out costs, including loan payments for the build-outs, and all necessary building upgrades needed to provide a high-quality STEM school that is safe and ADA compliant.



Section D.1

Pre-Opening Plan

D. Pre-Opening and Closure Plans

D.1 Pre-Opening Plan

Pre-opening activities (as outlined in Section C) will include all steps necessary to ensure that Fisher Academy is ready to begin serving students on opening day. This includes the task, description of specific tasks to be performed and the person(s) responsible for ensuring that the tasks are completed as scheduled.

(See Appendix R - Pre-Opening Plan)



Appendix R

Fisher Academy's Pre-Opening Plan

May 2016		
Task	Description	Responsible Party
Organizational	Submit to Potential Sponsor	Board/President
June 2016		
Facilities	Identify potential sites for the school	Board/President
July 2016		
Governance and Administration	Identify additional Board members	Board/President
Organizational	Make Revisions on Charter Application	Board/President
August 2016		
Organizational	Resubmit to Potential Sponsor	Board/President
Facilities	Engineer visits potential school site	President
Facilities	Discussions w/Beyond Housing	President
Facilities	Identify funding sources for renovations	President
September 2016		
Facilities	Discussions w/Beyond Housing	President
Facilities	Illinois Facility Fund negotiations	President
October 2016		
Organizational	Application Approved by Sponsor	Board/President
Facilities	Contract w/Beyond Housing on School	Board/President
Facilities	Renovations budget developed	Board/President
Finance and Operations	Acquire Forms (purchase orders, checks, etc.)	President
Governance and Administration	All Board meetings become public under the Sunshine Law (pending approval by DESE)	Board/President
Governance and Administration	Develop ongoing Governance meeting schedule	Board/President
November 2016		
Organizational	Charter Application submitted to DESE by Sponsor	Sponsor/President
Organizational	Strategic Fundraising Plan design	Board/President
Communications and Outreach	Community Meeting	Board/President
Communications and Outreach	Website Development	Board/President
Organizational	Post listing for Principal position	Board/President
Organizational	Identify potential Contractors	Board/President
Organizational	Open Request for Bids	Board/President
December 2016		
Finance and Operations	Federal CPS grant submitted	Board/President
Organizational	Approach potential funders	Board/President
Facilities	Finalize contract w/Beyond Housing	President
Facilities	Finalize contract w/Contractor	President

Facilities	Finalize loan w/IFF	President
January 2017		
Organizational	Charter Application approved by DESE	Board/President
Finance and Operations	Continue fundraising	Board/President
Communication and Outreach	Community Meeting	Board/President
Facilities	Begin school renovations	President
Organizational	Begin recruitment for Principal	Board/President
February 2017 – May 2017		
Finance and Operations	Continue fundraising	Board/President
Facilities	Continue monitoring renovations	President
June 2017		
Communication and Outreach	Community Meeting	Board/President
Finance and Operations	Continue fundraising	Board/President
Facilities	Finalize renovations	Board/President
Organizational	Hire Principal to start in August 2017	Board/President
Organizational	Post Job Listing for Admin. Asst.	Board/President
July 2017		
Finance and Operations	Continue fundraising	Board/President
August 2017		
Finance and Operations	Continue fundraising	Board/President
Organizational	Principal comes on board	Board/President
Organizational	Design and approve hiring policies	Principal/Board
Organizational	Refine 2017 – 2018 Cash Flow	Principal
Organizational	Begin recruitment for Admin. Asst.	Principal
Organizational	Post Job Listing for Teachers	Principal
Organizational	Post Job Listing for DO	Principal
Academic Program	Begin school curriculum and program development	Principal
September 2017		
Finance and Operations	Continue fundraising	Board/President
Organizational	Develop strategic approach for meeting each school goal	Principal
Finance and Operations	Develop finance and operations policy	Principal
October 2017		
Finance and Operations	Continue fundraising	Board/President
Communications and Outreach	Develop Recruitment Strategies and Marketing Plan	Principal
Communications and Outreach	Begin hosting community events to promote school and become present in the community	Principal
November 2017		
Finance and Operations	Continue fundraising	Board/President
Academic Program	Continue refining, developing, and aligning curriculum to fit the Fisher Academy model	Principal

Communication and Outreach	Community meeting	Principal
Communication and Outreach	Parent and Community Engagement strategies finalized	Principal
December 2017		
Finance and Operations	Continue fundraising	Board/President
Communication and Outreach	Enrollment application and marketing materials completed and approved	Principal
Communication and Outreach	Parent and Community Engagement begins	Principal
Academic Program	Continue refining, developing, and aligning curriculum to fit the Fisher Academy model	Principal
January 2018		
Finance and Operations	Continue fundraising	Board/President/Principal
Finance and Operations	Source back-office financial management for 2017- 2018 school year	Principal
Finance and Operations	Develop staff salary range and benefits	Principal
Staff/SPED Instructor/DO	Begin recruitment for DO, SPED Instructor, Administrative Assistant and Instructional Staff	Principal
Enrollment	Enrollment application and application process added to website; begin student enrollment	Principal
Academic Program	Continue refining, developing, and aligning curriculum to fit the Fisher Academy model	Principal
February 2018		
Finance and Operations	Continue fundraising	Board/President/Principal
Academic Program	Clear description of school culture developed including strategic plan to promote that culture	Principal
Enrollment	Continue student enrollment process	Principal
Enrollment	Finalize lottery and waiting list guidelines for families interested in Fisher Academy	Principal
Professional Development	Identify Professional Development for incoming instructional staff	Principal
Academic Program	Continue refining, developing, and aligning curriculum to fit the Fisher Academy model	Principal
March 2018		
Finance and Operations	Continue fundraising	Board/President/Principal
Organizational	Begin interviewing potential staff for 2018 – 2019 school year	Principal

Enrollment	Complete student enrollment process and announce lottery drawing procedures and date/time/location	Principal
Academic Program	Complete curriculum design to ensure alignment with Grade Level Expectations, assessment tools, and Fisher Academy Model	Principal
Academic Program	Purchase Curriculum Materials	Principal
Academic Program	Identify curricular development needs and develop plan of delivery for staffing needs	Principal
Special Education	Secure SPED contracted services	Principal
Communication and Outreach	Publicize school opening, enrollment and lottery process, and waiting list policies	Principal
Communication and Outreach	Plan a meet and greet with incoming students and parents	Principal
April 2018		
Finance and Operations	Continue fundraising	Board/President/Principal
Organizational	Continue interviewing potential staff for 2018 – 2019 school year	Principal
Organizational	Design student discipline, school policy, and employee handbooks for incoming staff	Principal
Organizational	Purchase Student Information System (SIS)	Principal
Governance and Administration/ Accountability	Use strategic plan to Develop a three-year school-wide improvement according to sponsor accountability and DESE; develop curriculum assessments to assist with tracking progress toward school goals	Board/President/Principal
Academic Program	Purchase supplemental equipment and software items	Principal
Organizational	Final school uniforms, confirm costs, and relay to parents; complete uniform ordering procedure and relay to parents	
Communication and Outreach	Sustain communication and continue building relationships with enrolled students and parents	Principal
Special Education		
May 2018		
Finance and Operations	Continue fundraising	Board/President/Principal
Organizational	Hire DO, SPED Instructor, Administrative Assistant, and	Principal

	Instructional staff to begin working in July 2016	
Accountability	Meet with sponsor to provide comprehensive update and share tracking, assessment, and culture materials	Board/President/Principal
Organizational	Plan meet and greet with school leaders, board, other staff; collect any missing paperwork	Principal
Organizational	Finalize transportation and food service needs and contracts for the 2018 – 2019 school year	Principal
Finance and Operations	Plan audit of first fiscal year and arrange audit	Principal
Governance and Administration	Assure that the roles and responsibilities of the board and administrative staff are clearly defined	Principal
Governance and Administration	Check status of Pre-Opening Plan to ensure that we have accomplished all previous goals and remain on track for the fall 2018 school opening; revise schedule for activity for the remaining months, if necessary	Principal
Governance and Administration	Confirm back-office contracted services with EdOps – HR process, payroll, benefits, school insurance, etc. are ready to be accessed.	Principal
Academic Program	Purchase assessment software, services, and materials	Principal
Communication and Outreach	Sustain communication and continue building relationships with enrolled students and parents	Principal
Facilities	Identify any additional repairs/installations; ensure that all technology infrastructures, including telephone, internet, security, etc.; confirm contracted services	Principal
Special Education	Ensure that students and parents identified as needing services have necessary materials to assure parents of our commitment to providing their child with a quality education	Principal
Organizational	Confirm compliance with DESE	Principal

June 2018

Finance and Operation	Continue fundraising	Board/President/Principal
Organizational	Complete staff development program for approval and communication to staff	Principal
Organizational	Conduct criminal background checks and Family safety care registry checks along with reference checks	Principal
Finance and Operation	Ensure that all budget projections and revenue streams are finalized	Principal
Communications and Outreach	Sustain communication and continue building relationships with enrolled students and parents	Principal
July 2016		
Organizational	Staff Orientations	Principal
Organizational	Create and Secure Personnel files	Principal
Organizational	Train staff in all areas necessary to ensure that they are in line staff expectations with regard to discipline and code of conduct	Principal
Organizational	Professional Development in STEM, experiential learning, and multi-grade classrooms	Principal
Finance and Operation	Implement 2018-2019 FY Budget	Principal
Finance and Operation	Ensure Pre-Opening year (2017-2018) audit is schedule by the end of August 2018	Principal
Finance and Operation	Ensure reporting system is in place and school is ready to report data to DESE during opening school year	Principal
Special Education	SPED Instructor coordinate tasks accomplished to date and connect any gaps in preparation for opening day	Principal
Academic Program	Instructional staff to with Principal to develop at curriculum plans for at least the first eight weeks of the school year	Principal
Facilities	Coordinate staff and volunteers to prepare building and classrooms for opening day	Principal
Accountability	Ensure assessments are aligned with day-to-day classroom instruction and Fisher Academy model	Principal
Special Education	Update all staff and board members on SPED enrollment process and clearly define any other legal requirements	SPED Instructor/Principal



Section D.2

Closing Plan

D.2 Closure Plan

The terms of the contractual relationship between Fisher Academy and our Sponsor will be set out in Appendix T. The contract includes:

- The five-year term of the charter, including requirements for renewal
- A clear definition of circumstances that will be grounds for the Sponsor to intervene in oversight and administration of Fisher Academy, take remedial actions, revoke, or refuse to renew the charter along with how notice of such actions will be presented to Fisher Academy
- Guidelines for how student records will be transferred to DESE for appropriate disposition, should school closure occur
- Guidelines for how unobligated assets of Fisher Academy will be returned to DESE for disposition in accordance to Missouri law, should school closure occur

In addition to ensuring that all provisions for school closure as outlined above are adhered to, Fisher Academy will also:

- Notify, in writing, within 30 days of the decision to close, parents and/or guardians of all students currently enrolled at Fisher Academy, as well as those with plans to enroll in the following academic year that Fisher Academy is impending closure
- Resolve and reconcile all remaining financial obligations prior to returning unobligated assets to DESE
- Ensure that all business operation and personnel records are archived in keeping with previously outlined financial management practices and make those records available to DESE
- Notify, in writing, within 30 days of the decision to close, the St. Louis Public School District, the Missouri Board of Education, and the retirement system that Fisher Academy's employees participate in
- Immediately prior to closing, submit a final audited financial report that covers that part of the fiscal year, whether in full or not, to the Board of Directors, Sponsor, and DESE

(See Appendix S - Closing Plan)



Appendix S

Fisher Academy's Closing Plan

3	Seven days after the school closure has been made official	<p>Create a press release that announces the official closing and includes the following details related to the decision.</p> <ul style="list-style-type: none"> *History of the school and reason for decision to close; *Outline the support of the parents, community, sponsor, partnerships, education authorities, faculty and staff; *Provide contact information for closure coordinator 	Board and Principal	
PARENT NOTIFICATION				

4	Same as above	<p>Prepare the closure notification for parent/guardian.</p> <p>Create a Parent Contact List to include:</p> <ol style="list-style-type: none"> 1. Student name 2. Parent name 3. Address 4. Telephone 5. Email <p>Provide a copy of the parent contact information to Closure Coordinator for further distribution and updates as required.</p>	Board, Principal and Closure Coordinator	
5	Same as above	<p>Initial Closure Notification Letter: Parent/Guardian</p> <p>Distribute letter to parents outlining</p> <ol style="list-style-type: none"> 1. Closure decision; 2. Timeline for transition; 3. Assurance that instruction will continue through the end of the school year or the date when instruction will cease; 4. Assurance that parents/students will be assisted in the reassignment process/Help Line Information and Closure Coordinator role/contact information; and 5. FAQ's about the charter closure process 	Board, Principal and Closure Coordinator	

6	Within 10 days (business days) of decision to close	<p>Convene Parent/Guardian Closure Meeting Plan and convene a parent closure meeting</p> <ol style="list-style-type: none"> 1. Make copies of "Closure FAQ's" document available; 2. Provide overview of Fisher Academy's board closure policy and closure decision; 3. Provide calendar of important dates for parents; 4. Provide specific remaining school vacation days and date for end of classes; 5. Present timeline for transitioning students; 6. Present timeline for closing down of school operations; and 7. Provide Principal and Closure Coordinator contact information. 	Board, Principal and Closure Coordinator	
7	Within 30 days (business days) of decision to close	<p><i>Parent/Guardian Closure Transition Letter</i> Distribute letter to parents outlining</p> <ol style="list-style-type: none"> 1. Date of the last day of regular instruction; 2. Cancellation of any planned summer school; 3. Notification of mandatory enrollment under state law; 4. Dates of any planned school choice fair(s); 5. Contact and enrollment information for charter, parochial, public, and private schools in the area; 6. Information on obtaining student records pursuant to the state regulation Freedom of Information Law before the end of classes; and 7. Contact information for parent/guardian assistance questions. <p>Provide a copy of the letter/additional information to the Closure Coordinator.</p>	Board, Principal and Closure Coordinator	
STAFF NOTIFICATION				

8	Seven days after the school closure has been made official	<p>Faculty Contact Information Create Faculty Contact List to include:</p> <ol style="list-style-type: none"> 1. Name 2. Position 3. Address 4. Telephone 5. Email <p>Provide a copy of the faculty contact information to Closure Coordinator.</p>	Fisher Academy Principal and Closure Coordinator	
9	Same as above	<p>Initial Closure Notification Letter: Faculty/Staff Distribute letter to faculty and staff outlining</p> <ol style="list-style-type: none"> 1. Closure decision; 2. Timeline for transition; 3. Assurance that instruction will continue through the end of the school year or the date when instruction will cease; 4. Assurance that parents/students will be assisted in the reassignment process/Help Line Information; 5. Assurance that all monies owed and time earned will be acknowledged and paid accordingly; and 6. FAQ's about the charter closure process 	Board, Principal and Closure Coordinator	
10	Within 10 days (business days) of decision to close	<p>Convene Faculty/Staff Closure Meeting Plan Convene a faculty/staff meeting to communicate:</p> <ol style="list-style-type: none"> 1. Discuss reasons for closure; 2. Emphasize importance of maintaining continuity of instruction through the end of the school year; 3. Discuss plans for helping students find new schools; 4. Identify date when last salary check will be issued, when benefits terminate, and last day of employment; 	Board, Principal and Closure Coordinator	

		<p>5. Describe assistance, if any, which will be provided to faculty and staff to find new positions.</p> <p>6. Provide Closure Coordinator/Principal contact information</p>		
11	<p>Within 30 days (calendar days) of decision to close</p>	<p>Faculty/Staff Closure Transition Letter</p> <p>Outline transition plan and timelines for staff, including but not limited to:</p> <ol style="list-style-type: none"> 1. Timeline for compensation and benefits; 2. COBRA information; 3. Pertinent licensure information; 4. Letter of recommendation/reference contact information; 5. Processing of year-end tax documents (W-2's, 1099's, etc.); and 6. Transition team member contact information. <p>Provide a copy of the letter/additional information to Closure coordinator.</p>	<p>Fisher Academy Principal and Closure Coordinator</p>	
STATE AND LOCAL AGENCY NOTIFICATION				
12	<p>Five days after the school closure has been made official</p>	<p>Initial Closure Notification Letter:</p> <p>State Agencies</p> <p>Send letter to state education agency to include:</p> <ol style="list-style-type: none"> 1. Notification materials distributed to parents; 2. Notification materials distributed to faculty and staff; 3. Authorizing board decision materials, resolution to close school, copy of any termination agreement (if applicable) 	<p>Board, Principal and Closure Coordinator</p>	

13	Five days after the school closure has been made official	<p>Notify School Districts Impacted Within one day of Fisher Academy's vote to close the charter school, notify districts materially impacted by the closure decision, including:</p> <ol style="list-style-type: none"> 1. Possible appeals and timeline for final decision; 2. Copy of the letter sent to parents; 3. Copies of letters sent to other stakeholders (e.g., faculty). 4. FAQ about the charter closure process; 5. Information about the plan being developed to ensure an orderly closure process; 6. Authorizing board decision materials (e.g., a resolution to close school, copy of a termination agreement), if available; and 7. Authorizer lead contact information 	Board, Principal and Closure Coordinator	
GOVERNANCE AND CONTINUED OPERATIONS				
14	Ongoing until end of classes	<p>Maintain Insurance: Assets should be protected against theft, misappropriation and deterioration. Fisher Academy will:</p> <ol style="list-style-type: none"> 1. Maintain existing insurance coverage until the disposal of such assets under the schoolclosure action plan; 2. Continue existing insurance for the facility and other assets until a) disposal ortransfer of real estate or termination of lease, and b) disposal, transfer or sale of other assets are sold; 3. Negotiate facility insurance with entities that may take possession of school facility (lenders, mortgagors; bond holders, etc.); 4. Maintain existing directors and officers liability (D&O) insurance, if any, until finaldissolution of the school. 	Board, Principal and Closure Coordinator	
15	Within 30 days (business days) of decision to close	<p>Terminate Summer Instruction Program and any alternative programming beyond primary school instruction: Take appropriate action to terminate any summer instruction, such as canceling teaching contracts, notifying parents, community partners, etc.</p>	Board, Principal and Closure Coordinator	

16	Within 30 days (business days) of decision to close	<p>Review Budget/Establish Use of Reserve Funds</p> <p>1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable.</p> <p>2. Emphasize the legal requirement to limit expenditures to only those in the approved budget, while delaying approved expenditures that might no longer be necessary until a revised budget is approved.</p> <p>3. Make revisions that take into account closure and associated expenses while prioritizing continuity of instruction.</p> <p>4. Identify acceptable use of reserve funds to support the orderly closure of the school. School.</p>	Fisher Academy Principal and Closure Coordinator	
17	Ongoing until end of classes	<p>Continue normal operations of the school:</p> <p>1. Continue instruction to students.</p> <p>2. Continue to prepare students and administer student test, i.e. MAP as scheduled.</p> <p>3. Continue meetings with the Board of Directors, ensuring closure activities are being administered timely and properly according to regulations and policies.</p>	Fisher Academy Principal and Closure Coordinator	
CONTRACTS				

18	Within 45 days (business days) of decision to close	<p>Notification of Employees and Benefit Providers:</p> <p>The school should establish an employee termination date and:</p> <p>1. Formally notify all employees of termination of employment and/or contracts;</p> <p>2. Notify benefit providers of pending termination of all employees;</p> <p>3. Notify all employees and providers of termination of all benefits programs</p> <p>4. Terminate all programs as of the last date of service in accordance with applicable law</p> <p>and regulations (i.e. COBRA), including:</p> <ul style="list-style-type: none"> -Medical, dental, vision plans; - Life insurance; Cafeteria plans; 401(k) retirement plans; and Pension plans. 	Board, Principal and Closure Coordinator	
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		Consult legal counsel as specific rules and regulations may apply to such programs. Provide Closure Coordinator with a copy of all documents.		
19	Within 21 days (business days) of decision to close	<p>Notification of Management Company/Organization and Termination of Contract Review the management agreement and take steps needed to terminate the agreement at the end of the school year or when the charter contract expires. The school must:</p> <ol style="list-style-type: none"> 1. Notify management company/organization of termination of education program by the school's board, providing the last day of classes and absence of summer programs; 2. Provide notice of non-renewal/revocation in accordance with management contract; 3. Request final invoice and accounting, including an accounting of any retained school funds and the status of grant funds; 4. Provide notice that the management company/organization should remove any property lent to the school after the end of classes and request a receipt of such property. <p>Provide a copy of this notification to the Closure coordinator.</p>	Board, Principal and Closure Coordinator	
20	Within 21 days (business days) of decision to close	<p>Notification of Contractors/Vendors Agreement</p> <p>The school must formulate a list of all contractors with contracts in effect and:</p> <ol style="list-style-type: none"> 1. Notify them regarding school closure and cessation of operations; 2. Instruct contractors/vendors to make arrangements to remove any contractor property from the school by a date certain (copying machines, water coolers, other rented property); 3. Retain records of past contracts.vendors as proof of full payment; 4. Maintain telephone, gas, electric, water, insurance; and 	Board, Principal and Closure Coordinator	

		<p>5. Terminate contracts for goods and services as of the last date such goods or services will be needed.</p> <p>Provide the Closure coordinator with written notification of such.</p>		
21	Within 14 days (business days) of decision to close	<p>List all Creditors and Debtors</p> <p>Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. The list should include:</p> <p>Creditors 1. Contractor to whom the school owes payment; 2. Lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors.</p> <p>Debtors 3. Persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.</p>	Board, Principal and Closure Coordinator	
22	Within 21 days (business days) of decision to close	<p>Notification to Creditors</p> <p>Solicit from each creditor a final accounting of the school's accrued and unpaid debt. Compare the figures provided with the school's calculation of debt and reconcile. Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations.</p> <p>Provide the Closure coordinator with a written summary of this activity.</p>	Board, Principal and Closure Coordinator	
23	Within 21 days (business days) of decision to close	<p>Notification to Debtors</p> <p>Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained.</p> <p>Provide the Closure coordinator lead with a written summary of this activity.</p>	Board, Principal and Closure Coordinator	

24	Ongoing until end of classes	<p>Disposition of Corporate Records</p> <p>The school board shall maintain all corporate records related to:</p> <ol style="list-style-type: none"> 1. Loans, bonds, mortgages and other financing; 2. Contracts; 3. Leases 4. Assets and asset distribution; 5. Grants (records relating to federal grants must be kept in accordance with 34 CFR 80.42); 6. Governance (minutes, bylaws, policies); 7. Employees (background checks, personnel files); 8. Accounting and financials/audit, taxes and tax status, etc.; 9. Employee benefit programs and benefits; and 10. Any other items listed in the closure action plan. <p>Determine where records will be stored after dissolution.</p>	Board, Principal and Closure Coordinator	
FINAL STEPS				

25	Within 45 days (business days) of decision to close	<p>Disposition of Inventory and Assets.</p> <p>Establish a disposition plan (e.g., auction), and establish a payment process (e.g., cash, checks, credit cards) for any remaining items. This plan should include an inventory of all physical assets, school property (including books), unused supplies, etc. Each item should be listed by location, identification (including serial#'s if necessary), how disposition will occur (sale, auction, etc.) estimated value, anticipated date for disposition.</p> <p><i>Note:</i> <i>Establish under state or individual school agreements required disposition of property purchased with DESE funds. Generally property purchased with DESE funds must first be offered to other charter schools within the same region in which the closing school is located. If no school wants the property, an auction must be held to dispose of the DESE assets.</i></p>	Board, Principal and Closure Coordinator	
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26	Within 30 days (business days) of the school closing	<p>Itemize Financials and Payroll Reports. Review, prepare and make available the following:</p> <ol style="list-style-type: none"> 1. Fiscal year-end financial statements; 2. Cash analysis; 3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. <p>Additionally, collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. Provide the Closure Coordinator with copies of all materials.</p>	Board, Principal and Closure Coordinator	
27	Within 120 days (business days) of the last day of instruction	<p>Prepare and Submit Final Financial Audit. Establish a date by which to complete a final close-out audit by an independent firm or state auditor. Provide the Closure Coordinator with a copy of the final audit.</p>	Board, Principal and Closure Coordinator	

28	Within 30 days (business days) of the last day of instruction	<p>Archival and Transfer of Student Records. Identify an appropriate entity to hold student records. Send student records, including:</p> <ol style="list-style-type: none"> 1. Individual Education Programs (IEPs) and all records regarding special education and supplemental services; 2. Student health / immunization records; 3. Attendance records; 4. Any testing materials required to be maintained by the school; 5. Student transcripts and report cards; and 6. All other student records. <p>The school must contact the relevant districts of residence for students and notify districts of how (and when) records will be transferred. In addition, the school must create a master list of all records to be transferred and state their destination. Document the transfer of records to include:</p>	Board, Principal and Closure Coordinator	
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		<ol style="list-style-type: none"> 1. The number of general and special education records transferred; 2. Date of transfer; 3. Signature and printed name of the charter school representative releasing the records; and 4. Signature and printed name of the organization who receives the records. 		
29	Ongoing until close of school.	<p><i>Disposition of Corporate Records</i></p> <p>The school board shall maintain all corporate records related to:</p> <ol style="list-style-type: none"> 1. Loans, bonds, mortgages and other financing; 2. Contracts; 3. Leases; 4. Assets and asset distribution; 5. Grants (records relating to federal grants must be kept in accordance with 34 CFR 80.42); 6. Governance (minutes, bylaws, policies); 7. Employees (background checks, personnel files); 8. Accounting/audit, taxes and tax status, etc.; 9. Employee benefit programs and benefits; and 10. Any other items listed in the closure action plan. <p>Determine where records will be stored after dissolution.</p>	Board, Principal and Closure Coordinator	



Appendix I

District Submission

Fisher STEM and Leadership Academy

June 2, 2016

To Whom It May Concern:

I have delivered the charter school application for Fisher STEM and Leadership Academy to the Normandy Schools Collaborative office on June 2, 2016. Please see below for proof of submission.

Sincerely,

Shawntelle L. Fisher

Shawntelle L Fisher, Founder
Fisher STEM and Leadership Academy

I, *Solana Shellner*, have received a copy of the Fisher STEM and Leadership Academy's charter application.

Solana Shellner RECEPTIONIST

Signature/Title

6/21/2016
Date

23 North Oaks Plaza – Suite 250
St. Louis, MO 63121
314-381-0401 (phone)
314-381-1009 (fax)

Information Required by Missouri State Law		
Statute	Description	Page Numbers
160.400.2 160.400.4 160.400.5	Located in an eligible district	58
160.400.3 160.403	Sponsored by an eligible sponsor	
160.400.7, .8, Charter 355	Missouri non-profit	82
160.400.11	Sponsorship fees are in budget	193
160.400.14	Criminal background checks and family care safety registry conducted for all members of governing board	82
160.400.15	No board members hold office or is an employees of the school; or provides services	82
160.405.1	Submitted and approved by sponsor	
160.405.1	Submitted copy of application to local school district within five business days	82
160.405.1	Performance contract (covering 160.400-160.425, 160.349)	
160.405.1.(1)	Mission and vision statement for charter	7
160.405.1.(2)	Description of the organizational structure	161
160.405.1.(2)	Bylaws of governing body	90
160.405.1.(2)	Description of parent, professional educator, community involvement in governance and operations	187
160.405.1.(3)	Financial plan for first three years of operation	196
160.405.1.(4)	Description of policy for securing personnel services	194
160.420.3.	Personnel employed by charter school shall participate in the retirement system of the school district	194
160.405.1.(4) 160.420.1 160.420.2	Personnel policies, including right to remain an employee of the district and non employ instructional personnel with revoked or suspended license	
160.420.2	Noncertificated instruction personnel limited to 20%	
160.405.1.(4) 160.415.2	Personnel qualifications	167
160.405.1.(4)	Professional development plan	25
160.405.1.(5)	Description of grades and ages of students served	7
160.405.1.(6)	School calendar of operation, at least equal to 160.011	51
160.405.1.(7)	Description of pupil performance standards	47
160.405.1.(7) 160.405.4 (6)	Description of academic program performance standards including indicators, measures, metrics and targets;	40
160.405.1.(7)	Indicators, measures, metrics and targets for academic program performance	40

160.405.1.(7) 160.405.1.(8)	Goals on graduation, standardized tests and academic growth	14
160.405.1.(9)	Description of charter school's educational growth program and curriculum	17
160.405.1.(10)	Five year term for the charter	
160.405.4. (4) 160.405.1.(11)	Procedures for monitoring financial accountability of charter consistent with MO financial accounting manual	212
160.405.1.(12)	Health, safety and other legal requirements	78
160.405.1.(12)	Description of student discipline policy	77
160.405.1.(13) 160.410.1. 160.410.2. 160.410.3. 160.415.11	Description of student admission policy, including no tuition, no fees beyond what school district is prohibited	180
160.405.1.(13)	Description of student admission policy for students with disabilities	180
160.405.1.(14)	Description of the school's grievance procedures for parents and guardians	78
160.405.1.(14) 160.405.8 160.405.9	Charter School Agreement detailing sponsor intervention, revocation of charter	
160.405.1.(15) 160.405.16.(6)	Closure procedures	229
160.405.1.(15) 160.405.16.(6)	Closure procedures include transition of student records	229
160.405.1.(15) 160.405.16.(6)	Closure procedures include archival of business operations	229
160.405.1.(15) 160.405.16.(6)	Closure procedures include transfer or repository of personnel records	229
160.405.1.(15) 160.405.16.(6)	Closure procedures include submission of final financial records	229
160.405.1.(15) 160.405.16.(6)	Closure procedures include resolution of any remaining financial obligations	229
160.405.1.(15) 160.405.16.(6) 160.405.1.(17)	Closure procedures include disposition of charter school assets	229
160.405.1.(15) 160.405.16.(6)	Closure procedures include notification plan to parents, district, retirement, state board of education	229
160.405.1.(16)	Description of special education and related services available	63
160.405.4.(1)	Nonsectarian in programs	13
160.405.4.(1)	Nonsectarian admissions policies	13
160.405.4.(1)	Nonsectarian employment practices	13
160.405.4.(1)	Nonsectarian operations	13
160.405.4.(2)	Comply with state, county, city laws and regulations on health	

160.405.4.(2) 167.115-167.117	Comply with state, county, city laws and regulations on safety	
160.405.4.(2) 160.261 167.161 167.164 167.171	Comply with state, county, city laws and regulations on minimum educational standards	15
167.518	Comply with state, county, city laws and regulations on academic assessment	47
167.020.	Comply with state, county, city laws and regulations on transmittal of student records	230
160.041	Comply with state, county, city laws and regulations on minimum school days and hours	51
168.133 160.420.2	Comply with state, county, city laws and regulations on employee criminal history background checks and family care safety registry; all employees	159
160.405.4.(4)	LEA complies with all requirements of ESSA as it relates to federal audit requirements	212
160.405.4.(4)	Debt included in repayment plan in financial plan	196
160.405.4.(5)	Provide a comprehensive instructional program for at least one grade or age group, K-12	7
160.405.4.(5)	Provide a comprehensive instructional program for at least one grade or age group, early childhood - OPTIONAL	
160.405.4.(6)(a) 160.514	Design a method to measure pupil progress toward pupil academic standards	41
160.405.4.(6)(a) 160.514	Establish baseline student performance in performance contract during the first year	
160.405.4.(6)(a)	Collect student performance data	41
160.405.4.(6)(a) 160.518	Participate in the statewide assessment	42
160.405.4.(6)(a) 160.522	Complete and distribute annual report card as prescribed	42
160.405.4.(6)(a) 160.410	Provide data required for the student of charter schools	42
160.405.4.(7) 162.670-162.710 IDEA Section 504	Comply with all federal and state laws and regulations regarding student with disabilities	63
160.405.4.(8)	Documentation a copy of the application was submitted to local district	82
160.405.4.(8)	Statement outlining reasons for approval by sponsor related to 160.400-160.425 and 167.349	
160.405.14.(1)	Chief financial officer maintains a surety bond	218
160.405.14.(2)	Chief financial officer maintains an insurance policy	218
160.415.1	Collect and report average daily attendance, free and reduce lunch, special education and limited English proficiency pupil count	163

For high risk or alternative schools		
160.405.4.(6)(b)	Performance measures based on mission, curriculum, teaching methods and services	
160.405.4.(6)(b)	Comprehensive academic and behavioral measures to determine student meeting performance standards on a different and specified time frame	
160.405.4.(6)(b)	Annual report shall include comprehensive measures of student progress	
160.405.5.(1)	May include alternatives for students to obtain credit	
For education service providers/charter management organizations		
160.145.7.(1)	Evidence of success in serving similar student population including demonstrated academic achievement, successful management on non-academic school functions	
160.415.7.(2)	Term sheet for duration of service contract outlining the roles and responsibilities of the governing board, school staff, service provider	
160.415.7.(2)	Term sheet for the duration of service contract outlining scope of services and resources provided by service provider	
160.415.7.(2)	Term sheet for the duration of service contract outlining performance evaluation measures and timelines	
160.415.7.(2)	Term sheet for the duration of the service contract outlining compensation structure, including clear identification of all fees to be paid to the service provider	
160.415.7.(2)	Term sheet for duration of service contract outlining methods of oversight and enforcement	
160.415.7.(2)	Term sheet for duration of service contract outlining CMO Investment disclosure	
160.415.7.(2)	Term sheet for duration of service contract outlining conditions for the renewal and termination of the contract	
160.415.7.(3)	Disclose any know conflict of interest between the school governing board and proposed service provider or any affiliated business	
160.415.7.(4)	Disclose and explain any termination or nonrenewal of contracts for equivalent services for any US charter school within last five years	
160.415.7.(5)	Assurance charter school legal council reports to the governing board	
160.415.7.(6)	Process for approval of service provider expenditures intent to bill charter school have prior approval of governing board or designee	