

# \_\_\_\_\_ Missouri \_\_\_\_ Charter Public School Commission

October 23, 2020

Ms. Rachel Uptergrove Director, Educational Support Services Charter School Office Missouri Department of Elementary and Secondary Education 205 Jefferson Street Jefferson City, Missouri 65102-0480

### **RE: SPONSORSHIP OF THE LEADERSHIP SCHOOL**

Dear Ms. Uptergrove,

I am pleased to inform you the Missouri Charter Public School Commission voted on October 23, 2020 to serve as the sponsor of The Leadership School and approved the attached application. This charter school will be the first to locate in the Normandy Schools Collaborative and seeks to open in the 2021-2022 school year. The Leadership School will open with a kindergarten through second grades serving 125 students. The charter school will eventually serve 450 students in kindergarten through 8th grades.

The Commission reviewed the accompanying charter school application, held a public hearing, and interviewed the founding board. This charter and the board meets the requirements of sections RSMo 160.400 to 160.425 and sections 167.349. We have confidence the board and school leaders will provide a high-quality public education.

As required by RSMo 160.405.3, the Commission is formally submitting this application to the Missouri State Board of Education for their approval at the December board meeting. Please feel free to contact me if you have any questions.

Sincerely,

Taking n HWaly

Robbyn G. Wahby Executive Director

CC: Mr. Lennel Hunter, Chair, The Leadership School Founding Board Ms. Kimberly Townsend, Executive Director Ms. Jocelyn Strand, Coordinator, School Improvement Office, Department of Elementary and Secondary Education Missouri Charter Public School Commissioners

Toll Free (855) 267-7323 • <u>https://mcpsc.mo.gov/ • info@mcpsc.mo.gov</u> •

# Missouri Charter Public School Application Cover Sheet Form

#### NAME OF PROPOSED CHARTER SCHOOL:

The Leadership School

#### NAME OF NOT-FOR-PROFIT 501 (C) (3) ORGANIZATION HOLDING THE CHARTER: The Leadership School

PRIMARY CONTACT PERSON

Kimberly Townsend

**Title/Relationship to Non-Profit** Founder/Executive Director

Mailing Address: 3802 Kentucky Derby Drive St. Louis, MO 63034 Telephone (Primary): 314-227-1777 Telephone (Secondary): 314-368-1067 Email Address: <u>ktownsend@tlsstl.org</u>

**GOVERNING BOARD CHAIR:** Lennel Hunter

**Title/Relationship to Non-Profit:** Founding Board Chair

Mailing Address: 1077 Glenway Dr. St. Louis, Missouri 63122 Telephone (Primary): (314) 276-2458 Email Address: boardchair@tlsstl.org

**EDUCATION SERVICE PROVIDER (IF APPLICABLE):** Not Applicable

CHARTER SCHOOL PHYSICAL ADDRESS (IF KNOWN): Not Known

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

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

**The proposed charter school, if approved, intends to open in:** August 2021

# **ENROLLMENTPROJECTIONS**

SCHOOL YEAR	<b>GRADE LEVELS SERVED</b>	YEAR (20XX)
1 <sup>st</sup>	K, 1, 2	YEAR 1: 2021-22
$2^{\text{nd}}$	K, 1, 2, 3	YEAR 2: 2022-23
3 <sup>rd</sup>	K, 1, 2, 3, 4	YEAR 3: 2023-24
4 <sup>th</sup>	K, 1, 2, 3, 4, 5	YEAR 4: 2024-25
5 <sup>th</sup>	K, 1, 2, 3, 4, 5, 6	YEAR 5: 2025-26

#### Projected grade level and enrollment over the term of the charter:

**GRADE LEVELS** K TO 8<sup>th</sup>

**PROJECTED TOTAL ENROLLMENT: 450** 

#### THE SCHOOL INTENDS TO BE AT FULL ENROLLMENT IN: 2027-28

### **APPLICATION CERTIFICATION**

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

nter (Oct 22, 2020 10:36 CDT)

CHAIRPERSON SIGNATURE

Lennel Hunter **PRINTED NAME** 

Kunbuly Tanka

Oct 22, 2020

**EXECUTIVE DIRECTOR/FOUNDER SIGNATURE** 

DATE

Kimberly Townsend PRINTED NAME Founder/Executive Director **TITLE/ROLE** 

By submitting your application to the Missouri Charter Public School Commission, the applicant agrees to participate in a common application and the web-based compliance and governance tool if sponsored by MCPSC.

KDT

**INITIAL** 

DATE

Oct 22, 2020

Oct 22, 2020

DATE



# STUDENT LEADERSHIP AT THE CENTER OF LEARNING

# **Application to the Missouri Charter Public School Commission**

# **Respectfully submitted by:**

The Leadership School's Founding Board of Directors

- Kevie Hendrix
- Lennel Hunter
- Raegan Johnson
- Sherita Love

# **Table of Contents**

# Narrative

Preface		
1 Table of Contents	1-4	
2 Executive Summary	5	
3 Technical Review Checklist	6-8	
A - Education Plan		
A.1 Mission, Vision, Philosophy and Goals	9-18	
A.2 Curriculum and Instruction	19-32	
A.3 Assessing Student Performance	33-43	
A.4 School Calendar and Daily Schedule	44-46	
A.5 Target Population	47-52	
A.6 Special Student Populations	53-60	
A.7 School-Specific Goals and Objectives	61-68	
A.8 School Climate and Culture	69-79	
B - Organizational Plan		
B.1 Missouri Non-Profit	80-81	
B.2 Governing Board Composition	82-90	
B.3 Management and Operation	91-107	
B.4 Staff Recruitment, Retention, Replacement and Training	108-117	
B.5 Student Recruitment and Enrollment	118-124	
B.6 Family, Community, Higher Education & Employee Involvement	125-129	

C - Business Plan		
C.1 Budget	130-136	
C.2 Financial Management	137-143	
C.3 Facility	144-150	
C.4 Contracted Services	151-152	
D - Pre-Opening & Closure Plans		
D.1 Pre-Opening Plan	153-160	
D.2 Closure Plan	161-172	

# Appendices

Education Plan	
A. Leader in Me Leadership Skills and Competencies	173
B. List of Excellent School Visits	174-175
C. Assessment of Leader in Me	176-179
D. Leader in Me Lighthouse Rubric	180-225
E. MO Learning Standards/Next Gen Science Standards Crosswalk	226-245
F. Sample Math Unit Lesson Plans	246-305
G. TLS Assessment Table	306
H. Sample ELA Assessment	307-366
I. Annual Calendar for First Year	367
J. Sample Daily Schedule	368-369
K. Sample Day in the Life of a Student	370-374
L. Normandy Schools Collaborative Performance	375-402
M. Missouri Language Use Survey	403-404
N. English Language Learners Planning Tool	405
O. Migrant Education Parent Questionnaire	406
P. Discipline Policy	407-410
Organizational Plan	
Q. Application Submission to Normandy Schools Collaborative and Missouri State Board of Education	411
<ul> <li>R. Required Non-Profit Documents</li> <li>Articles of Incorporation, signed and dated</li> <li>Documentation of Missouri Nonprofit Status</li> <li>Documentation of IRS Nonprofit Status</li> <li>Corporate By-laws, signed and dated</li> </ul>	412-446

<ul><li>Conflict of Interest Policy</li><li>Non-Discrimination Policy</li></ul>		
<ul> <li>S. Board Members Documents</li> <li>Resume or CV</li> <li>Prospective Charter School Board Member Surveys</li> </ul>	447-467	
T. Organizational Chart	468-469	
U. Job Descriptions for Non-Leadership Roles	470-474	
V. School Founder Resume	475-476	
W. Staffing Schedule	477	
X. Community Letters of Support	478-487	
Y. Student Recruitment Playbook	488-494	
Z. Admissions and Enrollment Policy	495-496	
AA. Lottery Policy	497-498	
BB. Student and Parent Grievance Policy	499-504	
Business Plan		
CC. Budget for the proposed charter	505-522	
DD. Financial Letters of Support	523	
EE. Insurance Quote	543-531	
FF. Facility Letter of Intent to Lease	532-534	
GG. Food Service Quote	535	
HH. Transportation Quote	536	

# **Executive Summary**

The Leadership School exists to grow our students' leadership capacity through earnest engagement in an academically rigorous, culturally relevant, and relationship-oriented environment. This mission was derived from insights gathered through significant engagement with families in Normandy and surrounding municipalities. Through one-on-one interviews and small-group conversations with parents, as well as extensive research, our model aims to develop students who know themselves deeply and are poised to work with others to make a positive impact in the world. We envision a reality where our students lead transformational change for their communities and our world. They will be thoughtful citizens who understand the responsibility of leaders to shape and create equitable spaces.

The Leadership School will launch in Fall 2021 with 125 kindergarten, first and second grade students, and grow to serve approximately 450 elementary and middle school students, within the boundaries of the Normandy Schools Collaborative. Our school couples a sense of belonging with a rigorous academic experience to lay the foundation for authentic student leadership.

**Sense of belonging.** We value the opinions and insights of young children. As a result, our students will learn and grow in a relationship-oriented community that both reflects and honors their ideas, experiences, and contributions.

**Rigorous academic experiences.** At The Leadership School, we believe that a focus on "deeper learning" is the best route for all students to reach the highest levels of academic success and be able to design and live a successful life.

Authentic leadership. Our emphasis on leadership stems from our belief that we can trust students to drive their own learning and to make the best decisions about how they engage in the school community, accomplish goals, take responsibility for their own success and impact their community.

As a result of their experiences at The Leadership School, our students will leave us prepared to *leverage relationships* by showing empathy and collaborating creatively with others. They will *excel academically* in high school, college and beyond by mastering rigorous content and navigating their own learning experiences. Most importantly, our students will *demonstrate leadership* knowing themselves and helping others.

# **Technical Review Checklist**

Information Required by Missouri State Law		
Statute	Description	Page Numbers
160.400.2 160.400.4 160.400.5	Located in an eligible district	9,47
160.400.3 160.403	Sponsored by an eligible sponsor	Sponsor Letter
160.400.7, .8, Charter 355	Missouri non-profit	80
160.400.11	Sponsorship fees are in budget	Appendix CC
160.400.14	Criminal background checks and family care safety registry conducted for all members of governing board	By-Laws Appendix R
160.400.15	No board members hold office or is an employees of the school; or provides services	By-Laws Appendix R
160.405.1	Submitted and approved by sponsor	Sponsor Letter
160.405.1	Submitted copy of application to local school district within five business days	Appendix Q
160.405.1	Performance contract (covering 160.400-160.425, 160.349)	TBD by Sponsor
160.405.1.(1)	Mission and vision statement for charter	9
160.405.1.(2)	Description of the organizational structure	91, Appendix T
160.405.1.(2)	Bylaws of governing body	65, Appendix R
160.405.1.(2)	Description of parent, professional educator, community involvement in governance and operations	125-127
160.405.1.(3)	Financial plan for first three years of operation	Appendix CC
160.405.1.(4)	Description of policy for securing personnel services	111
160.420.3.	Personnel employed by charter school shall participate in the retirement system of the school district	132
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	TBD - Staff Handbook
160.405.1.(4) 160.415.2	Personnel qualifications	111-113
160.405.1.(4)	Professional development plan	109-110
160.405.1.(5)	Description of grades and ages of students served	118
160.405.1.(6)	School calendar of operation, at least equal to 160.011	44-45
160.405.1.(7)	Description of pupil performance standards	61-64

Statute	Description	Page Numbers
160.405.1.(7) 160.405.4 (6)	Description of academic program performance standards including indicators, measures, metrics and targets;	61-64
160.405.1.(7)	Indicators, measures, metrics and targets for academic program performance	61-64
160.405.1.(7) 160.405.1.(8)	Goals on graduation, standardized tests and academic growth	61-64
160.405.1.(9)	Description of charter school's educational growth program and curriculum	19-29
160.405.1.(10)	Five year term for the charter	Sponsor Letter
160.405.4. (4) 160.405.1.(11)	Procedures for monitoring financial accountability of charter consistent with MO financial accounting manual	137-143
160.405.1.(12)	Health, safety and other legal requirements	119
160.405.1.(12)	Description of student discipline policy	76-79 ,Appendix P
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	118-124, AppendixAA
160.405.1.(13)	Description of student admission policy for students with disabilities	Appendix AA
160.405.1.(14)	Description of the school's grievance procedures for parents and guardians	Appendix BB
160.405.1.(14) 160.405.8 160.405.9	Charter School Agreement detailing sponsor intervention, revocation of charter	TBD
160.405.1.(15) 160.405.16.(6)	Closure procedures	161-172
160.405.1.(15) 160.405.16.(6)	Closure procedures include transition of student records	161-172
160.405.1.(15) 160.405.16.(6)	Closure procedures include archival of business operations	161-172
160.405.1.(15) 160.405.16.(6)	Closure procedures include transfer or repository of personnel records	161-172
160.405.1.(15) 160.405.16.(6)	Closure procedures include submission of final financial records	161-172
160.405.1.(15) 160.405.16.(6)	Closure procedures include resolution of any remaining financial obligations	161-172
160.405.1.(15) 160.405.16.(6) 160.405.1.(17)	Closure procedures include disposition of charter school assets	161-172
160.405.1.(15) 160.405.16.(6)	Closure procedures include notification plan to parents, district, retirement, state board of education	161-172

Statute	Description	Page Numbers
160.405.1.(16)	Description of special education and related services available	53-60
160.405.4.(1)	Nonsectarian in programs, admissions policies, employment practices and operations	Appendix R
160.405.4.(2)	Comply with state, county, city laws and regulations on health and safety	147
160.405.4.(2) 160.261 167.161 167.164 167.171	Comply with state, county, city laws and regulations on minimum educational standards	61-64
167.518	Comply with state, county, city laws and regulations on academic assessment	61-64
167.020.	Comply with state, county, city laws and regulations on transmittal of student records	171
160.041	Comply with state, county, city laws and regulations on minimum school days and hours	44-45
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	81
160.405.4.(4)	LEA complies with all requirements of ESSA as it relates to federal audit requirements	112
160.405.4.(4)	Debt included in repayment plan in financial plan	135, Appendix CC
160.405.4.(5)	Provide a comprehensive instructional program for at least one grade or age group, K-12	9-18
160.405.4.(6)(a) 160.514	Design a method to measure pupil progress toward pupil academic standards	61-64
160.405.4.(6)(a) 160.514	Establish baseline student performance in performance contract during the first year	61-64
160.405.4.(6)(a)	Collect student performance data	61-64
160.405.4.(6)(a) 160.518	Participate in the statewide assessment	61-64
160.405.4.(6)(a) 160.522	Complete and distribute annual report card as prescribed	61-64
160.405.4.(6)(a) 160.410	Provide data required for the student of charter schools	61-64
160.405.4.(7) 162.670-162.710 IDEA Section 504	Comply with all federal and state laws and regulations regarding student with disabilities	53-60
160.405.14.(1)	Chief financial officer maintains a surety bond and insurance policy	151
160.415.1	Collect and report average daily attendance, free and reduced lunch, special education and limited English proficiency pupil count	141

# **Education Plan**

# A.1 Mission, Vision, Philosophy and Goals

The Leadership School proposes the launch of a new Local Education Agency to serve elementary and middle school students residing within the boundaries of the Normandy Schools Collaborative. Our school couples a sense of belonging with a rigorous academic experience to lay the foundation for authentic student leadership. We will launch in Fall 2021 with kindergarten, first and second grade students, adding a grade each year to serve students in kindergarten through eighth grade at full growth (2026-27 school year).

### **Local Context**

The Normandy Schools Collaborative, established in 2014, continues to suffer from the decades-long challenges that plagued the Normandy School District before it lost its accreditation and was reconfigured by the Missouri State Board of Education.<sup>1</sup> In August 2014, Michael Brown, a graduate of Normandy School District's alternative program was killed by a police officer. In the aftermath of that tragedy, Michael's mother gave an emotional outcry detailing the challenges she faced supporting Michael through school and to graduation.<sup>2</sup> Like many students in the Normandy district, Michael attended low-quality schools that were characterized by low expectations and limited opportunities; unfortunately his experience was not unique, but rather, a reality for students in low-income communities in St. Louis. The Ferguson Commission, which was established after Michael Brown's death, produced a report that called for dramatic and significant changes for city and North County schools that serve predominantly black and low-income families.<sup>3</sup>

Within the local community, "The 24:1 Initiative" brings together residents, officials, local mayors and other organizations to improve the lives of everyone in the community. The recently published summary of the Community Vision Report identifies three goals for the next decade: neighborly communities, invested families and successful businesses.<sup>4</sup> Under the leadership of Superintendent Dr. Charles Pearson, and with effective coordination of resources, strategies and support from committed educators, community partners and nonprofit organizations, the district

 <sup>&</sup>lt;sup>1</sup> More details regarding the specific context of the Normandy Schools Collaborative can be found in section A.5.
 <sup>2</sup> The Problem We All Live With - Part One. (2018, November 15). Retrieved August 14, 2019, from

https://www.thisamericanlife.org/562/the-problem-we-all-live-with-part-one.

<sup>&</sup>lt;sup>3</sup> The Ferguson Commission. (2015). Forward through Ferguson: A path toward racial equity. Retrieved from <a href="https://3680or2khmk3bzkp33juiea1-wpengine.netdna-ssl.com/wp-content/uploads/2015/09/101415\_FergusonComm">https://3680or2khmk3bzkp33juiea1-wpengine.netdna-ssl.com/wp-content/uploads/2015/09/101415\_FergusonComm</a> <a href="https://sissionReport.pdf">issionReport.pdf</a>

<sup>&</sup>lt;sup>4</sup> 24:1 Community Vision Report. (2020). Retrieved from <u>https://our241.com/241-community-vision-report-2020</u>

upgraded its accreditation to provisional. With Dr. Pearson's retirement and the selection of a new superintendent, Mr. Marcus Robinson, we believe that the district is well poised to continue improving and having stronger outcomes related to successful children. But students and families need and want a better option now. Based on the most recent assessment data, Normandy Schools Collaborative is one of the lowest performing districts in the state of Missouri. Despite efforts of many committed individuals, these outcomes have persisted for over 10 years.

### **Development Process**

The Leadership School's mission, values and academic model have been developed through extensive engagement with parents, students, educators, and community members. Through one-on-one interviews and small-group conversations with dozens of parents, we have heard that parents want their children to be prepared for the future and for jobs that do not exist yet. Families want their children to be competitive academically. Parents also want their children to know themselves and to be able to adapt to change as they continue to grow and explore the world. One parent of five commented that her younger children thrive in schools where "the principal has time and can have a conversation with you about your child" and where teachers "know your child." Another mom said, "I want [my child] to be confident in her life and choices."

In addition to schools that are academically thriving, parents are looking for schools that cater to the specific needs of their children, schools that expose them to a range of career options, and prepare them to explore any field of their choosing. Essentially, parents want schools to help set their children up for successful life outcomes, and provide a safe, joyful, rigorous community along the way. Additionally, a mom of a first grader chose her school because she "wanted a school that valued letting kids be kids and be active." She didn't want to see "rows of desks in kindergarten."

After hearing from students and parents, we began to look for school models that centered the whole child. We wanted to understand the culture and ethos at schools where kids were seen, known and loved, and where they had a voice. We also researched best practices and sought inspiration through visits to some of the most successful schools across the country in terms of academic achievement. We did not find one specific school model that provided all of the necessary approaches that students need and parents desire. Instead, we synthesized what we learned from our listening sessions, empathy interviews, and research in multiple focus groups of parents and educators. We gathered insight and feedback from families in Normandy and surrounding municipalities. We solicited feedback and critique from other successful educators in robust learning sessions from local and national supporters. The model that has emerged is tightly woven and well-aligned to ensure that all components of the design work harmoniously to achieve our mission, vision and goals.

### Mission

The Leadership School exists to grow our students' leadership capacity through earnest engagement in an academically rigorous, culturally relevant, and relationship-oriented environment.

Now —more than ever before— it is essential that schools prepare students to be in the driver's seat of their own education and to navigate a path toward the lives they imagine for themselves. In light of the current global pandemic, there is uncertainty about how schools will be structured in a post-COVID world. However, through this situation, we are more assured of the need for schools to be more flexible, nimble and student-centered. Research from Transcend Education offers nine "leaps" that schools should make to create more "equitable, 21st century learning environments"<sup>5</sup>. These shifts represent the robust changes that are necessary to reimagine schools to move away from the traditional industrial-era format. Specifically, The Leadership School's model directly addresses six of the nine shifts: Rigorous Learning, Holistic Focus, Affirmation & Anti-Oppression, Customization, Active Self-Direction, Connection & Community. The other three shifts of High Expectations with Unlimited Possibilities, Relevance, and Anytime, Anywhere Learning are also embedded into our mission, values and educational philosophy.

### Vision

Our students will lead transformational change for their communities and our world. They will be thoughtful citizens who understand the responsibility of leaders to shape and create equitable spaces.

## **Educational Philosophy**

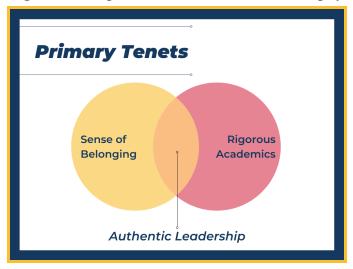
Educating children in the 21st century requires school experiences that prepare students to design and lead their versions of a successful life and thriving world.<sup>6</sup> We believe this occurs by discovering a deep sense of identity and purpose, cultivating a deep sense of justice and equity, and having extensive experience with, and mastery of, academic standards.

As we develop students who know themselves deeply and are poised to work with others to make a positive impact in the world, we believe we will get there by aligning all aspects of our school model to three primary tenets. The first tenet is developing a deep sense of belonging —ensuring that all students are safe, feel seen, and thrive in a context of strong relationships. We believe this goes hand in hand with our second tenet: rigorous academic experiences, which

<sup>&</sup>lt;sup>5</sup> Leaps for Equitable, 21st Century Learning.(n.d.). Retrieved June 5, 2020, from <u>https://www.transcendeducation.org</u>

<sup>&</sup>lt;sup>6</sup> 20th vs 21st Century Classroom. (n.d.). Retrieved April 4, 2019, from <u>http://www.21stcenturyschools.com/20th-vs-21st-century-classroom.html</u>

includes creative and innovative learning opportunities that cultivate the skills needed to thrive in the 21st century. The third tenet —authentic leadership—focuses on leveraging relationships and a sense of belonging, alongside each student's toolkit of academic skills to practice and exercise leadership in one's own life and the world around them. Below is more information about how these three tenets come alive and combine to create a powerful learning experience for our students.





**Sense of belonging.** We value the opinions and insights of young children. As a result, our students will learn and grow in a relationship-oriented community that both reflects and honors their ideas, experiences, and contributions.

The Aspen Institute's research<sup>7</sup> explains the strong connection between emotions and social relationships and how well students learn. Accordingly, we will do the following:

- 1. Integrate social, emotional and academic development by training and supporting all staff to build authentic relationships with students that are warm, positive, and welcoming
- 2. Employ relevant, community-centered practices that value our students' identities and promote an equitable community. This includes:
  - a. Using high-quality instructional materials aligned to grade-level content that are inclusive of students' identities, experience, and culture
  - b. Using all-school meetings to acknowledge community needs and providing resources to address individual needs at all times
- 3. Expose students to a range of literature and experiences that help them develop empathy for others, and understanding of the world outside of St. Louis.

<sup>&</sup>lt;sup>7</sup> The Aspen Institute Education and Society Program. (2019, March). *Integrating Social, Emotional and Academic Development: An Action Guide for School Leadership Teams*.

**Rigorous academic experiences.** At The Leadership School, we believe that a focus on "deeper learning" is the best route for all students to reach the highest levels of academic success and be able to design and live a successful life.

According to <u>Battelle for Kids</u><sup>8</sup>—a national nonprofit collaborating with school systems and communities to realize the power and promise of 21st century learning for every student—deeper learning occurs through purposeful integration of rigorous academic content with experiences that intentionally cultivate skills, mindsets, and literacies essential for students to become lifelong learners and contributors in the 21st century (Battelle for Kids, n.d.). The Leadership School will create deep learning experiences in three ways:

- 1. Our students will master core academic content and deeper learning competencies through a student-centered approach where we build off of their strengths and employ a personalized learning model. This means:
  - a. Using high-quality curriculum as the foundation of our academic program
  - b. Integrating projects and student-driven activities across disciplines, aligned to individual learning goals
  - c. Utilizing a standards-based grading approach where teachers and student focus on mastery of competencies instead of grades
- 2. Beginning in kindergarten and continuing throughout their time at The Leadership School, students will collaborate with their teachers to design the optimal learning environment based on their needs, solve problems collaboratively with peers, and apply their learning to real-life situations to produce meaningful work.
- 3. Beginning in middle school, students will have real-world experiences with job shadowing opportunities and exploration of career options available for their particular interests, gifts and abilities.

Authentic leadership. Our emphasis on leadership stems from our belief that we can trust students to drive their own learning and to make the best decisions about how they engage in the school community, accomplish goals, take responsibility for their own success and impact their community. Authentic leadership has three chief implications on the daily experience of students and teachers.

- 1. Our school model utilizes FranklinCovey's *Leader in Me*<sup>9</sup> program to deliberately teach, and unpack, the skills of leadership, as well as provide a framework for how to integrate student leadership throughout all aspects of the school.
- 2. Our students will be taught how to self-regulate their own work assignments by tracking their work and their progress in their reflective journals. Teachers facilitate learning as

<sup>&</sup>lt;sup>8</sup> For more information about Battelle for Kids, view <u>http://www.battelleforkids.org/how-we-help/learning-design</u>.

<sup>&</sup>lt;sup>9</sup> For more details about the *Leader in Me*, visit <u>https://www.leaderinme.org</u>.

guides, mentors and critical thought-partners to support every student's process of leading and reflecting on their leadership.

- 3. In addition to the ways students will learn to lead themselves, we want all of our students to apply their leadership skills. This means:
  - a. Students will have multiple opportunities to practice leadership and to make changes in our community. For example, supporting a student council that allows student input on school climate, student discipline options and student recognition.
  - b. Students will complete authentic community impact projects that address real-world issues outside of the school community.

# **Core Values**

At The Leadership School, we **L.E.A.D.** with:

- <u>L</u>ove: We show great interest, collegiality and positivity in our interactions with all members of our community. We cultivate a sense of empathy through strong relationships, collaboration, and focusing on community above self.
- <u>Excellence</u>: We always strive for our"good" to become "better", and our "better" to become our "best", in all areas, for all members of the community.
- <u>A</u>uthenticity: We ensure alignment of our learning to authentic work, hold ourselves to the highest levels of integrity, employ just and equitable practices, and remain true to our mission at all times.
- <u>D</u>iscipline: We set and accomplish our personal and collective goals. In the face of adversity, we stay the course, persevere, and accomplish the task.

# **Graduate Outcomes**

Leadership has many definitions and representations. At The Leadership School, we will know that our students are on track to be leaders of themselves, their futures, and their communities when they have mastered specific academic skills, and personal and interpersonal effectiveness competencies<sup>10</sup>. Our Graduate Outcomes help orient us towards the definition of leadership that matters most for our students.

Our students will:

- Leverage relationships by...
  - Showing empathy. Students seek diverse perspectives, listen attentively and value the ideas and opinions of others.
  - Collaborating creatively. Students solve problems and effect change by combining diverse ideas to generate creative solutions.

<sup>&</sup>lt;sup>10</sup> See Appendix A for a list of *Leader in Me* competencies.

- Excel academically by...
  - Mastering rigorous content. Students pursue engagement with rigorous content and learning experiences, achieve at and above grade level, and persist towards meeting academic goals.
  - Navigating their learning experiences. Students take charge of their academic goals, monitor and direct their own learning, and develop clear and prioritized plans with their end goals in mind.
- Demonstrate leadership by...
  - Knowing themselves. Students use knowledge of their strengths, passions and learning styles to initiate opportunities for learning and leading.
  - Helping others. Students create new—and work within existing—organizations to positively contribute to valued causes and community goals.

In five years, our founding students will be embarking upon middle school. Academically, our students will have acquired the foundational skills to set them up to become masterful readers, writers and problem-solvers. Our students will have a love of literacy and show deep interest and curiosity for new topics. We aim to have all of our students reading above grade level and understanding how to read to learn. In addition to academic skills that our students will possess, in five years, our community will reflect the purposeful, self-driven community-focused orientation that we aim to build. Students will effectively drive their own learning by identifying and accessing the resources and tools necessary to achieve their personalized goals. They will also collaborate well with others by recognizing and building on the strengths of others. Our students will have experienced academic success while also successfully completing community impact projects in our school, and in partnership with community organizations.

After ten years, our founding students will be entering their junior and senior years of high school. We fully anticipate that our students will be collectively fulfilling our mission by demonstrating the leadership capacity that was developed and nurtured at The Leadership School. Not only will our students pursue engagement with rigorous academic content and experiences, but they will have developed (or be in the process of developing) a personal manifesto of their values. Their personal mission statements will be a testament to the continued engagement throughout their years at The Leadership School. Equally important, the leadership skills that our students learn and practice within the walls of our schools will be employed in various ways throughout their community. Our students will take on leadership roles in their high schools, in community organizations, in their churches, in their families, in their part time jobs and in every arena in which they enter.

Former students of The Leadership School will be recognizable by the leadership they display in every facet of their lives by achieving their own life goals, adding value to group projects and

group work situations, and addressing societal needs in an equitable and inclusive manner. Simply stated, our graduates will be changemakers and contributors to our community, region, and world.

## Long-Term Vision for The Leadership School

Given our model, we believe that our students will be prepared to thrive in any high school environment. This means that a revitalization of Normandy High School (which is a goal of the new superintendent) over the next five years can result in our students and families feeling confident attending their district high school and maximizing their high school experience there. Our students will also be set up to attend any private, independent school in the area if they wish to take that route. Finally, we recognize that our students and their parents may desire to continue their high school journey with The Leadership School. While a high school expansion is a current consideration, if we pursue that expansion, we will design the high school model together with founding students, families and staff. That decision will be based on the demand for a high school and our students' understanding of what type of structure and academic environment they need, and whether or not it can be found elsewhere.

Additionally, as The Leadership School accomplishes the goals of our charter and provides an example of what is possible for children in North St Louis County, we anticipate our model being adopted in other areas. Specifically, we have an interest in opening a second K-8 campus within the Riverview Gardens School District, as well as partnering with other school districts to sponsor a Leadership School campus as a choice to families in other North St. Louis County districts. By our five year renewal, we will have multiple years of performance data to demonstrate the success of our model and justify replication into other areas.

Regardless of whether we seek to expand, our school's impact will definitely reach beyond our enrolled students by partnership with community organizations and the local school district, as well as engaging and equipping other students and adults with leadership skills. Through the use of the Leader in Me program, anyone in our community will have access to leadership development opportunities similar to those that our students will receive.

## **Goals**<sup>11</sup>

Academic: The Leadership School will open with kindergarten, first grade and second grade, adding one grade each year thereafter. We will measure academic growth in literacy and mathematics through curriculum-embedded assessments and <u>NWEA<sup>12</sup></u> (a nationally normed assessment). We will measure achievement of grade-level standards through the Missouri

<sup>&</sup>lt;sup>11</sup> See A.7:School-Specific Goals and Objectives for a more detailed review of our goals.

<sup>&</sup>lt;sup>12</sup>More information about NWEA can be found at <u>https://www.nwea.org/the-map-suite</u>.

Assessment Program (MAP) beginning in 3rd grade. Table 1 provides a summary of our academic, leadership, culture, governance, financial and operations goals that we aim to achieve by the end of our fifth year.

Category	Goal Description
Academic Proficiency	<ul> <li>By year five, at least 70% of students enrolled at The Leadership School for three consecutive years will score proficient or advanced on the state assessment in English Language Arts. At least 60% will score proficient or advanced in Mathematics and Science.</li> <li>By year five, our students will score in the 75th percentile of test-takers in reading and mathematics on NWEA, a nationally norm-referenced growth measured assessment.</li> </ul>
Academic Growth	<ul> <li>Annually, at least 75% of students enrolled for the full school year will make more than one year of academic growth in reading and/or read at, or above, grade level on the Fountas &amp; Pinnell Benchmark Assessment System (F&amp;P BAS).</li> <li>Annually, students enrolled for the full school year will achieve an average of at least 1.25 years of academic growth in reading and mathematics, as measured by multiple administrations of NWEA.</li> </ul>
Student Leadership	• Utilizing the <i>Leader in Me</i> framework, we will articulate the core competencies of leadership that we aim to focus on from K-8. By year five, The Leadership School will achieve the <i>Leader in Me</i> Lighthouse School Certification.
School Culture	<ul> <li>We aim to have a 93% average daily attendance rate by year five, and 85% re-enrollment each year.</li> <li>In addition to high re-enrollment rates, we aim to have 95% or more of our students, and parents/family members express satisfaction with our school, by year five.         <ul> <li>We will use Panorama Education<sup>13</sup> surveys to collect feedback and data, specifically in the areas of Student Voice, School Culture, and Family &amp; Community Engagement.</li> </ul> </li> </ul>

Table 1. Summary of TLS Performance Goals

<sup>&</sup>lt;sup>13</sup> For more information about Panorama Education, visit <u>https://www.panoramaed.com</u>.

Staff Culture	<ul> <li>Annually, 90% of staff members will respond positively on the Panorama Education survey that their voice matters in the school and that they are satisfied with our culture.</li> <li>Annually, regretted staff attrition remains lower than 5%.</li> </ul>
Governance	• The Leadership School will be governed by an independent board pursuant to Missouri state statute for charter public schools. Our board will ensure that the faculty and staff successfully operate the school and fulfill our stated mission in ways that align with our stated values and beliefs. Each board member must be present at a minimum of 80% of board meetings, have no conflict of interest, and contribute to our annual fundraising efforts.
Financial	• By working with a national organization, EdOps, to provide operational, financial and accounting services, The Leadership School will develop a plan to become financially viable through public funds by our fifth year of operation. Leading indicators of financial sustainability will be: 30 days of cash on hand, pos itive cash flow, good debt-to-income ratio, and a positive fund balance.
Operations	• The Leadership School will develop effective systems for data reporting and compliance. Annually, we aim to have 90% of data, reporting and compliance documents submitted to our sponsor and to DESE accurately and on time.

# **A.2 Curriculum and Instruction**

At The Leadership School, our curricular choices are guided by our mission and vision for students. We will utilize best practices and research-based approaches in all aspects of our academic program. Our school day is developed in such a way that students benefit from proven models for literacy, mathematics, science and social studies instruction, while also engaging in personalized learning experiences. In addition to our rigorous academic program, students benefit from a proven leadership development curriculum that will teach them to set, and accomplish, personal goals, as well as learn to be better leaders and participants in their community. Finally, our morning meeting and closing circle structures will reinforce the social-emotional learning and leadership development that takes place during the weekly Leadership Block.

### Aligning instructional philosophy with design elements

To define our instructional philosophy, we 1) grounded ourselves in our graduate outcomes and educational philosophy and 2) sought the most promising research-based practices from high-performing schools across the country<sup>14</sup>. We anticipate that the success of our reference schools can also be achieved for our anticipated student population. During our first year of implementation, we will seek fidelity to the model by focusing on building a strong school culture and implementing core curriculum. We will begin to adjust and adapt these programs, as necessary in year one, to meet the needs of our students and move from fidelity to integrity of implementation<sup>15</sup>.

#### Sense of Belonging:

We make meaningful connections with all students. Students are at the center of learning in our school but they do not learn on their own. Fostering strong relationships among our students, teachers, families and the broader community is an integral part of how we support our students.

Guiding beliefs	Schools we are learning from
• We promote healthy, authentic adult-student relationships.	<ul> <li><u>Van Ness Elementary School</u><sup>16</sup> (D.C. Public Schools)</li> <li>Van Ness concentrates on holistic student well-being and socio-emotional growth as</li> </ul>

<sup>14</sup> See Appendix B for a complete list of schools that we have learned from.

<sup>&</sup>lt;sup>15</sup> Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (2017). *Learning to improve: how America's schools can get better at getting better*. Cambridge, MA: Harvard Education Press.

<sup>&</sup>lt;sup>16</sup> <u>https://www.vannesselementary.org</u>

- We believe that all students benefit from a culturally-relevant, identity-focused curriculum and programs.
- We believe that peer connections across lines of difference strengthen the learning experience for all students.
- We prioritize strong partnership between families and school.
- We focus on the longevity of community impact rather than the transience of community service.

their foundation. The model promotes being in the executive state of the brain and infusing connection activities such as home visits, meeting each student with a personalized greeting at the classroom door and decorating the room so that it feels like a second home.

 The school's successful approach to social-emotional learning won the 2017 Standing Ovation Innovation for Excellence Award<sup>17</sup>.

### **Rigorous Academics:**

We offer a deeper learning experience where all students at our school have individualized goals that guide their work and partnership with teachers. Students master reading, writing, mathematics, science and social studies learning standards through engagement in critical thinking and problem-solving that prepares them to thrive in the 21st century.

Guiding beliefs	Schools we are learning from
<ul> <li>We believe that our core academic curriculum must teach and reinforce critical thinking and problem-solving.</li> <li>We believe students benefit from a personalized learning experience<sup>18</sup>.</li> <li>We believe that the teacher's role shifts over time from instructional leader to an instructional guide.</li> <li>We believe that collaboration and communication in all learning experiences is necessary for students to work</li> </ul>	<ul> <li>Achievement First Charter Public Schools<sup>19</sup></li> <li>This network of charter schools has seen tremendous success with students who share the demographics of students in our target population. Since 2014-15, Achievement First NYC has grown 34% points in ELA, 24% points in math and 29% points overall on the New York state assessment—far outpacing the growth of the city and state<sup>20</sup>.</li> </ul>
effectively across learning styles and preferences.	<ul> <li><u>Rocketship Public Schools</u><sup>21</sup></li> <li>Students in this national network of charter schools are outperforming peers in</li> </ul>

<sup>&</sup>lt;sup>17</sup> DC Celebrates Educators at 2018 Standing Ovation for DC Public Schools. (2018, February 8). Retrieved from <u>https://dcps.dc.gov/release/dc-celebrates-educators-2018-standing-ovation-dc-public-schools</u>

<sup>&</sup>lt;sup>18</sup> About Personalized Learning. (n.d.). Retrieved from

https://all4ed.org/issues/personalized-learning/key-resources/about-personalized-learning/

<sup>&</sup>lt;sup>20</sup> Our Results. (n.d.). Retrieved from <u>https://www.achievementfirst.org/how-we-work/our-results/</u>

<sup>&</sup>lt;sup>21</sup> <u>https://www.rocketshipschools.org/</u>

throughout the country. Specifically, in California, Rocketship students rank in the top 10% on the CA state assessment for ELA and Math, and in Washington, DC schools have earned Tier 1performance ranking <sup>22</sup> .
--

#### Authentic Leadership:

We utilize formal and informal leadership roles to provide opportune moments for students to exercise leadership skills and engage in robust self-reflection. We make explicit, intentional choices so students master rigorous content while growing their ability to drive their own learning.

Guiding beliefs	Schools we are learning from
<ul> <li>We believe that students have to be leaders of themselves before taking on leadership roles inside and outside of school.</li> <li>We believe that all aspects of the school day should include an intentional focus on allowing students to develop capacity to lead themselves and their projects.</li> <li>We believe that schools must provide a space where students can be themselves and where the environment nurtures their interests, gifts and talents.</li> </ul>	<ul> <li>Village Tech Schools<sup>23</sup> (Duncanville, TX)</li> <li>Village Tech is a PreK-12 charter school just south of Dallas, TX. Village Tech utilizes the Leader in Me program as a core strategy for helping students to develop their own voice, values and passions. Through leadership development, students learn how to first be leaders of their own learning before learning how to lead others. Their leadership development is tracked through reflective journals that capture both the process of setting goals and tracking them as well as the work that students create.</li> <li>EPiC Elementary School<sup>24</sup> (Liberty, MO)</li> <li>EPiC strives to be "an innovative, project-based learning community designed to inspire students to be creative and think big." This K-5 school —located in a suburb of Kansas City, MO— is organized into</li> </ul>

 <sup>&</sup>lt;sup>22</sup> Results. (n.d.). Retrieved from <u>https://www.rocketshipschools.org/results/</u>
 <sup>23</sup> <u>https://www.villagetechschools.org/</u>
 <sup>24</sup> <u>https://www.lps53.org/epic</u>

supports the needs of every student.	grade-level studios of 50 students and 2 teachers. With training from the Buck Institute as the foundation for Project-Based Learning, each studio has a theme around which projects are derived. The projects are paired with online personalized learning software that supports the needs of every student.

# Leadership Development

To realize our vision for leadership, we will use FranklinCovey's *Leader In Me* (LiM) program as the framework for developing leadership skills and habits. LiM is an evidence-based, comprehensive-school improvement model —developed in partnership with educators— that empowers students with the leadership and life skills they need to thrive in the 21st century<sup>25</sup>.

"In March 2018, the Collaborative for Academic, Social, and Emotional Learning (CASEL) endorsed Leader in Me as a "CASEL SELect" program (their program-certification title). This designation follows an intensive analysis of Leader in Me by CASEL reviewers to determine that the program met their quality and evidence criteria.

CASEL is the leading authority in the advancement of SEL in education. CASEL's focus on empirical evidence and extensive collaborative efforts has made it the trusted source for educational administrators and policymakers seeking guidance on effectively advancing social and emotional learning in their K–12 students. CASEL has been reviewing SEL programs for over a decade through an increasingly rigorous selection process."<sup>26</sup>

LiM provides curricular materials to explicitly teach the 7 Habits of Highly Effective People. There are hundreds of LiM schools in Missouri, with several in the St. Louis area. Our founding team has already connected with principals of several LiM schools in the Parkway and Rockwood School Districts, where LiM is employed at multiple schools throughout the student journey from K-12. One school that has served as an inspiration is Bellerive Elementary in Parkway, which received the highly-regarded recognition as a Lighthouse school in 2015. We have also connected with Brookside Charter School in Kansas City, MO to learn from their implementation of LiM.

 <sup>&</sup>lt;sup>25</sup> What is Leader in Me? - About Us. (n.d.). Retrieved from <u>https://www.leaderinme.org/what-is-leader-in-me/</u>
 <sup>26</sup> Leader in Me is now a CASEL SELect Program.. (n.d.). Retrieved from <u>https://www.leaderinme.org/blog/casel-select/</u>

LiM will be integrated into all aspects of our school design and program. It is our goal to achieve Lighthouse certification (which can begin after four years of implementation) by our five year renewal. Once a school receives Lighthouse Certification, you must demonstrate continued success and be evaluated every two years to maintain that status. More details of the LiM Lighthouse Certification requirements can be found in Appendix D.

Initially, we will know that we are successfully employing leadership when<sup>27</sup>:

- All members of the school community integrate the language of the habits into their daily activities naturally and effortlessly.
- Leadership is baked into the culture. This means that it shows up in what we can see, hear and feel. Leadership characteristics and values will live in the school environment visually in terms of posters, artifacts and student-created imagery. Adults will share leadership with students. Students will hold leadership events regularly.

# **Curriculum by Content Area**

Curricular choices will be finalized during the pre-opening year and will be chosen to meet our goals and objectives for student learning and leadership. We will adopt evidenced-based and culturally-relevant curriculum that is reflective of our projected students' backgrounds and identities. Finally, as we assess the needs of students based on diagnostic tests after enrollment, we will be able to ensure that our curricular choices are best suited to meet their specific academic needs.

The Leadership School will select curricula that aligns with state and national standards. Specifically, we will vet our choices against the following:

- <u>Missouri Learning Standards</u><sup>28</sup>. "The Missouri Learning Standards (MLS) define the knowledge and skills students need in each grade level and course for success in college, other post-secondary training and careers. These expectations are aligned to the Show-Me Standards, which define what all Missouri high school graduates should know and be able to do." The MLS are assessed through our annual state assessment that all third through eighth grade students will take. As such, these standards will heavily inform our curriculum and instruction.
  - Before finalizing our curricular choices, we will determine whether that product fully aligns to the MLS by completing a thorough review of the major learning targets within each proposed curriculum. As a new school, with multiple responsibilities for our team, our teachers will not develop their own curriculum.

 <sup>&</sup>lt;sup>27</sup> See Appendix C to understand how we will assess leadership throughout our school community.
 <sup>28</sup> Missouri Department of Education. Missouri Learning Standards. Retrieved from:

https://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards

We will ensure that every resource is fully aligned to the MLS. For example, we are in communication with representatives from Amplify Science to receive a breakdown of the learning targets in their K-5 curriculum to compare them to the MLS and determine alignment before selecting that curriculum. This same process will be completed for every curricular choice.

- <u>Common Core State Standards</u><sup>29</sup>. "The Common Core is a set of high-quality academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live." The Common Core ELA standards will be utilized for their focus on "practice with complex texts, textual evidence for arguments, and build knowledge with content-rich nonfiction (informational texts)." Likewise, the Common Core Math standards provide "narrow topics and deeper focus at each grade level, coherence across topics and grades, along with rigorous pursuit of conceptual understanding, procedural skills and fluency, and application."
- Next Generation Science Standards<sup>30</sup>. "Within the Next Generation Science Standards (NGSS), there are three distinct and equally important dimensions to learning science. These dimensions are combined to form each standard—or performance expectation—and each dimension works with the other two to help students build a cohesive understanding of science over time." We see the greatest value in the NGSS to be the three dimensional approach of combining science and engineering principles, core disciplinary ideas and crosscutting concepts. Additionally, we believe that the clear performance expectations at each grade level will help us to develop appropriate targets for curriculum, instruction and assessment. Finally, we appreciate the coherence with other disciplines and Common Core standards to help us develop a well-integrated set of tools.

### English-Language Arts

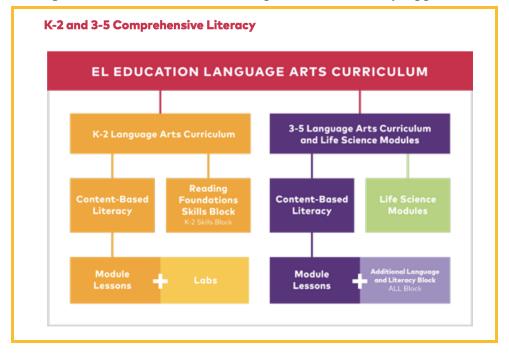
In English-Language Arts (ELA), we focus on systematic foundations (in the early grades) and building reading comprehension as the core instructional strategies for ensuring that our students are masterful readers and writers, who joyfully communicate about what they are reading and writing. Prioritizing comprehension through the use of high-quality text, deepening background knowledge, building vocabulary, and integrating writing will ensure that our students are

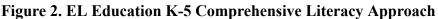
<sup>&</sup>lt;sup>29</sup> National Governors Association Center for Best Practices, & Council of Chief State School Officers. (2010). Common Core State Standards. <u>http://www.corestandards.org/the-standards</u>

<sup>&</sup>lt;sup>30</sup> NGSS Lead States. (2013). Next Generation Science Standards: For States, By States. <u>https://www.nextgenscience.org/</u>

prepared to master ELA goals. We intend to use <u>EL Education's Language Arts Curriculum</u><sup>31</sup>, which is a top rated curriculum by <u>EdReports</u><sup>32</sup>, a nonprofit organization that assesses K-12 curriculum.

The EL Education curriculum is rooted in a comprehensive approach that is summarized for K-5 in Figure 2.





In our kindergarten through second grade classrooms, students will have three hours of literacy instruction per day. The curriculum includes content-based literacy through module lessons and labs that highlight nonfiction texts, and foundational reading instruction through the skills block. The skills block serves as a key strategy to ensure that our founding kindergarten through second grade students develop the skills to become strong readers. EL Education describes this block as follows:

"The K-2 Reading Foundations Skills Block is a one-hour block that uses a structured phonics approach, grounded in the Phase Theory of Dr. Linnea Ehri, which describes behavior related to the types of letter-sound connections students are able to make as they learn to read and write. As such, the Skills Block is meant to ensure that, by the end of grade 2, students acquire the depth of skills they need in the Reading Foundations

<sup>&</sup>lt;sup>31</sup> EL Education. (n.d.). K-5 Language Arts Curriculum Overview. Retrieved from, <u>https://eleducation.org/resources/k-5-language-arts-curriculum-overview</u>

<sup>&</sup>lt;sup>32</sup> For more information on curriculum ratings, view <u>https://www.edreports.org</u>.

standards to navigate grade-level text independently. The lessons and assessments explicitly address the Reading Foundations standards, as well as some Language standards associated with spelling and letter formation".<sup>33</sup>

In middle school, our students will continue to build on the progress made with EL Education's K-5 curriculum, as we implement the 6-8 curriculum. This will provide consistency in our program from kindergarten through eighth-grade. Some of the highlights from the new 6-8 curriculum include:

- Building World Knowledge through Content: The curriculum builds students' deep subject matter expertise, immersing them in the study of real-world social and scientific topics that fuel creativity, higher-order critical thinking, and literacy.
- Embedded Social-Emotional Learning: We know that middle schoolers need what they learn to have emotional resonance. New topics and texts prepare students to be more effective learners and ethical people.
- National Relevance and Standards Alignment: The second edition engages students with topics that resonate nationally, based on recommendations from students and teachers, while maintaining close alignment with targeted NGSS (science) and C3 (social studies) content standards for each grade band.

#### **Mathematics**

Our mathematics instruction will follow a guided math workshop model. We believe this structure for math instruction allows us to differentiate based on the needs of all students. In addition to a highly personalized workshop experience, teachers can easily address common misconceptions individually or in small groups while other students complete independent practice. The workshop model also allows us to put students in the driver's seat for explaining and demonstrating various strategies. We are committed to making sure that our students are wrestling with the content, trying, failing and trying again, as well as collaborating with one another. As such, The Leadership School has three priorities for mathematics classrooms:

- 1. Students and teachers demonstrate a growth mindset towards mathematics.
  - a. Setting and accomplishing ambitious math goals. Building confidence.
- 2. Students engage in complex work together.
  - a. Productive struggle. Heavy lifting. Authentic real-world application. Focus allows teachers and students to engage in a deep dive and truly grasp content.
- 3. Students feel supported in a safe environment.
  - a. Safe to learn. Stretch their thinking. Make and learn from mistakes.

<sup>&</sup>lt;sup>33</sup> EL Education. (n.d.). Implementing the K-2 Reading Foundations Skills Block. <u>https://curriculum.eleducation.org/sites/default/files/curriculumtools\_implementingthek-2readingfoundationsskillsbl</u> <u>ock\_052217.pdf</u>

We will utilize <u>Achievement First's math curriculum</u><sup>34</sup> which provides access to all curricula, assessments, and related resources. Our teachers will also have access to and training on Math Stories, a conceptual math problem solving approach, as well as fifteen months of coaching and implementation support from Achievement First.

#### Science

Our science instruction has three main components: inquiry, experimentation, and application of core discipline approach. The National Science Teachers Association has identified key principles for effective elementary instruction in a position paper that will guide our development of science curriculum/program elements. Specifically, they note:

The elementary educational environment plays a key role in student learning. Elementary students have the capacity to engage in scientific and engineering practices as they develop conceptual understandings over time. Elementary students can, and should, engage in science within the broader community of science. There must be adequate time in every school day to engage elementary students in high-quality science instruction that actively involves them in the processes of science.<sup>35</sup>

Our curriculum will represent a mix of school-developed curricular materials based on the Missouri Learning Standards and Next Generation Science Standards and <u>Amplify Science</u> <u>Curriculum</u><sup>36</sup>. Amplify Science "blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers"<sup>37</sup>. Amplify Science for middle school has recently been rated as a top curriculum by EdReports and is aligned with the MLS<sup>38</sup>. In review of their K-5 materials, we find that overall, Amplify Science provides the type of experiences, with real-world problems and scientific phenomena, that we want all students at The Leadership School to encounter from kindergarten through eighth grade.

### Social Studies

Our social studies instruction will be inquiry-focused and analytical in nature. Our instructional leaders and teachers will create project-based learning units that are based on the Missouri state standards and personalized to be culturally-relevant to the students in our classrooms. The National Council for the Social Studies (NCSS) posits that "teaching and learning should be meaningful, integrative, value-based, challenging, and active". We share their beliefs about how to best engage students in social studies content so that they "begin to see themselves as capable

https://www.nsta.org/about/positions/elementary.aspx

 <sup>&</sup>lt;sup>34</sup> Open Source: Education Resources & Tools. (n.d.). Retrieved from <u>https://www.achievementfirst.org/opensource/</u>
 <sup>35</sup> National Science Teachers Association - NSTA. (n.d.). NSTA Position Statement. Retrieved from

<sup>&</sup>lt;sup>36</sup> For more information on the Amplify Science curriculum, visit <u>https://amplify.com/programs/amplify-science</u>.

<sup>&</sup>lt;sup>37</sup> Amplify Science. (n.d.). Retrieved from <u>https://amplify.com/programs/amplify-science/?state=MO</u>

<sup>&</sup>lt;sup>38</sup> See Appendix E for a crosswalk of MLS to NGSS to which Amplify Science is aligned.

problem-solvers and active contributors to their communities and beyond". As a result, we will use the NCSS College, Career and Civic Life (C3) Framework for Social Studies State Standards as the foundation for our social studies instruction. This framework "positions inquiry at the heart of social studies" and "emphasizes concepts and tools in civics, economics, geography, and history as children investigate compelling questions that deal with social studies topics."<sup>39</sup>

Additionally, we want our students to explore their own identity and purpose in their local communities and the world. We believe that our social studies curriculum is an important place to explore leadership, both in history and within our current local and global challenges. We will utilize <u>Teaching Tolerance's Social Justice Standards</u><sup>40</sup> as a way of vetting our commitment to justice and equity, and providing a way for students and teachers to build competencies around anti-bias practices. Beginning with the youngest students in our school, our social studies content and instructional practices will help them to understand, and participate, in their world.

### Elective Courses (Specials)

Our elective courses are essential to nurturing our students in terms of leadership, identity and creativity. While these areas are not assessed through formal assessment and accountability measures, we know that they are equally important to the overall academic development of our students. In fact, several of the deeper learning competencies such as "Critical Thinking & Problem Solving", "Collaboration", and "Self-Directed Learning" are meaningfully taught through elective courses. All of our courses will be project- or performance-based in nature. At all times, students will be working towards authentic assessment and visual presentation of their work.

Our elementary students will have specials twice a week. All students will take Art, Music, Computer Science and Drama. Additionally, all elementary students will have 30 minutes of Physical Education/Health daily. Our middle school students will choose two elective courses each semester. Their options will be Art, Music/Band, Drama, Dance, Pre-engineering (Industrial Technology), and Computer Science. Additionally, all middle school students will have 45 minutes of Physical Education/Health three days a week.

Most of our elective curricula will be teacher created. Our performance-based arts courses will be grounded in the <u>National Core Arts Standards</u><sup>41</sup>. "National Core Arts Standards are based on the artistic processes of Creating; Performing/Producing/Presenting; Responding; and

 <sup>&</sup>lt;sup>39</sup> National Council for the Social Studies. (n.d.). *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History.* <sup>40</sup> Teaching Tolerance. (n.d.). *Social Justice Standards*. Retrieved from: https://www.tolerance.org/frameworks/social-justice-standards

<sup>&</sup>lt;sup>41</sup> For more information, visit <u>https://www.nationalartsstandards.org/</u>

Connecting" (n.d.). These processes are closely aligned to our Graduate Outcomes and align with the competencies we know to be important for all students to develop.

For elementary Computer Science, we will use <u>Code.org</u><sup>42</sup>'s elementary CS Fundamentals course. For Middle School, we will use a combination of Code.org's middle school CS Discoveries course and <u>Project Lead The Way (PLTW)</u><sup>43</sup> Gateway 6-8 standard modules. The PLTW curriculum builds on the exploratory nature of middle school to:

empower students to lead their own discovery. The hands-on program boosts classroom engagement and excitement, drives collaboration, and inspires "aha! moments" and deep comprehension. And as students engage in PLTW's activities in computer science, engineering, and biomedical science, they see a range of paths and possibilities they can look forward to in high school and beyond.<sup>44</sup>

# **Curriculum Development**

In order to create rigorous educational experiences that will prepare students to be leaders in their community and the world, The Leadership School requires a strong curriculum design process in the school's pre-opening year. The founding team will use this time to research and gather materials from the nation's highest performing schools and adapt them to best suit the needs of our future students. Curriculum design and modification will be approached through the lens of backwards design, aiming to ensure that fully articulated sequences of learning exist for kindergarten through second grade prior to launch<sup>45</sup>. As the Leadership School grows, curriculum for each grade-level will be planned in advance and in response to the needs of our actual students. This commitment to strong curriculum development will be led by the Director of Teaching and Learning and will engage all teaching staff.

When applicable, The Leadership School will engage all teaching staff in significant development that supports effective planning and curriculum implementation, such as Teaching Tolerance workshops and resources<sup>46</sup>, Achievement First Mathematics training and workshops<sup>47</sup>, or the Buck Institute Project-Based Learning workshops<sup>48</sup>. With the support of this professional development and the Director of Teaching and Learning, teachers will be given ample time throughout the year for curriculum adaptation and refinement. Teachers will be provided with

<sup>44</sup> PLTW Gateway. (2020, March 30). Retrieved from <u>https://www.pltw.org/our-programs/pltw-gateway</u>

<sup>&</sup>lt;sup>42</sup> For more information, visit <u>https://code.org/</u>

<sup>&</sup>lt;sup>43</sup> For more information, visit <u>https://www.pltw.org/our-programs/pltw-gateway</u>

<sup>&</sup>lt;sup>45</sup> Bowen, Ryan S., (2017). Understanding by Design. Vanderbilt University Center for Teaching. Retrieved December 3, 2019 from <u>https://cft.vanderbilt.edu/understanding-by-design/</u>

<sup>&</sup>lt;sup>46</sup> For more information on Teaching Tolerance workshops, visit https://www.tolerance.org/professional-development

<sup>&</sup>lt;sup>47</sup> For more information on the Navigator Program, visit https://www.achievementfirst.org/how-we-work/afaccelerate/navigator

<sup>&</sup>lt;sup>48</sup> For more information on the Buck Institute Training, visit <u>https://www.pblworks.org/services/teacher-workshops</u>.

curricular resources, including a scope and sequence for each subject in each grade level, detailed syllabi for each course listing the skills and concepts to be mastered, daily lesson plans and assessments. Due to the responsive nature of the content, projects and performance assessments will be updated yearly with support from the Director of Teaching and Learning.

In addition to our weekly and quarterly data cycles, on an annual basis, we will review student achievement data, including MAP and NWEA scores, specifically with a lens for how to improve the curriculum. The teachers will compare results to school-wide benchmarks to determine whether curricula are effectively supporting the fulfillment of the school's mission. Analysis will look at data trends across the entire school, as well as by specific subgroups of the student population. Teachers will use this analysis to make curricular adjustments through collaboration with one another and instructional leaders. A timeline for this process is outlined in Table 2. Beyond this annual, formal revision process, curriculum development will occur less formally through weekly cycles of curriculum adaptation and internalization that will both drive staff development and address student needs<sup>49</sup>. In Appendix F, you will find a sample unit of study for a first grade mathematics class.

Time Frame	Planning Goals
Year 0 July - October 2020	<ul> <li>Planning Year</li> <li>Detailed overview of Core Curriculum for all grades K-8</li> <li>Detailed overview of Leadership, SEL, Specials for all grades K-8</li> <li>Planning for grades K-2 <ul> <li>ELA, Mathematics, Science and Social Studies (mostly adopted; limited school-developed)</li> <li>Leadership Development work/tools/plans → competency development</li> </ul> </li> </ul>
Year 0 November 2020 - March 2021	<ul> <li>Pre-Opening Year</li> <li>Planning for grades K-2 <ul> <li>Leadership, SEL, Elective Courses for grades K-2</li> <li>Focus on teacher development, curriculum, instructional practices and assessments for all subjects grades K-2</li> </ul> </li> </ul>
Year 0 April - June 2021	<ul> <li>Pre-Opening Year</li> <li>Finalize curriculum for grades K-2 for all subject areas</li> <li>Planning for grades K-2 <ul> <li>Teacher internalization of curricula begins</li> </ul> </li> </ul>

Table 2. Curriculum Development Plan

<sup>&</sup>lt;sup>49</sup> These processes are discussed in section *A3: Assessing Student Performance*.

Year 0 July - August 2021	<ul> <li>Pre-Opening</li> <li>Planning with incoming student needs in mind</li> <li>Continue teacher internalization and adaptation of curricula</li> </ul>
Year 1 2021-22	<ul> <li>Operating K-2</li> <li>Planning for grades 3-5 <ul> <li>ELA, Mathematics, Science and Social Studies</li> <li>Add details for Leadership, SEL, Electives for grades 3-5</li> </ul> </li> <li>In summer, begin teacher internalization of curricula for new hires</li> </ul>
Year 2 2022-23	<ul> <li>Operating K-3</li> <li>Planning for grades 6-8 <ul> <li>ELA, Mathematics, Science and Social Studies</li> <li>Add details for Leadership, SEL, Electives for grades 6-8</li> </ul> </li> <li>In summer, begin teacher internalization of curricula for new hires</li> </ul>
Year 3 2023-24	<ul> <li>Operating K-4</li> <li>Review/Finalize curriculum for K-8 for all subject areas</li> <li>Continue teacher internalization of curricula as needed</li> </ul>

# **Professional Development**

In this section, we aim to give a brief understanding of how our professional development practices will prepare and support teachers to adopt, create, internalize and execute our rigorous curriculum. More details regarding initial and ongoing professional development can be found in section *B.4 Staff Recruitment, Retention, Replacement and Training.* 

The Leadership School prioritizes professional development of our teaching staff that is:

- Collaborative
- Learner Centered
- Purposeful and Outcome Focused
- Practice Based

Specifically, we will approach professional development in two primary categories: Summer Development and School-Year Development. Summer professional development will set the staff up for a successful school year by focusing on:

- 1. designing/modifying curriculum, including integration of Leader in Me materials,
- 2. building shared vision for school culture and academic excellence, and
- 3. ensuring alignment on school-wide initiatives.

The team will focus on curriculum design and modifications using data analysis from the previous school year to make adjustments to support student mastery of standards. Adjustments

to curriculum will also be made during summers to ensure the most current and relevant content is presented to students.

Throughout the school year, professional development will consist of three non-teaching days each semester, weekly data team meetings, weekly review of student work, common planning times, and individual coaching and feedback sessions. During the school year, our professional development will be geared towards data analysis and problem-solving around specific student needs, unit/lesson plan internalization and teaching practices, and training specific to *Leader in Me* and/or other school-wide initiatives.

# **A.3 Assessing Student Performance**

At The Leadership School, we know assessment of student performance is critical to accomplishing our annual goals, fulfilling our mission and achieving our stated vision. We know that one singular assessment or moment in time cannot provide a complete picture of student learning. Therefore, we will utilize a system of assessments that will "provide the robust information needed to inform teaching, learning, and support, as well as public accountability and continuous improvement of education systems through families, policymakers, and other stakeholders"<sup>50</sup>. We aim to strike a balance of 1) being grounded in our graduate outcomes, 2) having robust quantitative and qualitative data to inform our point of view, leveraging best-in-class assessments, and 3) tracking and sharing data in a way that shows clear progress and is empowering for teachers, students, families. In this section, we discuss our 1) assessment of graduate outcomes, 2) standards-based approach to grading and evaluation of student work, 3) use of authentic assessments for all academic subjects, and 4) assessment of leadership skills, school culture and social-emotional learning, as well as our schedule for formal progress monitoring, and plans for responding to data both internally and externally.

# **Assessing Progress Toward Graduate Outcomes**

In addition to measuring mastery of grade-level academic standards, progress towards graduate outcomes will be assessed regularly using the benchmarks outlined in Table 3. These benchmarks serve to ensure that our graduate outcomes are alive and well in practice. A more detailed, grade by grade framework of these benchmarks will be developed with the input of our founding teachers, students and families. In addition to teacher evaluation toward the benchmarks, students will complete self-assessments to guide their quarterly priorities and goals.

Graduate Aim	Kinder - 2nd	3rd - 5th	6th - 8th
<b>Leverage</b>	<ul> <li>Use kind, caring words</li> <li>Work together to solve</li></ul>	<ul> <li>Communicate with love,</li></ul>	<ul> <li>Resolve conflicts with</li></ul>
relationships	problems and explore	respect and care for	love <li>Value collective progress</li>
by	their community	others <li>Build on and add to the</li>	over individual
Showing	<ul> <li>Know about others and</li></ul>	<ul> <li>ideas or understanding</li></ul>	<ul> <li>Set goals and distribute</li></ul>
empathy	how their lives and	of others <li>Contribute fully to group</li>	work during projects
Collaborating	experiences are the	projects and seek	based on the strengths of
creatively	same and different <li>Work with friends and</li>	support when needed	team members

Table 3. Benchmarks for Graduate Outcomes across Grade Bands

<sup>50</sup> Ten Principles for a High-Quality System of Assessments (2018). Boston, MA: Jobs for the Future.

	teachers to make school fair for everyone	• Ask questions respectfully and listen carefully and non-judgmentally to learn about others	• Speak up to people when their words, actions or views are biased and hurtful
Excel academically by Mastering rigorous content Navigating their learning experiences	<ul> <li>Explain understanding of academic experience</li> <li>Can read at/or above grade level</li> <li>Demonstrates proficiency of grade-level math concepts</li> <li>Shows willingness to persevere</li> <li>Demonstrate curiosity for learning</li> </ul>	<ul> <li>Engage in the struggle of academic challenges</li> <li>Can read to learn and use math to solve problems</li> <li>Set and accomplish a series of meaningful academic and social goals</li> <li>Maximize learning during personalized learning time (i.e. remain on task)</li> <li>Demonstrate proficiency on all state assessments</li> </ul>	<ul> <li>Pursue and excel in rigorous academic content</li> <li>Can use prior knowledge to solve increasingly more complex problems</li> <li>Structure their personalized learning time to drive towards individual learning targets</li> <li>Demonstrate mindset for continual learning</li> <li>Demonstrate proficiency on all state assessments</li> </ul>
Demonstrate leadership by Knowing themselves Helping others	<ul> <li>Can articulate needs and preferences</li> <li>Engage in activities that match their interests</li> <li>Ask questions about classroom routines, practices and offer suggestions to best meet their needs</li> </ul>	<ul> <li>Can identify the tools and resources they need to learn</li> <li>Can decide how to best demonstrate learning</li> <li>Co-design classroom routines, practices, and learning experiences with teachers</li> </ul>	<ul> <li>Can advocate for the resources and support to be successful</li> <li>Demonstrates effective time-management/ project planning skills</li> <li>Co-design individual and team learning experiences with teachers and other students</li> </ul>

# **Standards-Based Grading**

Using a standards-based grading system allows us to focus on mastery of standards and objectives at each grade level. A 2008 article published in *Educational Leadership* tells us that "meaningful assessments provide feedback that is useful, growth-oriented, and actionable". The articles goes on to say that students should have the opportunity to submit evidence of learning based on where they are on their learner continuum, with learning targets they can reach based

on their current zone of proximal development<sup>351</sup>. This research is fully aligned to and supports our educational philosophy and desired school culture. At The Leadership School, our students are drivers of their own learning. In order for them to do that, we have to provide timely, relevant and specific feedback to fuel their understanding of their strengths and weaknesses and guide their actions to continuously improve. Traditional grading systems often fail to provide the details needed for students and families to understand how they need to grow and continue to improve. We want our students to see learning as a journey and not a destination represented by a specific letter grade.

Student progress reporting will be done using a 4-point scale, as indicated in Table 4.

Level	Descriptor
1 - Beginning	<ul> <li>Little to no evidence of mastery is demonstrated.</li> <li>Students are beginning to understand concepts but cannot make connections or apply to new situations.</li> <li>Students still require a significant amount of practice.</li> </ul>
2 - Developing	<ul> <li>Demonstrates limited or partial mastery.</li> <li>Students are able to demonstrate basic understanding of new concepts.</li> <li>Students require support to apply to some new situations.</li> </ul>
3 - Proficient	<ul> <li>Demonstrates mastery.</li> <li>Students are able to independently demonstrate understanding of grade level concepts.</li> <li>Students can consistently explain concepts to others.</li> </ul>
4 - Advanced	<ul> <li>Exceeds mastery.</li> <li>Students routinely demonstrate deep understanding by applying concepts to new and complex situations.</li> <li>Students build connections between concepts in different areas of study.</li> </ul>

#### Table 4. Sample Standards-Based Grading Scale

This scale allows us to:

- Focus on proficiency of learning standards/objectives and acquisition of skills/habits over completion of work/general performance
- Provide more detail to students and parents than a traditional letter grading system, holding teachers accountable for knowing exactly what skills and concepts students have mastered and what they have not

<sup>&</sup>lt;sup>51</sup> Scriffiny, P. L. (2008). Seven Reasons for Standards-Based Grading. *Educational Leadership*, 66(2), 70–74.

• Build student agency over how they prioritize their learning

Beginning in 7th grade, students will receive a letter grade on their quarterly report card in addition to mastery ratings. The shift at this grade level allows us to begin preparing students for the traditional grading system they are likely to encounter in high school.

## **Authentic Assessments**

Authentically assessing student mastery of standards aligns to our primary tenets of sense of belonging, rigorous academic experiences and authentic leadership experiences. A rigorous, well-rounded academic program provides for multiple avenues for assessment of student progress. To support our standards-based grading and student-led environment, students will be assessed at, or near, the point that students have demonstrated proficiency, and determinations of proficiency will be consistent across students. Students will determine readiness for assessments with support of their teachers. Teachers will use school-wide benchmarks and planning guides from our curriculum to assess students' progress on a weekly basis and provide guidance for self-pacing. Reflection and self-evaluation also sits at the heart of our assessment system. Unlike traditional systems, teachers will not be the only individuals to assess and monitor student mastery and progress. In order for students to achieve our desired outcomes, they must have a sense of their progress towards their goals at all times.

We will implement a high-quality system of assessments that measures student mastery of deeper learning skills and academic content knowledge by combining the following assessment styles<sup>52</sup>:

- Performance items or tasks as part of traditional "sit-down" tests
- Curriculum-embedded tasks carried out in the classroom during the school year
- Portfolios or collections of evidence that display a broad set of competencies

Additionally, our system of assessments will be based on clear end-points and completion targets that are accompanied by rubrics to give a detailed understanding of students' strengths and areas for growth for all standards and objectives. There are several schools that serve as models for authentic assessments. EPiC Elementary in Liberty, MO has developed an innovative K-5 project-based learning environment. In their school, each grade level represents a "studio" of 50 students whose projects center around a different theme. Students at EPiC produce authentic work and showcase their learning.<sup>53</sup> Village Tech in Dallas, TX provides courses that are integrated horizontally and vertically and emphasize student work that is showcased in a variety of settings. A career technical center called The Forge is the center of learning where students

 <sup>&</sup>lt;sup>52</sup> Ten Principles for a High-Quality System of Assessments (2018). Boston, MA: Jobs for the Future.
 <sup>53</sup> Scholes, C., & Vander Ark, T. (n.d.). Two KC Schools That Use Projects to Engage and Transform. Retrieved from <a href="https://www.gettingsmart.com/2017/09/two-kc-schools-that-use-projects-to-engage-and-transform/amp">https://www.gettingsmart.com/2017/09/two-kc-schools-that-use-projects-to-engage-and-transform/amp</a>

create products that bring their classroom learning to life. It allows for deep application of content knowledge learned in class and supports the acquisition of job readiness skills.<sup>54</sup>

# **Formal Progress Monitoring**

As mentioned above, The Leadership School will employ a system of assessments that allow us to have an accurate pulse on the progress and gaps for student learning at all times. Our formal assessment program, as outlined in Appendix G, includes a variety of formative and summative assessments aligned to Missouri Learning Standards. Each adopted curriculum provides a robust set of assessments that teachers will utilize to formally and informally assess student progress. Please refer to Section *A.2: Curriculum and Instruction* for more details on how those standards will be incorporated into our academic program.

## Formative Assessments

Formative assessments are designed to support teacher development and student learning. Therefore, we will employ ongoing assessment of teaching and learning through observation and data analysis. This includes, but is not limited to, in the moment questioning and regular student discourse, weekly deep dives of student work and curricular-based quizzes and tests. For our kindergarten through fifth grade students, we intend to use Fountas & Pinnell Benchmark Assessment System (F&P BAS) to assess students' independent reading readiness and reading in the following areas: comprehension within, beyond, and about the text, writing about reading, fluency, phonemic awareness, letter names, early literacy behaviors, phonics and word analysis, high frequency word reading, and vocabulary knowledge. The F&P BAS is an external assessment that will be internally administered and scored. We will administer the F&P BAS four times each year (August, November, February, and May). Finally, we will use a nationally-normed assessment, NWEA's Measures of Academic Progress (MAP), as our school-wide (kindergarten through eighth grade) tool to determine how competitive our students are nationally, to track growth/impact of interventions and to report academic progress to families. NWEA MAP will be administered three times per year (August, January and May).

## Summative Assessments

As required by RSMo 160.518, The Leadership School will participate in the Missouri Assessment Program (MAP) for all third through eighth grade students. For kindergarten through second grade students, end-of-year assessments from our curricular resources will serve as the primary summative assessment for ELA and Math. In the areas of Science, Social Studies and Electives our students will demonstrate their learning through project-based, authentic assessments. Presentation days will take place in December and May.

<sup>&</sup>lt;sup>54</sup> Forge. (n.d.). Retrieved from

https://www.villagetechschools.org/apps/pages/index.jsp?uREC\_ID=1151885&type=d&pREC\_ID=1408011

Please see Appendix H for an example of how our assessment program will be implemented for 3rd Grade English Language Arts.

# Assessing School Culture, Social-Emotional Learning and Leadership Development

In addition to assessing our students' academic performance, it is critically important that we also assess our students' progress in terms of their social emotional learning and leadership development. Additionally frequent assessment of our school culture must also be done to ensure that we are living out our core values.

#### Assessment Tools Aligned to Our Culture Vision

Through the *Leader In Me (LiM)* program, we will set goals and monitor progress at both the individual student and staff level, as well as in regards to our school culture and students' social-emotional growth. *LiM* schools seek improvements in three areas: leadership, culture, and academics. Through our partnership, we have access to their Measurable Results Assessment (MRA) to help measure performance in these areas. The MRA is a rigorously developed tool used to annually collect, analyze, and report student-, staff-, and school-level outcomes related to the focus on improving leadership, culture, and academics. It can be used to help a school identify its strengths and weaknesses, develop improvement plans, and monitor progress. The MRA measures are aligned with the highly effective practices outlined in the *LiM* Framework. This alignment empowers schools to move from data insights to action plans, as well as best leverage their limited time and resources to meet their goals.

Outside of the MRA process, our most frequent assessment of school culture and climate will take place via observation and walkthroughs. During our planning year, our leadership team will develop a rubric to regularly assess how well our school community and culture visibly aligns to our vision. However, we will not rely completely on what we can observe; ongoing academic and culture monitoring through the lens of parents and students will take place in the form of parent coffee meetings, regular student/family community gatherings and opportunities for feedback. We also intend to use Panorama Education surveys to collect feedback and data, specifically in the areas of Student Voice and School Culture that are not assessed by *Leader in Me*'s MRA.

#### **Community Impact Projects**

Our students will work together to successfully complete community impact projects with 100% of students contributing based on their personal strengths and feeling valued by their fellow students. The community impact projects are designed to give students a platform to make

change both within our school and the broader community. Students will develop project plans that include the scope of work to be completed and identify the key objectives and targeted outcomes that students will deliver upon completion. The projects will increase in scope, complexity and independence as students move from kindergarten through eighth-grade, culminating in a capstone experience. Examples of the type of projects in each grade band can be viewed in Table 5.

Kindergarten - 2nd Grade	3rd - 5th Grade	6th - 8th Grade	8th Grade Culminating Project			
Design a classroom that works for students with different needs	Create and run a student government	Create a framework for justice and equity work among students	Create a school-wide mentoring program to connect students K-8			
Complete a class service project benefitting a local community organization	Volunteer regularly with a local community organization, completing a long-term project	Partner with community organizations to lead a substantial effort on behalf of the organization	Plan and implement passion projects that will leave a legacy in the St. Louis region			

Table 5. Sample Community Impact Projects across Grade Bands

# **Response to Data - Internal**

All of the assessment tools described above will work together to drive our efforts to continuously improve academic outcomes for all students and inform key decisions regarding the educational program, quality of instruction, and teacher development.

# Student Support

At The Leadership School, we will utilize a Student Success Team to track and monitor progress and gaps for all students in our school. This team will include classroom teachers, special education teachers, content specialists, counselors and instructional leaders. The main goal of this team will be to develop and implement a school-wide multi-tiered system of supports (MTSS) that focuses on academic and behavioral support for students, as well as professional development and coaching support for teachers. Our MTSS will provide support at all levels of our educational system: building, classrooms and teachers; grade-level, content-area, and social-emotional specific; and both groups of students and individuals. As seen in Figure 3, an effective MTSS will address systematic barriers and conditions for students and teachers.



Figure 3. Multi-Tiered System of Support

Note. Reprinted from Novak Educational Consulting<sup>55</sup>.

With tools from The <u>RTI Action Network<sup>56</sup></u>, the Student Success Team will develop support strategies specific to our student and staff needs. The tiered approach of RTI fits well with our educational philosophy in that we have already identified high-quality curricular tools, and have developed an instructional planning and support model to ensure high-quality instruction and group interventions.

Additionally, there are three categories of system drivers outlined by Novak Educational Consulting that our assessment data will assist us in addressing:

- *Leadership Drivers* which include shared responsibility and collaboration, resource allocation and consideration for funding and scheduling, student and family engagement, and using a scientifically-based planning model.
- *Competency Drivers* which consider staff recruitment and retention, professional development, and educator feedback and evaluation.

<sup>&</sup>lt;sup>55</sup> Novak, K. (2019, March 3). MTSS vs RTI: What is the difference? Retrieved July 1, 2020 from <u>https://www.novakeducation.com/mtss-vs-rti-what-is-the-difference</u>.

<sup>&</sup>lt;sup>56</sup> For more information on the RTI Action Network, visit <u>http://www.rtinetwork.org/learn/what/whatisrti</u>.

• *Implementation Drivers* which encourage administrators to use evidence-based practices, implementation fidelity, data-based decision making, and standards-based curriculum, instruction, and assessment<sup>57</sup>

<u>What Works Clearinghouse</u><sup>58</sup>—an arm of the U.S. Department of Education that reviews research-based education programs and reports findings for educators— also has a number of resources to support our team to develop the next tiers of targeted and research-based intensive interventions. Our suite of assessments will inform the planning of support for students who are performing two or more years behind grade-level, experiencing challenges or demonstrating performance gaps in a given content area and/or receiving services via an Individualized Education Plan (IEP) or a 504 Plan<sup>59</sup>.

#### Promotion

Our promotion policies will be based on demonstration of progress. Generally, we will look for benchmark indicators of readiness for the next grade level based on the Missouri Learning Standards (MLS) and our curriculum indicators. During our planning year, our Student Success Team will develop a set of at-risk indicators for each grade level. These will consist of MLS that must be mastered for students to move to the next grade level. Because all of our students will have individual goals, we will be in constant communication with students and parents regarding their progress. Each conference (Fall, Winter and Spring) provides an opportunity to discuss whether students are on track for promotion. Students at The Leadership School will only be retained in instances where they have not met at least 60% of indicators of readiness. A student may, however, be required to attend Summer School due to lack of sufficient progress in English-Language Arts or math (K-5th) or any subject (6th-8th) as a condition of promotion. Our Summer School program will meet the requirements of RSMo 167.645.4.

#### Instructional Program

In order to see improvements in student outcomes, it is essential that our assessment data and analysis lead to improvements in our curriculum, scheduling, teacher support and professional development. Our instructional leaders will work closely with the Student Success Team. As areas for growth and specific learning opportunities are identified, changes and/or refinements will be made to ensure that all teachers are equipped to meet the student needs. All teachers will receive regular coaching and planning support<sup>60</sup>. During our data analysis cycles, we will be able to identify ways to better meet the needs of our teachers aligned to competency and

<sup>&</sup>lt;sup>57</sup> Novak, K. (2019, March 3). MTSS vs RTI: What is the difference? Retrieved July 1, 2020 from <u>https://www.novakeducation.com/mtss-vs-rti-what-is-the-difference</u>.

<sup>&</sup>lt;sup>58</sup> For more details on What Works Clearinghouse, visit <u>https://ies.ed.gov/ncee/wwc/FWW</u>.

<sup>&</sup>lt;sup>59</sup> See A.6: Special Student Populations for more details on our support for students with IEPs.

<sup>&</sup>lt;sup>60</sup> For more information on Teacher Support and Professional Development, see Section B4.

implementation drivers of our multi-tiered system of support. Based on student needs and teacher knowledge and skills, our instructional leaders will develop tier two and tier three interventions and supports for teachers as well. For example, in response to teacher difficulty with explaining mathematical concepts correctly, an Instructional Coach might schedule an additional lesson plan internalization session for a small group of teachers. After using that tier 2 intervention to explicitly teach key concepts to those teachers, a tier 3 intervention might consist of one-on-one time with a specific teacher to spend more time dissecting difficult concepts or practicing lesson delivery.

## **Response to Data - External**

## Students and Families

For students to own all details of their leadership journey, it is essential that they not only remain informed on their progress towards goals but that they participate in that evaluation process. Therefore, students will always have a good sense of their own individual progress data through our standards-based grading system, as well as their tracking and monitoring of goals on a weekly basis.. Beginning in kindergarten, we will use Student-Led Conferences for students to bring their parents and teachers together to share their progress and work together to set goals and support to improve in areas needed<sup>61</sup>. At least 4 times a year (in alignment with our student-led parent conferences), all students will share their sense of our collective progress towards goals and how we are doing as a community. In addition to sharing data, we ensure that we include our students and families in conversations and decision-making to problem-solve around any challenges or areas where we are off track toward meeting our goals as school. We believe that we should always involve the people closest to the challenge in the process to generate solutions, this means keeping open and productive lines of communication with our students and families.

## Instructional Leaders and Board of Directors

Our instructional leaders will engage in data analysis and review of student work on a weekly basis and more formal analysis mid-quarter and at the end of each quarter. In these sessions, instructional leaders will be able to set goals and targets for their work with individual teachers, or groups of teachers, to support individual students and groups of students. Again, our instructional leaders will work hand-in-hand with teachers, students and families to generate the best solutions and next steps to address any academic or social-emotional needs of our students. The Director of Teaching and Learning will give regular reports to the Executive Director and our board in an effort to keep them up-to-date with our progress and gaps and next steps around closing any necessary gaps. Additionally, our board members are encouraged to engage in our

<sup>&</sup>lt;sup>61</sup> See A.8: School Climate and Culture for an understanding of how we develop students' capacity over time.

school community through communication with the Executive Director outside of the monthly board reports.

## Sponsor/General Public

Our sponsor will receive regular progress reports and updates on our progress toward goals as outlined in our contract with them. In addition, we also welcome our sponsor to engage with our school more closely by communicating with our Executive Director and board chair. The general public, outside of parents and families, will receive information about our progress at least annually both in the form of state assessment scores reported directly from the Missouri Department of Elementary and Secondary Education as well as our own annual report that we will produce to notify the community of our progress.

# A.4 School Calendar and Daily Schedule

At The Leadership School, our school calendar and daily schedule are designed with our educational goals and philosophy in mind. We believe that through careful scheduling and intentionality around how we spend our school days, we can maximize the time spent in school without a significant departure from traditional school hours. Additionally, we focus on quality over quantity. For us, this means that our students have minimal teacher-led lessons, maximal student-led and personalized learning time, rigorous discussions, high-interest exploratory experiences and inquiry-based learning activities. Our daily schedule has designated blocks for explicit leadership lessons, while the ideas and framework of LiM is integrated throughout our students' daily experience. We also increase the amount of "personalized learning lab" time as students move to upper grades, giving them more opportunities for in-depth work, sustained practice and creative efforts, while learning to manage their time over extended periods of collaboration and group projects.

# Yearly Calendar

Our school year has 172.5 school days/1,121 hours of instruction, which exceeds the state required minimum of 1,044 hours pursuant to RSMo 171.031. We have also included six mandatory weather makeup days as required by RSMo. 171.033. Our teachers have six professional development days during the school year that supplement their daily/weekly planning meetings. Additionally, all teachers will have five weeks of professional development and one week of teacher prep before school begins in our first year. In subsequent years, new teachers will have four weeks of professional development and returning teachers will have three weeks. All teachers will continue to have one week of teacher prep.

At The Leadership School, our Summer School program will consist of five weeks of six-hours of class that combines academic instruction in reading, writing, and mathematics with a leadership camp experience to further develop students academic progress based on their own personalized learning plans. During the camp portion, students will choose which academic course of study to focus on for the duration of their summer school experience.

Finally, we will do our best to align our major breaks with our local public school district to assist families that may have students at The Leadership School and their local district public school. When that is not possible, we will communicate with parents proactively. Our total days for students and teachers for each quarter is summarized in Table 6. A draft calendar for the first year of operation can be viewed in Appendix I.

	Student Days	Teacher Days
Pre-opening pr	ofessional development weeks	30
Q1	40	42
Q2	45	46
Q3	42	44
Q4	45.5	47
Year Totals	172.5	209
Summer School	23	24

### Table 6. School Days for Students and Teachers

# **Daily Schedule**

Our school day runs from 8:00am - 4:00pm. Breakfast is available beginning at 7:30am each day. The work day for faculty is 7:45am - 4:15pm daily. Student supervision during breakfast and lunch will be monitored by members of our leadership team and other non-teaching staff members. All teachers will be assigned one day a week to support breakfast and lunch.

Elementary students receive daily literacy instruction for 180 minutes in K-2nd and 120 minutes in 3rd-5th. Math instruction takes place in 90 minute blocks each day for students in K-5th. Science and Social Studies instruction takes place in 45 minute blocks two to three times a week. The length of our core instructional blocks allow for whole class lessons, small group guided instruction, and independent work time. Students have time within the core blocks for personalized learning and work towards individual goals. An additional personalized learning lab is used for additional independent work time, group projects, community impact projects and targeted instruction from teachers and tutors beginning in third grade. In middle school, all core classes will be 75 minutes.

All students in kindergarten through eighth grade will have a weekly 45 minute leadership block. During this time, teachers will teach the lessons associated with the 7 Habits from the LiM program. In addition to that structured time, those leadership lessons will be reinforced during personalized learning labs (when teachers meet with students individually to set, track and monitor goals), and our morning meeting/school wide community meetings. The lessons from LiM will live throughout our school experiences. Students will have designated leadership roles and all teachers will incorporate LiM principles throughout the academic program.

Our students also benefit from scheduled physical education and electives. Students also have several opportunities to take a break from rigorous instructional activities through the configuration of our daily schedule. For students who are identified by our Student Success Team (see section A.3 for more details), additional learning time takes the form of after school requirements.

Our total minutes for each academic course is summarized below in Table 7. A draft sample daily class schedule for students and teachers can be viewed in Appendix J. A draft day in the life of an elementary school and middle school student who attends our school is described in Appendix K.

	Kinder - 2nd Grade	3rd - 5th Grade	6th - 8th Grade
Subject	Time allocation	Time allocation	Time allocation
English -	180 minutes each day;	120 minutes each day;	75 minutes each day;
Language Arts	900 minutes per week	600 minutes per week	375 minutes per week
Mathematics	90 minutes each day;	90 minutes each day;	75 minutes each day;
	450 minutes per week	450 minutes per week	375 minutes per week
Science	45 minutes (3x/week);	45 minutes each day;	75 minutes each day;
	135 minutes each week	225 minutes each week	375 minutes per week
Social Studies	45 minutes (2x/week);	45 minutes each day;	75 minutes each day;
	90 minutes each week	225 minutes each week	375 minutes per week
Elective	45 minutes each day;	45 minutes each day;	45 minutes each day;
Courses	225 minutes each week	225 minutes each week	225 minutes each week
Personalized	Embedded in core	60 minutes each day;	45 minutes each day;
Learning Lab	blocks	300 minutes each week	225 minutes each week

#### Table 7. Total minutes for each academic course<sup>62</sup>

<sup>&</sup>lt;sup>62</sup> Missouri Department Education. (n.d.) Recommended Minutes of Instruction for Elementary Schools. Retrieved from <u>https://dese.mo.gov/quality-schools/mo-school-improvement-program/minutes-instruction</u>.

# **A.5 Target Population**

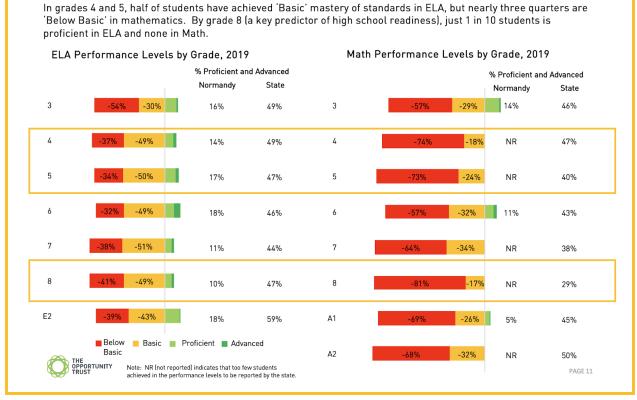
The Leadership School will serve as a high-quality option for all students residing in the twenty-three St. Louis County municipalities that make up the Normandy Schools Collaborative (an area known as the 24:1)<sup>63</sup>. The Normandy Schools Collaborative serves just over 3,100 students across one early learning center (pre-kindergarten and kindergarten students), five ele-middle schools (grades 1-8), one high school (grades 9-12) and one alternative school. The Normandy Schools Collaborative is one of nine districts in the state that is provisionally accredited. The MO School Improvement Program reviews accountability data for each district in the state and uses the Annual Performance Report (APR) scores to determine accreditation status.<sup>64</sup> Some key milestones related to accreditation in the most recent 10-year history are as follows:

- 2010 The Normandy School District absorbed the Wellston School District (approx. 600 students) after it was shut down due to chronic low performance and financial troubles.
- 2012 The Normandy School District lost accreditation due to ongoing academic issues.
- 2012 Normandy students were allowed to transfer to a chosen district with transportation (Francis Howell), or any district if parents provided transportation. A total of 14 districts received approximately 600 Normandy students, costing the district millions and leading to financial troubles.
- 2014 The State Board of Education voted to dissolve the Normandy School District and created the Normandy Schools Collaborative governed by a state-appointed board and led by a new superintendent.
- 2018 Citing 2017 state test data, the Normandy Schools Collaborative was upgraded to provisional accreditation, despite persistent low achievement scores, ACT scores and graduation rates still well below the state average. Following this accreditation, Normandy students lost the ability to transfer to high performing school districts.
- 2019 Based on 2018-19 state test data, the Normandy Schools Collaborative is the lowest performing district in the state with only **7.3%** of 3rd 8th grade students meeting proficiency in mathematics and **15.4%** in English-Language Arts.

The following chart illustrates the student performance in English-Language Arts and mathematics by grade-level in Normandy, according to the 2019 state assessment.

<sup>&</sup>lt;sup>63</sup> To learn more about the 24:1 Initiative, visit <u>https://our241.com/about/</u>.

<sup>&</sup>lt;sup>64</sup> Strange, L. (2019, December 16). Accreditation Classification of School Districts. Retrieved from <a href="https://dese.mo.gov/quality-schools/mo-school-improvement-program/accreditation-classification-school-districts">https://dese.mo.gov/quality-schools/mo-school-improvement-program/accreditation-classification-school-districts</a>



### Figure 4. Normandy ELA vs. Math Performance

*Note:* The full report compiled by The Opportunity Trust in December 2019 is included in Appendix L.

Additionally, in 2019, 79.84% percent of graduates took the ACT with an average composite score of 14.7. This is well below the state average of 20.6 and minimum of 24 required for enrollment in our state's flagship post-secondary option, University of Missouri - Columbia campus. In 2019, the district reported that 24.8% of students went on to some form of post-secondary education, consisting of 14.5% entering a 4-year college/university and 10.3% entering a 2-year college/university. These graduate outcomes, as well as the academic achievement of students at all levels (3rd - 12th grade), indicate that the academic needs of all students are not currently being served well.

Furthermore, in 2009, under the leadership of former Commissioner Chris Nicastro, the Missouri Department of Elementary and Secondary Education launched the "Top 10 by 20" initiative. That effort aimed for student achievement in Missouri to rank among the top 10 performing states by 2020, as indicated by an increase on the National Assessment of Educational Progress (NAEP) assessment and an increase in proficiency rates on our state assessment.<sup>65</sup> In 2009, Missouri 8th graders ranked 18th in the country for reading and 23rd for math on NAEP. In

<sup>&</sup>lt;sup>65</sup> Foster, B. (2014, October 29). State Board Approves Top 10 by 20 Plan. Retrieved from <u>https://dese.mo.gov/communications/news-releases/state-board-approves-top-10-20-plan</u>

2019, Missouri 8th graders ranked 24th in the country for reading and 27th for math on NAEP.<sup>66</sup> As we approach that original target date, the aforementioned data demonstrates that our students across the state of Missouri, the St. Louis region and, more specifically, the Normandy Schools Collaborative are no closer to being in the top 10 than we were ten years ago, and haven't made any significant gains toward that achievement. In response, The Leadership School seeks to provide a high-quality school option for families within the Normandy Schools Collaborative enrollment zone that meets the goals of the state's Show-Me Success plan<sup>67</sup>, and serve as a partner to North County school districts. Our unique model —emphasizing learning and leadership for students— supports the needs of families and the broader community.

# **Community-Centered Design**

The Leadership School has a profound belief that preparation plus opportunity equals success. Therefore, it is important to us that we design and build, within our school community, a pathway that is responsive to the unique aspirations and needs represented. Throughout our planning process, we have deeply engaged with the Community Impact Network (the Network) and agencies serving the Normandy community. With these partnerships, we have developed an understanding of the most pressing needs of the community, such as diapers, food, assistance with rent, resources for mental health and child care for young children. We have also contributed to the planning and program implementation for the Youth 1st and 5ByAge5 coalitions within the Network to conceptualize countermeasures to restore the educational building blocks of this community. Through this partnership, The Leadership School will serve as a liaison between our families and much-needed resources.

In addition, we have analyzed achievement data and the migration of students to private schools and surrounding school districts. The Leadership School can fill a school-choice void for the district and the families in the 24:1 footprint who have taken their children out of the district for private institutions. Data compiled from Statistical Atlas shows that there are 162 preschool students, 141 kindergarten students, 136 students first through fourth grade students and 123 students fifth through eighth grade students enrolled in and paying for private education (See Table 7) within the zip codes that are assigned to the Normandy Schools Collaborative.<sup>68</sup> The Leadership School would like to offer the approximate 562 students and their thriving preschool population the opportunity to return to their community and receive an innovative public educational experience.

<sup>&</sup>lt;sup>66</sup> NAEP State Profiles. (n.d.). Retrieved from

https://www.nationsreportcard.gov/profiles/stateprofile?chort=2&sub=RED&sj=AL&sfj=NP&st=MN&year=2019R 3

 <sup>&</sup>lt;sup>67</sup> Read more about the Show Me Success Plan at <u>https://dese.mo.gov/show-me-success</u>
 <sup>68</sup> School Enrollment in the United States. (n.d.). Retrieved from

https://statisticalatlas.com/school-district/Missouri/Normandy-Schools-Collaborative/School-Enrollment

Zip Code	Preschool public/private	Kindergarten public/private	Grades 1- 4 public/private	Grades 5-8 public/private
63112	193/126	220/31	692/90	789/119
63114	412/180	439/68	1,727/121	1,386/146
63120	80/58	120/23	414/6	657/13
63121	320/148	202/77	1,103/110	994/113
63130	116/542	170/131	715/486	637/384
63133	121/33	122/54	427/0	453/0
63134	130/27	154/5	934/6	902/58
63136	674/225	759/94	580/186	215/122

Table 8. School-Aged Enrollment Data by Zip code<sup>69</sup>

The Leadership School has also connected with United 4 Children, an organization that supports the daycare centers and childcare providers in the 24:1 municipality through their Programs Achieving Quality (PAQ) program. Relationships established with the daycare directors and families will play an essential role in our efforts to recruit and enroll our Kindergarten classes. Our message for higher grade levels, which will happen at a variety of community events, will be that school choice means you can return to your community. In our conversations with families and community leaders, the consensus welcomes school choice and a school design that empowers students as leaders and learners. Our parents want schools that are higher performing, but are also designed to prepare students for the world and jobs in the future.

# **Program Alignment to Community Needs**

The Leadership School seeks to provide our students with earnest engagement in an academically rigorous, culturally relevant, and relationship-oriented environment. It is our goal to reach this diverse socio-economic community and provide enriching and dynamic academic experiences for all students within this community. Our curriculum is designed to bridge resource deficits so that all aspects of the community have access to opportunity and are not hindered by financial illiteracy or limited exposure. Our educational approach is designed to give students academic experiences that align with real-world encounters. Because of our focus on leadership, students will learn to set and accomplish goals and to challenge themselves to take on new roles and responsibilities. As a result of these experiences, our students will be leaders in their communities: in their churches, their extra-curricular activities, their neighborhoods, and families to name a few.

<sup>&</sup>lt;sup>69</sup>These zip codes also reflect students residing within districts other than the Normandy Schools Collaborative.

One definition of a high at-risk neighborhood is one where there are limited employment opportunities, low educational attainment, and poverty. This definition of "at-risk" does not describe the entire Normandy community but it is a district-wide concern due to the fact that it affects some students and families. It is the goal of The Leadership School to make sure that we meet basic students' needs, such as access to nutritious meals, and that students are integrated into our community, promoting a sense of belonging for all students. We also aim to assess students' academic needs upon enrollment and use the data to create and execute educational plans to set students up for success. The Leadership School will consider our students' life circumstances by offering assistance with stabilizing resources for families. We are seeking partnerships with various social agencies such as Operation Food Search, Operation Backpack (a weekend food distribution program), Big Brother Big Sister (helping children ages 5 to young adult build successful futures), and Grace Hill (entrepreneurial training). It is our goal to have formal agreements with these organizations in place as families begin the registration and orientation process.

The Leadership School believes that social-emotional learning (SEL) is a key factor in student success. In addition to building partnerships to provide wraparound services to families, we will integrate SEL into our curriculum and every aspect of our daily interactions. To alleviate potential discipline issues or disruptions in the school community, our faculty and staff will be educated in and utilize the *Conscious Discipline* curriculum. It is essential that we function holistically to have a successful behavior program and give students the tools needed to self-regulate their behavior. Furthermore, a professional school counselor will provide evidence-based behavioral, social-emotional, and general mental health services to students utilizing community partnerships.

The Leadership School understands that struggling academically during the K-12 years can have negative effects on families that last generations. This is one of the reasons we are so passionate about family participation. The Leadership School will be equipped with a parent resource room as one aspect of establishing partnership. The family resource room will house office space for our family advisory group leaders, as well as computers, a parenting resource library, satellite food pantry resources and will also offer ongoing parental development resources for our *Conscious Discipline* and *Leader In Me* curriculum. Furthermore, our family volunteer program (under the family advisory group) will collaborate with the administration on student incentive programs, special events, and teacher appreciation.

# **Attrition and Mobility**

We understand that changing schools can affect achievement, and that for minority and disadvantaged students who change schools frequently, it may be a contributor to the achievement gap. Therefore, it is the goal of The Leadership School to monitor family satisfaction through quarterly surveys to ensure we are meeting the needs of our families. We will use the results to adjust where needed, always considering alignment to our mission and goals. The Leadership School also understands that there may be instances outside of our control, and unrelated to family satisfaction, that could cause students to transfer. As a result, we will send education plans with students when transfers must occur. Conversely, any new students and families that join our school community after the start of our founding year will receive additional support from our social worker, classroom teachers and parent advisory group members to help them acclimate to the culture of The Leadership School. Our teachers and instructional coaches will take additional steps to assess those students' academic needs and develop their academic plan. It is our goal to keep accurate and up-to-date data on our students' success and ongoing areas of growth.

# **Enrollment Projections**

The Leadership School intends to open August 2021 with kindergarten, first grade, and second grade with sixty students per grade level. Each year, we will add one grade level until we reach eighth grade. Our school capacity at full growth will be 450. We expect that enrollment numbers will fluctuate due to attrition and mobility. The numbers in Table 9 show a 5% attrition for third grade and beyond. We will make every effort to retain families by building strong relationships to ensure that students and families are thriving in our school community. When students leave for unavoidable reasons, we will work to backfill open spots each year (in all grades) through targeted recruitment efforts, and support their transition to our school as described above.

School Year	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
Y1: 2021-2022	50	50	25							125
Y2: 2022-2023	50	50	50	23						173
Y3: 2023-2024	50	50	50	47	23					220
Y4: 2024-2025	50	50	50	47	45	21				263
Y5: 2025-2026	50	50	50	47	45	43	20			305
Y6: 2026-2027	50	50	50	47	45	43	41	19		345
Y7: 2027-2028	50	50	50	47	45	43	41	39	18	383

 Table 9. TLS Enrollment Projections for full growth (K-8)

# **A.6 Special Student Populations**

The Leadership School's general philosophy is to inspire intellectual, personal, and social growth in an atmosphere in which we expect academic excellence, recognize individual differences, and encourage a spirit of cooperation among all learners. The design of our school provides a learning environment that is suitably supportive to all students. Specifically, our emphasis on belonging and leadership recognizes the unique differences of all learners and requires teachers to develop structures and opportunities for all students to thrive. We acknowledge that students will master academic skills at varying paces and that both diagnosed and undiagnosed learning differences may be present. As such, our individualized learning plans (ILPs) are core to our academic design and provide the basis for instruction that is thoughtful and differentiated to meet the needs of students performing at, below or above grade level, English learners, and students who have identified special needs. For example, all students will keep a virtual data tracker where they set individual goals and develop weekly action plans with their teachers. These goals and action plans will be available not only to students and teachers, but also to parents so that they are able to partner with the school to ensure that students are working towards their goals with support of their entire team. During our personalized learning labs students will be able to choose which of their goals they are focusing on as well as the specific action items needed based on their specific learning needs. In kindergarten through second grade, those choices will be presented as a menu of options with greater student voice and autonomy and students develop from year to year.

In addition, our approach to instruction is also data driven to ensure that small group instruction provides enough support so that student needs are met, but also capitalize on their strengths. We have chosen curricula that allow for easy differentiation. Specifically, our English Language Arts curriculum has optional Language and Literacy lessons that can be used to close gaps in small groups. The Achievement First math curriculum includes the core lessons as well as math stories and math practice lessons that can be layered in as necessary for all or part of the class. This intentionality and our small school setting promotes effective and creative teaching and close student-teacher relationships.

Our Student Success Team will identify students who need extra support in specific areas; and develop targeted support plans that focus on their strengths, measure progress through effective goal-setting, implement an appropriate gradual release of responsibility, and engage students in self-reflection. Each students' ILP will emphasize their learning style that best supports their academic success. We will review and update their ILPs quarterly, which will include not only the teachers, administrators and parents input but most importantly, the students' input and participation. When students have a place at the table for discussion about academic and

academic and social-emotional progress, true leadership can emerge by increasing awareness of strengths, areas of growth and giving students agency in their plans for progress. Even our most struggling students will be able to develop leadership skills by knowing who they are as learners, being aware of the resources available, advocating for needs and accommodations, and striving for independence by gradual release of responsibility.

# Serving Students with Identified Special Needs

While our approach to learning benefits all students, we know that we will have students with identified special needs that require additional support and services outside of and in the classroom. Therefore, in our planning, we have taken into consideration all federal and state requirements for serving students that learn differently, are gifted and talented, or are twice-exceptional.

The Leadership School will follow all provisions of federal and state law relating to students with disabilities, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. The Leadership School will not discriminate against students in any way, including based on physical or mental disability. All students with qualifying disabilities under IDEA shall have access to a free and appropriate public education (FAPE), receive an evaluation, IEP, and an appropriate education in the least restrictive environment; be involved in decisions regarding the IEP, along with their parent/guardian(s); and have access to appropriate procedures to resolve any disputes related to the school's provision of FAPE. The Leadership School will also comply with all state and federal laws governing the discipline of students with special needs. In addition to the process outlined in special education law, students with special needs will receive the same due process afforded other students.<sup>70</sup> We shall maintain student education records in line with the federal Family Educational Rights Privacy Act of 1974 (FERPA) as they relate to students with disabilities. This includes but is not limited to having procedures for protecting the privacy of student education records.

The Normandy Schools Collaborative's special education enrollment was approximately 13% for the last three years. The Leadership School projects a similar percentage of students requiring special education services. For evaluation referrals and special education services, we will utilize the Special School District<sup>71</sup>. The Leadership School will provide formal training for all staff involved in the IEP process to review guidelines for the determination of student eligibility for special education services and the implementation of IEPs and 504 plans, including modifications and accommodations within the classroom, in accordance with RSMO 162.700 and 162.857.

<sup>&</sup>lt;sup>70</sup> Details about our discipline policy for all students can be reviewed in Section A.8 and Appendix P.

<sup>&</sup>lt;sup>71</sup> See Appendix II for more information.

In addition to students who have previously been identified as having special needs, The Leadership Schools understands that during the beginning of the year assessment (or at any point during the year) students may be recommended for the initial evaluation process. The steps to the process, aligned with Special School District,<sup>72</sup> are as follows:

- 1. *Problem suspected:* If it is suspected that a student has a disability, the teacher, counselor, parents, school administration, or school social worker will refer the student.
- 2. Building Level Team: The SST will help determine if a child has a suspected disability by 1) assisting the classroom teacher in implementing various researched-based interventions aligned to our multi-tiered system of support, 2) evaluating examples of student work, and 3) tracking progress with the intervention. The time frame varies from student to student and may be as long as a year. Many students who come before the SST may not be referred if their needs can be met within the general education setting.
- 3. *Referral:* If interventions are unsuccessful, the SST will notify the student's parent(s) or guardian(s) that the data collected indicates there may be reason to have a more extensive diagnostic evaluation by relevant clinicians. In this case, or if there is a request for a Full and Individual Evaluation (FIE), the SST will schedule a Domain Meeting under IDEA. With consultation of the Special School District, after written parental/guardian consent is secured and a copy of Procedural Safeguards and Parent Bill of Rights is provided, the student will be evaluated by properly trained and licensed professionals through the Special School District.
- 4. *Review of Existing Data (RED) Conference:* For all students who require an evaluation, a meeting is held to review existing data and discuss areas to be assessed. This meeting includes a Special School District representative, regular education teacher, special education teacher, local education agency representative, parent or guardian, and all other relevant individuals including therapists, counselors, nurses, and administrators. During this meeting, written consent is gathered from parents and an eligibility conference is scheduled within 45 days.
- 5. Eligibility Conference: The same team from the RED conference, along with school psychologists and other evaluators, will attend this meeting to provide parents a verbal report of the assessments. If it is determined that the student is a "child with a disability" as defined by IDEA, he or she will be eligible for special education and related services. Within 30 days —most likely the same day— the school will convene a team to develop an Individualized Education Plan (IEP) for the student. The purpose of each meeting will be to talk about the child's unique educational needs, write the IEP, and then determine placement based on the IEP. The IEP team will meet to review the child's IEP at least once a year to determine whether annual goals are being achieved. At least once every three years, all students with IEPs will go through a re-evaluation, which could include

<sup>&</sup>lt;sup>72</sup> Special School District's Evaluation Process. Retrieved from: <u>https://www.ssdmo.org/page/238</u>.

retesting of the student. If the student is not eligible for special education services, but needs accommodations and modifications for equal access to the classroom a 504 plan will be developed. If neither a 504 plan nor an IEP is appropriate, but the student is still struggling, we will meet with the parent or guardian to revise the student's ILP to include a behavioral and/or academic support strategy.

The Leadership School will provide students with a special education diagnosis the same educational experience as a student without one by providing quality and differentiated instruction in the least restrictive environment (LRE). We aim to help students master strategies and skills to enable them to meet the goals described in their Individualized Education Programs (IEP); the same is implied for students who are identified as gifted and twice exceptional. Our team will provide strategies that work to prepare diagnosed students to exit from their special education program but are committed to providing specialized and individualized education as long as students need it. We will adhere to national and state policies regarding special education identification and accommodations by the Individuals with Disabilities Education Act (IDEA) Part B, Americans with Disabilities Act Title II, Rehabilitation Act Section 504, and applicable Missouri statutes primarily located under Section 700 of Chapter 162. We will comply with the local compliance plan, the state plan, and state and federal laws and regulations.

# **Gifted Students**

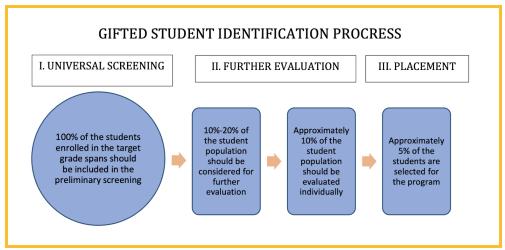
The nature of our academic program —with high levels of customization and personalization for each student through their individual learning plans— ensures that we are able to meet the needs of our accelerated learners by providing targeted and differentiated instruction that challenges students to grow beyond current levels. Using guidance from the Missouri Department of Education<sup>73</sup>, we will develop a formal gifted and talented identification process. Once the number of gifted students in our school exceeds our classroom teachers' capacity to provide an enriching gifted program, we will hire a properly certified gifted education teacher.

Our identification process will involve two steps: 1) universal screening of all students in a designated grade level, and 2) further evaluation that consists of intelligence tests, assessment of critical thinking/problem solving ability, and portfolio of student work. These processes will be determined during our pre-opening year following the general evaluation recommendations of the Missouri Department of Education. In addition to these general guidelines, the state also provides guidance for identifying traditionally underrepresented student populations<sup>74</sup>. Based on those guidelines, we will require our review team to judge students' body of evidence that

<sup>&</sup>lt;sup>73</sup> Missouri Department of Education. (n.d.). Gifted Education Program Guidelines. Retrieved from: <u>https://dese.mo.gov/quality-schools/gifted-education</u>

<sup>&</sup>lt;sup>74</sup> Missouri Department of Education. (n.d.). Identifying Traditionally Underrepresented Gifted Students. Retrieved from: <u>https://dese.mo.gov/quality-schools/gifted-education</u>

includes both qualitative and quantitative data points for our evaluation purpose. Figure 5 shows the identification and referral process outlined by DESE.



**Figure 5. MO Gifted Student Identification Process** 

Note. Reprinted from Missouri Gifted Education Program Guidelines

# **English Language Learners**

In 2019, 1.6 % of the students in the Normandy Schools Collaborative received services as English Language Learners (ELL). In anticipation of serving a similar percentage of ELL students, The Leadership School seeks to partner with University of Missouri St. Louis (UMSL) to access support needed for English Language Learners. UMSL has a graduate-level degree within the Education Department that certifies Teaching English to Students of Other Languages (TESOL). A partnership between The Leadership School and UMSL will allow graduate-level students to fulfill practicum hours and support our staff through assessing students, development of programming for students, and classroom teacher support. Accommodations will be addressed through each students' ILP. The Leadership School will strive to create a culturally-diverse environment that will allow appreciation and understanding of other cultures, their traditions, and their languages.

## Identification/Referral Process

The Leadership School will follow all state guidelines concerning identification and services for English Learners. Per the guidance from DESE in Figure we will identify potential students during enrollment using the Language Use Survey (See Appendix M). The survey seeks answers to the following questions:

- What was the student's first language?
- Which language(s) does the student use (speak) at home and with others?
- Which language(s) does the student hear at home and understand?

If the answer to any of these questions notes a language other than English is either spoken or understood, we will screen using the state required WIDA Online Screener to determine whether the student meets the eligibility criteria, and notify parents or guardians of assessment results and placement decisions within 30 days of enrollment. The Leadership School will comply with federal and state regulations regarding ELL education, assessment and reclassification. These include advertising language assistance services in a visible location, providing them upon request, and communicating information to parents in a language they can understand.

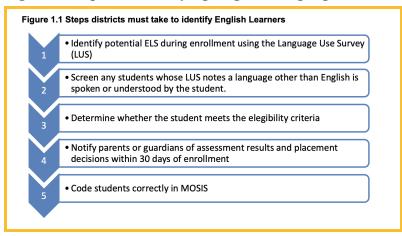


Figure 6. Steps for Identifying English Language Learners

Note. Reprinted from Identifying and Reclassifying English Learners.<sup>73</sup>

WIDA's Online Screener is used for students in 1st grade (second semester) through 12th grade. First semester Kindergarten students will only take the speaking and listening sections of the Kindergarten Screener and must take the ACCESS for ELs 2.0 in the spring. Second semester kindergarteners and first semester first graders must take all four domains of the paper-based Kindergarten Screener. All screeners will be administered by a trained employee. The screener will produce a series of scores by domain and an overall English language proficiency (ELP) score. The Kindergarten Screener for kindergarten and first semester first graders will produce a combined score for speaking & listening and individual scores for both reading and writing. Please see Figure 7 below for specific scores that determine eligibility for ELL services.

<sup>&</sup>lt;sup>73</sup> Missouri Department of Education. Identifying and Reclassifying English Learners. Guidance on Missouri's Entry and Exit Criteria. Retrieved from: <u>https://dese.mo.gov/sites/default/files/curr-eld-entry-exit-criteria.pdf</u>

Grade Level	The Student IS ELIGIBLE for ELD services if (s)he:	The Student is NOT ELIGIBLE for Services if:
1⁵t Semester Kindergarten	Has a combined score of 28 or lower on listening and speaking on the W-APT. See below for scores of 29-30.	All first semester kindergarten students identified as potential ELs can receive support until earning a passing score in all four language domains. See below for scores of 29-30.
2 <sup>nd</sup> Semester Kindergarten – 1 <sup>st</sup> Semester 1 <sup>st</sup> Grade	Has a combined score of 28 or lower on listening or speaking, <b>OR</b> Has a score of 10 or lower on reading; <b>OR</b> Has a score of 11 or lower on writing.	Has a combined score of 29 or higher on listening and speaking; <b>AND</b> Has a score of 11 or higher on reading; <b>AND</b> Has a score of 12 or higher on writing.
2 <sup>nd</sup> Semester 1 <sup>st</sup> Graders through 12 <sup>th</sup> grade	Has an overall composite proficiency level 4.5 or below.	Has an overall composite proficiency level of a 5.0 or higher.

Figure 7. Eligibility Criteria for ELL Services

Note. Reprinted from Identifying and Reclassifying English Learners.<sup>74</sup>

We will instruct students according to the Missouri Learning Standards with the appropriate scaffolding needed for ELL students language learning needs. Our English Language Arts curriculum includes guidance and resources for meeting the needs of ELL students. Our Director of Teaching and Learning will also provide targeted professional development to ensure that teachers have the knowledge and skills to adapt all curricular resources using resources such as the EL Lesson Planning Tool found in Appendix N.

# **Migrant Students**

"Migrant education is a Title I.C federal entitlement program designed to provide supplementary education and human resources services to highly mobile children who are aged three (3) through twenty-one (21). Eligibility for the program is 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. Children must move with the parent/guardian or join the parent/guardian within 12 months of a qualifying move."<sup>75</sup>

Based on the current demographics of students and families in the Normandy Schools Collaborative, The Leadership School does not anticipate enrolling any significant number of migrant students. However, per guidance from the Missouri Department of Education, we will

<sup>&</sup>lt;sup>74</sup> Missouri Department of Education. Identifying and Reclassifying English Learners. Guidance on Missouri's Entry and Exit Criteria. Retrieved from: <u>https://dese.mo.gov/sites/default/files/curr-eld-entry-exit-criteria.pdf</u>

<sup>&</sup>lt;sup>75</sup> Missouri Department of Education. (n.d.). Migrant Education. Retrieved from: <u>https://dese.mo.gov/quality-schools/migrant-el-immigrant-refugee-education/migrant-education</u>

identify potential students during our enrollment process using the Migrant Education Parent Questionnaire (See Appendix O). Any students who are eligible for migrant education will be connected with the Region VIII: Missouri Migrant Education and English Language Learning office in St. Louis County to ensure that they are able to receive available services. Our school social worker will communicate regularly with our students' families to ensure that all needs are being met so that students can have a successful educational experience.

## **McKinney-Vento Homeless Assistance Act**

Given the socioeconomic diversity of our targeted population, The Leadership School anticipates enrolling students who are experiencing homelessness. We will develop policies according to state and federal laws - McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) made applicable to Missouri under RSMo 167.020.1. Our social worker will serve as the Homeless Coordinator for our school. In that role, they will be responsible for developing a process for identification of students experiencing homelessness or transition during the enrollment process and at any time in the school year (e.g. questions during the enrollment process, teacher or counselor referral and conversations with parents and families), outlining services to students and families, assisting with access to school and community services, developing processes for transportation and keeping appropriate records. The social worker will also educate school personnel and others of the rights of homeless children and youth and collaborate with Missouri's state homeless coordinator.

# **A.7 School-Specific Goals and Objectives**

To ensure that we are fulfilling our mission and advancing progress for all students, we must have clear and measurable goals that drive our work. The goals listed in this section represent the high expectations that we have set for ourselves and our students in the first five years of operation. We have set goals in the areas of academic performance (both growth and proficiency), student leadership, school culture, operations, governance and finances. All of our goals seek to measure the key components of our school model and are aligned with state expectations. Our governing board will be accountable to our sponsor for the attainment of these goals and the overall success of our school. During the pre-opening year, we will develop more detailed benchmarks and a schedule for assessing our progress towards the goals listed below.

## **Academic Goals**

## Goal 1 - Missouri Assessment Program (Proficiency):

• By year five, at least 70% of students enrolled at The Leadership School for three consecutive years will score proficient or advanced on the state assessment in English Language Arts. At least 60% will score proficient or advanced in Mathematics and Science. Table 10 shows the benchmark targets that The Leadership School will be accountable for leading to our five year goal.

Year	Grades	ELA Proficiency	Math Proficiency	Science Proficiency	
Y1: 2021-2022	K-2	N/A	N/A	N/A	
Y2: 2022-2023	K-3	Determine Baseline	Determine Baseline	N/A	
Y3: 2023-2024	K-4	At least 50%	At least 40%	N/A	
Y4: 2024-2025	K-5	At least 60%	At least 50%	5th only: At least 50%	
Y5: 2025-2026	K-6	At least 70%	At least 60%	5th only: At least 60%	

Table 10. Missouri Assessment Program (MAP) Proficiency Targets<sup>76</sup>

#### Goal 2 - Reading Levels (Growth):

• Annually, at least 75% of students enrolled for the full school year<sup>77</sup> will make more than one year of academic growth in reading and/or read at, or above, grade level on the

<sup>&</sup>lt;sup>76</sup> Students enrolled at The Leadership School for three or more consecutive years.

<sup>&</sup>lt;sup>77</sup> A full year is defined as enrolled by October 1 of each year.

## Fountas & Pinnell Benchmark Assessment System (F&P BAS)<sup>78</sup>.

### Goal 3 - NWEA (Ranked Performance):

• By year five, our students will score in the 75th percentile of test-takers in reading and mathematics on NWEA, a nationally norm-referenced growth measured assessment. Table 11 shows the benchmark targets that The Leadership School will be accountable for leading to our five year goal.

Year	Grades	Reading Percentile	Math Percentile
Y1: 2021-2022	K-2	Determine Baseline	Determine Baseline
Y2: 2022-2023	K-3	50th	50th
Y3: 2023-2024	K-4	60th	60th
Y4: 2024-2025	K-5	65th	65th
Y5: 2025-2026	K-6	75th	75th

 Table 11. NWEA Student Percentile Targets<sup>79</sup>

#### Goal 4 - NWEA (Growth):

• Annually, students enrolled for the full school year will achieve an average of at least 1.25 years of academic growth in reading and mathematics, as measured by multiple administrations of NWEA.

# **Culture and Community Goals**

#### Goal 5 - Attendance:

• Annually, for the first three years, we will have at least a 90% average daily attendance rate. By year five, we will increase to 93% average daily attendance rate. As of 2019, the state average daily attendance rate was 87.3%. The Normandy Schools Collaborative and adjacent districts had average daily attendance rates ranging between 70.% - 81.2%, while the highest performing districts in our area have rates above 93%. Therefore, we have rooted our attendance goal in the current reality of the target population and the anticipated strong partnerships with families to ensure a higher attendance rate than what has been the norm for our target population.

<sup>&</sup>lt;sup>78</sup> For more information on the F&P BAS, visit <u>https://www.fountasandpinnell.com/bas/</u>.

<sup>&</sup>lt;sup>79</sup> Students enrolled at The Leadership School for three or more consecutive years.

## Goal 6 - Student Leadership:

- Before renewal, The Leadership School will achieve the *Leader in Me* Lighthouse School Certification<sup>80</sup> by meeting the following criteria:
  - The principal, school administration and staff engage in ongoing learning and develop as leaders, while championing leadership for the school.
  - Leadership principles are effectively taught to all students through direct lessons, integrated approaches, and staff modeling. Students are able to think critically about and apply leadership principles.
  - Families and the school partner together in learning about the 7 Habits and leadership principles through effective communication and mutual respect.
  - The school community is able to see leadership in the physical environment, hear leadership through the common language of the 7 Habits, and feel leadership through a culture of caring, relationships, and affirmation.
  - Leadership is shared with students through a variety of leadership roles and student voice leads to innovations within the school.
  - Schoolwide, classroom, family and community leadership events provide authentic environments to celebrate leadership, build culture, and allow students to practice leadership skills.
  - The school utilizes The 4 Disciplines of Execution process to identify and track progress toward the high priority goals of the school, classroom, and staff members.
  - Students lead their own learning with the skills to assess their needs, set appropriate goals, and carry out action plans. They track progress toward goals in Leadership Notebooks and share these notebooks with adults in student-led conferences.
  - Teacher planning and reflection, trusting relationships, and student-led learning combine to create environments for highly engaged learning<sup>81</sup>.

# Goal 7 - Positive School Culture:

- Annually, for the first three years, at least 85% of students will respond positively on the Panorama Education survey that their voice matters in the school and that they are satisfied with our culture. By year five, student voice and satisfaction will increase to 95% of students.
- Annually, for the first three years, 85% of parents/family members will respond positively on the Panorama Education Family & Community Engagement survey that

<sup>&</sup>lt;sup>80</sup> See Appendix D for Lighthouse Certification rubrics.

<sup>&</sup>lt;sup>81</sup> What is a Leader in Me Lighthouse School? (n.d.). Retrieved from <u>https://www.leaderinme.org/faq/what-is-a-leader-in-me-lighthouse-school/</u>

they are satisfied with the school. By year five, satisfaction will increase to 95% of parents/family members.

• Annually, 90% of staff members will respond positively on the Panorama Education survey that their voice matters in the school and that they are satisfied with our culture.

## Goal 8 - Student Retention:

• Annually, at least 85% of students enrolled on October 1 will be re-enrolled the following year, as measured by the percent of students who leave the school for reasons other than moving out of the enrollment zone.

## Goal 9 - Staff Retention:

• Annually, regretted staff attrition remains lower than 5%.

# **Governance, Finance and Operations Goals**

## Goal 10 - Board Engagement:

- Each year, 100% of board members will attend, at a minimum, 80% of the scheduled board meetings.
- For each fiscal year, 100% of board members will contribute financially to fundraising goals.

# Goal 11 - Financial Sustainability:

- By year three, The Leadership School will maintain at least 30 days of cash on hand at all times.
- For each fiscal year, the annual audit will have no material findings and unqualified opinion.

# Goal 12 - Data Reporting:

• Annually, at least 90% of state data, reporting and compliance submissions to the sponsor and to DESE will be accurate and on time.

# **Comparison Data**

# Normandy Schools Collaborative

Our school will launch within the boundaries of the Normandy Schools Collaborative. Therefore, we have reviewed the state achievement data of all relevant schools within the district.<sup>82</sup>

<sup>&</sup>lt;sup>82</sup> At the start of 2019-20, the district moved to an ele-middle model consisting of five schools with grades 1-8.

School	ELA Proficiency	Math Proficiency
District Average	15.4%	7.3%
Barack Obama Elementary	14.3%	15.7%
Lucas Crossing Elementary	7.6%	6.5%
Jefferson Elementary	24.8%	15.0%
Washington Elementary	17.1%	15.2%
7th/8th Grade Center	11.7%	1.9%

Table 12. 2019 Normandy MAP Proficiency Levels by School

In December 2019, The Opportunity Trust compiled a report, *District Performance Diagnostic: Normandy Schools Collaborative*, detailing student achievement outcomes throughout the Normandy district over time<sup>83</sup>. The report summarizes student achievement as follows:

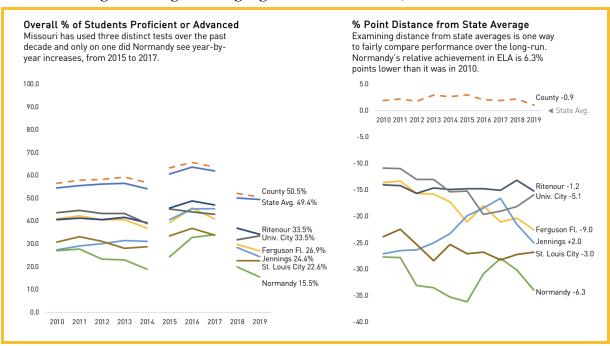
- In ELA, Normandy has declined by more than 6% points relative to the state since 2010; only from 2015-17 did it improve.
- In Math, Normandy is performing at virtually the same level as 2010 relative to the state.
- The largest declines from 2018 to 2019 were in Obama Elementary and Jefferson Elementary, some in excess of 15% points.
- Even when compared just to other high-poverty schools statewide, Normandy students are well below average.
- Normandy's Black students are significantly behind both Black and White students statewide. Normandy's Black students are 40% points behind White students statewide in ELA grade 3 and 32% points in Math grade 8, key "gateway" measures for later success.
- Compared to their academic peers, students in Normandy are learning less year-to-year compared to other districts statewide.
- In addition to being 2 grade levels behind average nationally, students in Normandy grow less (0.74) than one grade level per year.

The figures below show Normandy Schools Collaborative changes in student proficiency in English Language Arts and Mathematics from 2010 through 2019 as compared to the MO state average, St. Louis County average and neighboring school districts' average.<sup>84</sup>

<sup>&</sup>lt;sup>83</sup> See Appendix L for the full report. Retrieved from

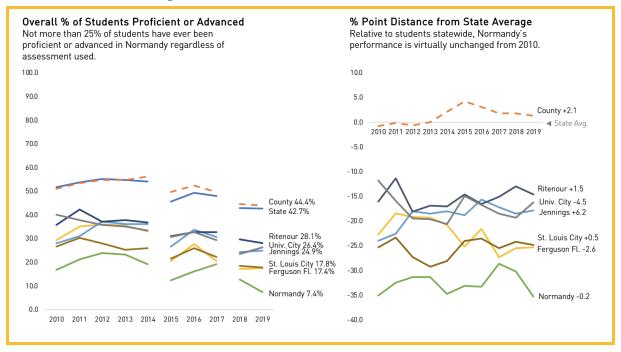
https://theopportunitytrust.org/wp-content/uploads/2020/02/NormandyCompendium\_201912.pdf

<sup>&</sup>lt;sup>84</sup> These figures from the *District Performance Diagnostic: Normandy Schools Collaborative* reflect data for the Normandy School District (2010 - 2015) and Normandy Schools Collaborative (2016-2019).



#### Figure 8. English Language Arts Performance, from 2010 - 2019

#### Figure 9. Math Performance, from 2010 - 2019



## Adjacent St. Louis County School Districts

The Normandy Schools Collaborative has a 43.45% student mobility rate. Many families move to adjacent districts, which also have mobility rates at or above the state average of 22.46%. Because we know that families will move between these districts, we have included comparison data for the five school districts adjacent to Normandy in Table 13. Each of these districts serve a similar target demographic with greater student outcomes Normandy but also below the state averages for English-Language Arts and Mathematics.

School or District	ADA Rate	Mobility Rate	FRL Rate	ELA Proficiency	Math Proficiency			
State	87.3%	22.46%	50%	48.7%	41.9%			
Normandy	70.2%	43.45%	96.6%	15.4%	7.3%			
Ferguson-Florissant	76.2%	35.60%	100%	26.9%	17.4%			
Jennings	77.2%	29.56%	100%	24.4%	24.9%			
Ritenour	81.2%	22.67%	100%	34.2%	28.2%			
St. Louis City	77.2%	46.03%	100%	22.7%	17.7%			
University City	77.6%	26.91%	99.1%	33.5%	26.3%			

 Table 13. 2019 MAP Proficiency Levels for Adjacent District

# Aspirational Peer Schools

- Meramec Elementary serves approximately 365 kindergarten through 5th grade students in the Clayton School District. Clayton is regarded as one of the best performing school districts in our area, known for high quality teaching, rigorous academic experiences and strong K-12 and post-secondary outcomes for students<sup>85</sup>. Meramec is their highest performing elementary school, located less than 10 miles from each of the elementary schools within the Normandy School Collaborative. As Table 14 shows, the outcomes for students at Meramec are drastically different from those in our less affluent target area. Their students outperform the state average by 30-40%, which is an outcome we hope to achieve at The Leadership School.
- **Bellerive Elementary** serves roughly 375 kindergarten through 5th grade students in the Parkway School District. Like many Parkway schools, Bellerive uses the *Leader in Me* program to combine learning and leadership. According to their website, "While learning is the main mission at Bellerive, we are a Leader in Me Lighthouse school and students

<sup>&</sup>lt;sup>85</sup> <u>https://www.claytonschools.net/site/Default.aspx?PageID=121</u>

are also provided with a variety of leadership opportunities that encourage them to be a well-rounded citizen. Students are expected to work to their fullest potential while being encouraged and supported by our caring staff<sup>\*86</sup>. Bellerive achieved their Lighthouse certification in 2015; it is our goal to reach this distinction before our fifth year.

• **Brookside Charter School** serves pre-kindergarten through 8th grade students in Kansas City, MO. They serve a similar target demographic as The Leadership School, share a similar educational philosophy of educating the whole child, and utilize the *Leader in Me* program to teach leadership and life skills. At Brookside, they "aim to develop leaders who bravely make the world a more just place. [They] nurture the whole child, instill a growth mindset, and foster cultural competence."<sup>87</sup>

School	ADA Rate	Mobility Rate	FRL Rate	ELA Proficiency	Math Proficiency
State	87.3%	22.46%	50%	48.7%	41.9%
Normandy	70.2%	43.45%	96.6%	15.4%	7.3%
Meramec Elem.	96.1%	16.09%	11.5%	80.9%	79.3%
Bellerive Elem.	94.1%	34.28%	23.3%	54.0%	53.1%
Brookside Charter	76.1%	18.84%	100%	31.1%	46.2%

Table 14. 2019 MAP Proficiency Levels for Peer Schools

# Year 1 Priorities

While we have set very ambitious goals over the life of our charter, we also recognize that we need to focus on a small set of high priority goals at any given time. In our founding year, we will prioritize the following:

- 1. Recruit and train high-quality teachers to implement high-quality curriculum
- 2. Develop a cohesive system for collecting, analyzing, and using data to understand, address, and close achievement gaps
- 3. Cultivate a nurturing school culture grounded in high academic press and high personalization
- 4. Establish operational systems and processes that support student learning and leadership

<sup>&</sup>lt;sup>86</sup> <u>https://www.parkwayschools.net/domain/447</u>

<sup>&</sup>lt;sup>87</sup> <u>http://brooksidecharter.org/about/</u>

# **A.8 School Climate and Culture**

The Leadership School's ultimate vision is to equip our students to lead lasting change for their communities and our world. All members of our school community will be expected to remain focused on this vision at all times and operate in ways that reflect such commitment. In addition, our mission and vision of creating leaders and learners will require a high level of personal accountability from all members of the school community; we aim to foster shared ownership of our mission and vision.

## **Core Values**

The Leadership School believes that a culture built on our core values represents the essence of our school, and will create a safe and supportive learning environment. We believe children who are cared for, and believed in, will develop the capacity to believe in, and care for, themselves and others. At The Leadership School, we **L.E.A.D.** with:

- <u>L</u>ove: We show great interest, collegiality and positivity in our interactions with all members of our community. We cultivate a sense of empathy through strong relationships, collaboration, and focusing on community above self.
- <u>Excellence</u>: We always strive for our"good" to become "better", and our "better" to become our "best", in all areas, for all members of the community.
- <u>A</u>uthenticity: We ensure alignment of our learning to authentic work, hold ourselves to the highest levels of integrity, employ just and equitable practices, and remain true to our mission at all times.
- <u>D</u>iscipline: We set and accomplish our personal and collective goals. In the face of adversity, we stay the course, persevere, and accomplish the task.

We believe that culture begins with the administration and staff. We cannot expect from students anything we are not willing to do as the adults in the school community. Furthermore, we are committed to staff professional development and practice in our L.E.A.D. values. Therefore, all adults will hold high expectations for themselves and will be open to receiving feedback. We believe feedback is an act of love. As such, constant iteration is required as we work towards excellence. This feedback and iteration will likely take many forms; being both formal and informal, the expectation is that all members give and receive feedback, regardless of titles. This intentionality will allow us to model transparency, authenticity and continual learning, which sets a clear bar for our students. In addition, continual feedback will help adult leaders remain clear about our current outcomes and the steps necessary to reach goals.

Through this unified approach, when you walk into our school you will see self-directed students articulating their needs and advocating for themselves. You will see enthusiastic students checking the weekly assignment board for their duties for the week. You may see a student ask permission to go to the calming station because she realizes she needs time away from the group. You may see a student explaining the dynamics of a group project to school visitors. Most importantly, you will see students excited to learn because they are able to see the progress they are making and the goals that they are accomplishing. To achieve these outcomes, we focus on three interconnected approaches: 1) Social Emotional Learning as an integral school practice, 2) the *Leader In Me* program as our primary leadership development programming, and 3) the use of Conscious Discipline as the philosophy behind our behavioral expectations and discipline practices.

# **Social-Emotional Learning**

The Collaborative for Academic, Social and Emotional Learning (CASEL)<sup>88</sup> —the leading national organization dedicated to advance the science, practice and policy of SEL— describes Social-Emotional Learning (SEL) as "the process through which students gain and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and express empathy for others, develop and maintain positive relationships, and make responsible decisions."<sup>89</sup> The Leadership School believes that a positive school climate and social-emotional learning are co-influential and that both are needed to:

- promote healthy members of the school community.
- provide guidance on how to support students in an equitable, collaborative, and healthy environment.
- create healthy, safe, nurturing, and developmentally supportive schools.
- develop students' social and emotional competencies as one mechanism to foster optimal learning experiences
- provide a focused strategy— not only for improving school climate and student engagement but also for improving student learning.
- make learning interactive.
- using instructional practices and structures that encourage student-led discussions, interactions, and teamwork.
- Elevating student voice, providing all students with opportunities to be leaders, problem-solvers, and decision-makers.

<sup>&</sup>lt;sup>88</sup> For more information on CASEL, visit <u>https://casel.org</u>.

<sup>&</sup>lt;sup>89</sup> What is SEL? (n.d.). Retrieved from <u>https://casel.org/what-is-sel/</u>

# Leader in Me

*Leader in Me* (LiM) is an evidence-based school model that empowers students with leadership and life skills needed to thrive in the 21st century<sup>90</sup>. It combines an intentional focus on culture, academics and leadership.





Note. Reprinted from www.leaderinme.org91.

These three components of LiM work together to create a strong school culture, and align directly with our primary tenets: sense of belonging, rigorous academic experiences and authentic leadership. In addition, LiM's Personal and Interpersonal Effectiveness Competencies map directly to CASEL's 5 Core Competencies making it a very aligned tool for reaching our Social-Emotional Learning outcomes.

# The 7 Habits of Happy Kids

A core component of the LiM program is involves mastering FranklinCovey's 7 Habits<sup>92</sup>:

- Habit 1: Be Proactive teaching students to take ownership of their learning.
- Habit 2: Begin With the End in Mind teaching students how to have and work a plan.
- Habit 3: Put First Things First teaching students how to prioritize their homework before play.
- Habit 4: Think Win teaching students to understand that everything can be negotiated.
- Habit 5: Seek First to Understand, Then to Be Understood teaching students the value of understanding other people's point of view, and that it is just as important to have your point of view understood.
- Habit 6: Synergize teaching students the value of collaboration with their peers.

<sup>&</sup>lt;sup>90</sup> What is Leader in Me? - About Us. (n.d.). Retrieved from https://www.leaderinme.org/what-is-leader-in-me/

<sup>&</sup>lt;sup>91</sup> What is Leader in Me? - About Us. (n.d.). Retrieved from https://www.leaderinme.org/what-is-leader-in-me/

<sup>&</sup>lt;sup>92</sup> The 7 Habits of Happy Kids. (n.d.). Retrieved from <u>https://www.leaderinme.org/the-7-habits-of-happy-kids/</u>

• Habit 7: Sharpen the Saw - teaching students how to have a balanced life.

Our students will receive weekly lessons and constant reinforcement and practice of these habits. The mastery of these habits strengthens the students' abilities to be academically successful. As students work individually to master these habits, our faculty and staff will also work to master and model effective use of these habits for our students. We will track and monitor school-wide goals to make our work transparent and engage all members of the school community, as well as celebrate the degree to which we are living out the habits in our daily lives to achieve our goals. We see the LiM habits as a tool to living out our core values. Table 15 shows how the habits align to our core values.

TLS Core Values	Love	Excellence	Authenticity	Discipline
LiM Habits				
Be Proactive		X		X
Begin with the End in Mind		X		X
Put First Things First		X	X	X
Think Win-Win	X		X	
Seek First to Understand, Then to Be Understood	Х		X	
Synergize	X	X		
Sharpen the Saw	X		X	Х
Find Your Voice and Inspire Others to Find Theirs	X	X	X	X

Table 15. TLS Core Values Alignment with Leader in Me Habits

## Student Leadership Over the Years

The Leadership School accounts for nine years of our students' education. Given the span, we have increasing expectations of students as they rise throughout the program. Therefore, we have broken down our program into three three-year clusters with an increasing level of student leadership, agency and autonomy and a decreasing level of teacher direction both within clusters and from one cluster to the next.

• **Kindergarten - 2nd Grade: Laying the foundation.** In this grade-band, students are entering with limited experience of what it means to be a part of a school community. Therefore, students will require significant teacher direction to ensure that classrooms are spaces where everyone is valued and honored. Once teachers set up the structures, students will, however, take on the role of maintaining and improving upon systems. For example, teachers at this level might create a student of the week schedule where every child gets an opportunity to be celebrated and valued by highlighting who they are as a person.

This grade-band will also represent the most teacher-directed instruction in our school, as students are building their academic foundation. That said, each day will include meaningful opportunities for students to engage with their teachers and begin to make decisions about how to guide their own development. By the time students reach second grade, they will understand how to track and monitor their own goals and begin to set their own individual targets. In this cluster, we want our students to build a strong work ethic and sense of responsibility for themselves and their school community.

• **3rd Grade - 5th Grade: Building capacity.** As students move into and through this next cluster, it will be essential that students take the reins of ensuring that everyone in our school feels a sense of belonging and is valued. Therefore, students will be responsible for designing and implementing systems and structures that allow them to address any culture breaches or incidents that are not reflective of our core values. We anticipate that our students will continue to need guidance and coaching from their teachers as they take on more ownership. Through our morning meeting, closing circle and leadership lessons, we will provide ample space for students to receive feedback from their teachers and peers, and to reflect upon their leadership skills.

In addition, the academic program in this cluster will give students more opportunities to own their personal academic goals. At this point, students have a greater understanding of how they learn best and, therefore, will advocate more strongly to their teachers regarding their needs and interests. We will see classes shift to having more components of the school day that are student-directed. We will see teachers providing support and feedback to students when they try and fail, and encouraging them to try again.

• 6th Grade - 8th Grade: Leading the charge. By this grade-band, our students are truly leading the charge when it comes to all aspects of our school community. In terms of maintaining a sense of belonging and a shared value system, our middle school students will develop structures for monitoring, assessing and revising our student-facing policies and practices. Students in this grade-band will take on defined leadership roles,

partnering with teachers, school leaders and board members to make high-level decisions about the school. For example, students at this level will help to decide the details of school-wide structures such as families composed of students from all grade levels. Our founding middle school students will contribute significantly to how our daily schedule is configured for students at this age, development of community events and traditions that are created to ensure that middle school feels like a separate but well-connected time in their journey at The Leadership School.

#### **Everyone Matters**

Part of the journey to become a Lighthouse School as discussed in section A.7 means ensuring that we are engaging our students, staff and families as outlined in the Lighthouse rubrics (see Appendix D). Achieving Lighthouse status before year five will validate our efforts to build a strong, positive, and effective school culture. The certification is evidence that schools have produced outstanding results in school and student outcomes, by implementing the process with fidelity and excellence. It is also because of the extraordinary impact that the schools may be having on staff, students, parents, and the greater community.

The Leadership School will encourage 100% of students, families and staff to commit to the success of the entire school; we will need leadership from all levels to foster the desired growth and development of our students. For us, 100% commitment means being actively involved in the school community. Families are expected to contribute to the creation of their child's Individual Learning Plan, to participate in the school community, and to ensure that we are accountable to all kids and families. During the global pandemic, and resulting stay at home orders, we have realized that there are many ways for parents to participate in the life of the school outside of physically being present during school hours or meetings. We will use some of the lessons learned during this time to make more school meetings and events available via video conferencing, as well as use more creativity in how parents want to participate in our school. When we ask for 100% commitment, we will remain open to that looking different for different families.

## Visual Messaging of Values And Goals

The Leadership School's physical space will reflect our mission, vision, core values and beliefs. Naturally, this means that the visual messaging throughout the school will be mostly student-created and rooted in the *Leader in Me* curriculum. We will post The 7 Habits of Happy Kids throughout the building. Goals and progress towards those goals will be showcased in classrooms and hallways throughout the building, allowing students to see their collective progress in real time. Positive affirmations will also be placed strategically in common areas like the cafeteria, gymnasium and main office.

#### **Class and School Meetings**

Due to its pivotal nature, The Leadership School will intentionally promote Social-Emotional Learning through our school's systems and procedures. For instance, all classrooms will use a morning circle to set the tone for the day and allow students a safe space to process any emotions that could deter learning. We will also end the day with a closing circle to provide time for daily reflection to consider what went well and discuss areas for growth. To build and nurture school-wide connections, we will have weekly school-wide community meetings to celebrate our accomplishments together, as well as acknowledge any challenges that affected the greater community. Those meetings will also provide students and teachers with opportunities to celebrate students who exemplify our core values.

# **Conscious Discipline**®

The Leadership School believes that for every student action there is a reason or trigger. Therefore, we will take a non-punitive approach to discipline. Studies show that people who have experienced trauma may become triggered into responses that disrupt their ability to comply, thus disrupting their ability to listen or learn. We believe that by preparing our staff to become trauma-informed educators they will have the tools to disrupt these triggers, not reinforce them. It is our goal to reframe how adults respond to children's actions. The Leadership School believes that punishment intimidates children into compliance which does not address the root cause of disruptive behavior. Instead, we believe in giving students the opportunity to use behavioral tools to articulate their needs or frustrations and behave in a more productive way. Therefore, we are using *Conscious Discipline*<sup>93</sup> (CD) as the foundation of our behavior management system. We will provide training for faculty and staff (during our summer development and at regular intervals throughout the school year) in the area of CD, which is a program for comprehensive social-emotional classroom management. It establishes a creative learning environment where children feel cared for and safe, allowing students to begin learning conflict resolution, managing their emotions and taking responsibility for their actions. CD believes that there are seven skills of discipline that are needed to transform everyday discipline issues into teaching moments. The seven skills are composure, encouragement, assertiveness, choices, empathy, positive intent and consequences. They teach children the social emotional and communication skills necessary to manage themselves and develop prosocial behaviors.<sup>94</sup> As mentioned in A.1: Mission, Vision, Philosophy and Goals, we are learning from school's like Van Ness Elementary in Washington, D.C, which serves as a model for CD.

Because adult awareness is critical in a non-punitive approach to discipline, The Leadership School will need investment from the entire staff. All staff members are required to build strong

<sup>&</sup>lt;sup>93</sup> For more information on *Conscious Discipline*, visit <u>https://consciousdiscipline.com</u>.

<sup>&</sup>lt;sup>94</sup> Methodology. (n.d.). Retrieved from <u>https://consciousdiscipline.com/methodology</u>

relationships that help students develop internal capacities for self-management. As a result, we believe our approach will help students to be learning-ready and create a healing community. Thus, we will create a school where students are able to make decisions that positively affect themselves and our community in the present and in the future.

#### Well-Being Barometer

To further support the implementation of CD and SEL, each classroom will have a chart that focuses on student needs at any given moment, rather than discipline infractions like a typical "behavior chart". We will call our chart a "well-being barometer" because of its internal focus on how students are doing at the moment. The chart will not list punitive markers, but rather will include zones that describe emotions (i.e. happy, surprised, afraid, angry, sad, excited, disgusted). Students will be able to communicate to the teacher what their emotional thermometers read by moving the clothespin to the zone that best communicates what/how they are feeling. Well-Being Barometers will also give the teacher the ability to gauge the classroom and see where deeper inquiry and support is needed.

## **Reboot Stations**

We also understand that learning to manage one's emotions is a process, and sometimes part of the process requires time alone. Therefore, we will have reboot stations in each classroom. Reboot stations are areas where students can choose to spend ten minutes to remove themselves from the group to process their emotions and articulate their needs. Each station will be equipped with a sign-in chart, an emotion gauge, timer, stress relieving activities and an area for students to comfortably relax. If the student is not ready to return to the group after ten minutes the teacher will inform the office and the office will send in additional support (i.e. Director of Student Affairs, Social Worker, School Counselor or another teacher). We also acknowledge that some students may need interventions from professional agencies and are committed to working with outside agencies to bring social-emotional balance to our students.

## **Discipline** Policy

While we believe that our behavior management approach, focus on social-emotional learning and implementation of the *Leader in Me* will mitigate and address the bulk of behaviors that are not aligned to our core values, there may be instances when student behavior requires a response from our administration. At The Leadership School we believe all students want to, and can, positively conduct themselves in an academic environment. We believe that all students want to learn in a safe environment, and can, and will exhibit conducive behaviors. We also understand that there will be a behavioral learning curve as our students are taught how to engage in our school environment. This means that students may, at times, exhibit behavior that does not meet our community expectations. When this occurs, we will utilize a behavioral management plan to increase our intentional support to help students learn techniques and strategies that they can utilize in those instances. Our Students Success Team will develop the structure and framework for our behavioral management plans during our year one professional development/planning time. These documents will be available for customization when it is warranted.

Additionally, emotions can sometimes go beyond anger or frustration and turn into physically or emotionally threatening situations. At all times, our main priority will be the safety of the community. If this occurs, students will be removed from the classroom environment to address those issues. However, we believe that this is best done with us during school. Therefore, suspensions from regular classroom participation will be in-school, designed and managed by our counseling staff. *Conscious Discipline* has a built-in structure for In-School Suspension. It is designed as a space in the school equipped with tools that help students de-escalate and process their emotions with the help of a behavioral interventionist (in our case, Director of Student Affairs or Guidance Counselor).

Suspension from regular classroom participation will also occur when a student's behavior results in chronic and extreme disruption of the educational process, and is such that the student created a barrier to learning for themselves and other students. All behavioral plans will begin with contacting the student's parent/guardian and end with a school and family conference. Our discipline policy complies with all federal and state statutes pertaining to school safety, including but not limited to the Missouri Safe Schools Act (RSMo 160.261). A draft of our policy can be reviewed in Appendix P. During our planning year, we will review this document with members of our design team and solicit community feedback prior to finalizing our policies.

## Long Term Suspension & Expulsion

A long-term suspension or expulsion is the exclusion of a student from the student's regular school program for an extended period of time. "Suspensions are usually for a fixed amount of time with the student automatically returning to class after the suspension is completed", and a conference is held with the student and family. "An expulsion generally means that the student is removed from school for an indefinite period of time until the student is reinstated by the [Board]"<sup>95</sup>. This type of removal from our school program would only occur if a student posed an imminent threat or serious harm to other students or staff. The Leadership School will report all crimes that occur on school grounds to law enforcement, including those outlined in RSMo 160.261.

- First or second-degree murder under RSMo 565.020, .021.
- Voluntary or involuntary manslaughter in the first or second degree under RSMo
- 565.023, .024, .027.

<sup>&</sup>lt;sup>95</sup> Missouri Department of Elementary and Secondary Education. Student Discipline. <u>https://dese.mo.gov/financial-admin-services/school-governance/student-discipline#suspension</u>

- Kidnapping in the first or second degree under RSMo 565.110,.120 RSMo. First-, second- or third-degree assault under RSMo 565.050, .052, .070. Sexual assault or deviate sexual assault under RSMo 566.040, .070. Forcible rape or sodomy under RSMo 566.030, .060.
- Burglary in the first or second degree under RSMo 569.160, .170. Robbery in the first degree under RSMo 570.023.
- Manufacture of a controlled substance under section 579.055
- Delivery of a controlled substance under section 579.020
- Possession of a weapon under chapter 571.
- Arson in the first degree under RSMo 569.040.
- Property damage in the first degree under RSMo 569.100.
- Child molestation in the first, second, or third degree pursuant to RSMo 566.067, .68, .69
- Sexual misconduct involving a child pursuant to RSMo 566.083.
- Sexual abuse pursuant to RSMo 566.100.
- Harassment in the first degree under RSMo 565.090.
- Stalking in the first degree under RSMo 565.225.

## Student and Family Buy-In

The Leadership School believes that you cannot force culture; it has to be a belief system embraced by the teaching staff, the students and our families. Our hiring process will seek teachers who are deeply aligned to our mission, values and approach to student learning and leadership. This includes our approach to discipline. We also believe that having our students embrace their leadership potential and having ownership of their academic journey will strengthen their desire to embrace our school culture. As families see their students transform into leaders, and learn to support their students in that journey, we believe that their investment will only deepen. Through our intentionality with all stakeholders, we foresee our desired culture becoming a reality.

# **Student Onboarding**

As our culture will likely be a shift from the students' previous school experiences, we will implement a student (as well as family) onboarding process for new students. All of our founding students will attend an onboarding session before school begins in August to learn about the components of *Leader in Me, Conscious Discipline* and our SEL approach. They will also learn procedures and routines embedded in these systems such as the reboot routines and how to use the well-being barometer, as well as general procedures like how to transition in the hallway and use hand signals to communicate with teachers without being disruptive The onboarding experience will also be filled with positive interactions and icebreakers with the teachers, staff and peers. This time before the year will be focused on the most important things that students need to know to feel comfortable and successful on the first day of school. During the first six

weeks of school, we will continue to introduce students to part of our culture in digestible ways. We will work closely with the trainers from *Leader in Me* and *Conscious Discipline* to develop a plan for implementing those programs within our school. As discussed in *A.5 Target Population*, we will support new students in a similar way with more targeted and personalized resources to help them learn about our school's cultural expectations and procedures.

# **Organizational Plan**

# **B.1 Missouri Non-Profit**

The Leadership School is organized as a Missouri nonprofit 501(c)(3) corporation incorporated pursuant to the Missouri Nonprofit Corporation Act (RSMo. 355). The sole purpose of The Leadership School is to educate students within the boundaries of the Normandy Schools Collaborative. The Leadership School is applying for sponsorship from the Missouri Charter Public Schools Commission (MCPSC). The full application will be available on the school's website (https://www.theleadershipschoolstl.org/) and has been submitted to Joint Executive Governing Board of The Normandy Schools Collaborative and the Missouri State Board of Education<sup>96</sup>, in compliance with RSMo. 160.405.1 of the state statute for charter schools. Members of the Board of Directors (the Board) will operate at all times as stewards of public finances, the public trust, and as decision-making public servants as defined in RSMo. 105.450 for purposes of the financial disclosure requirements. The Board is aware of their obligations to comply with all laws and rules related to schools, governing boards, and school districts as indicated in statutes 160.400 to 160.425 RSMo.

Upon approval of this proposal, The Leadership School Board will hold the charter and be responsible for:

- Governing all schools in the Local Education Agency (LEA)
- Meeting the terms of the five year contract with the Missouri Charter Public School Commission
- Fully complying with Missouri's Sunshine Law, state ethics requirements, and all applicable provisions and statutes, including the regulations set out in Missouri Revised Statutes 610.010 to 610.030, including but not limited to: holding public Board, committee, and subcommittee meetings with adequate advance public notice; publicly documenting Board activities, including all Board meeting minutes and Board meeting attendance rosters, with closed meetings and records allowed in some limited circumstances; permitting recording of meetings; recording minutes including voting records and making those minutes available to the public; abiding by all rules regarding electronic transmission of messages relating to public business; maintaining records of closed meetings; and, ensuring public accessibility (except as otherwise provided)
- Operating with the awareness that the Board is liable for acts in office as if it were a duly elected school board, and holding appropriate liability insurance

<sup>&</sup>lt;sup>96</sup> See Appendix Q for proof of submission.

- Ensuring all Board members complete criminal background checks and Family Care Safety Registry requests checks as required by 160.400.14 RSMo.
- Ensuring all Board members submit the financial disclosure forms and annual conflict of interest statements required by the Missouri Ethics Commission, which prohibit: receiving compensation other than reimbursement of actual expenses incurred while fulfilling duties as a member of the Board; holding any office or employment from the Board, the school, or the school's sponsor while serving as a Board member; owning or serving as an employee of a company that provides substantial fee-for-services to the school

The Board has adopted a set of corporate bylaws, which set forth the method of election of officers of the Board, consistent with RSMo. 355.326, and a conflict of interest policy. The Board has also filed a Federal Form 1023 request for tax-exempt status with the U.S. Department of Treasury, which has been approved.

The following required documents included in Appendix R provide documentation of The Leadership School's legal status and relevant Board policies.

- Articles of Incorporation
- Corporate By-laws
- Documentation of Missouri Nonprofit Status
- Documentation of IRS Nonprofit Status
- Compliance with Nondiscrimination Laws
- Conflict of Interest Policies

The following required documents are included in C.2: Financial Management.

- Criteria for Internal Control Policies
- Financial Management Policies

The following required documents will be provided as indicated.

- Criminal Background and Family Care Safety Registry
  - These will be completed after charter approval and establishment of our LEA. Commitment to completing the background check will be included in our Board of Director Agreement.

# **B.2** Governing Board Composition

The Leadership School will be governed by a Missouri nonprofit corporation with federal tax exempt status under section 501(c)(3) of the Internal Revenue Code. The corporation will be governed by Articles of Incorporation and Bylaws, provided in Appendix R. The Board of Directors holds fiduciary responsibility for the school. As set forth in the bylaws, members of our Board of Directors will oversee The Leadership School and utilize their expertise in business, non-profit management, law, education, and other areas to guide the school's efforts to provide a high-quality public education for families within the Normandy Schools Collaborative and achieve its mission as outlined in the charter. To ensure that we have fresh perspectives our directors are elected to two-year terms with a five consecutive term limit. Any member of the board of directors may nominate candidates for board service. At least annually, the board of directors will review the needs of the board to determine the profile of potential board members based on areas of expertise and experience needed for strong governance.

# **Founding Board of Directors**

Currently, the Board of Directors includes four members, whose resumes and required surveys can be found in Appendix S. Below you will find a summary of the areas of expertise and description of professional experiences for each director. The Leadership School board will continue to grow and refine its strategy for selecting high-impact leaders for membership. Continued board growth will include increasing the size of the board to seven members by the end of 2020. The Leadership School believes that the Board of Directors could be enhanced with the addition of individuals with the a combination of the following experiences or backgrounds:

- Strong charter school governance track record
- Finance/accounting expertise
- Legal expertise
- Strong community ties
- Strong expertise regarding the educational model

Director	Current Professional Role	Area of Expertise
Kevie Hendrix	Founder & CEO of National Material Supply Co., LLC	<ul><li>Entrepreneurial/start-up operations</li><li>Project Management</li></ul>
Lennel Hunter	Virtual Design & Construction Director - Quality Assurance at Clayco, Inc.	<ul><li>Architecture</li><li>Construction Management</li></ul>

#### **Table 16. TLS Founding Board of Directors**

Raegan Johnson	Public Communications and Media Lead at Spire Energy	<ul><li>Public Relations</li><li>Communications</li><li>Public Policy</li></ul>
Sherita Love	Director of EdHub STL; Principal Education and Equity Strategist at ExpandED Equity Collaborative	<ul><li>Education</li><li>Community Engagement</li><li>Racial Equity</li></ul>

## Lennel Hunter, Founding Board Chair



Lennel has worked in the design-build profession for nine years. Over this time, he has gained exposure to nearly all aspects of the project cycle from design development to construction completion. In his current role, he has organized a framework for understanding BIM management comprising four parts: a company-level strategy, a project-level strategy, a plan for technology research and acquisition, and a system for maintaining BIM assets. Lennel leads virtual design and construction efforts in an integrated project delivery environment. He is motivated by

opportunities to leverage the power of BIM throughout all project phases including facility operation. These skills and experiences will be instrumental to The Leadership School's selection and renovation of facilities. Lennel earned a Bachelor of Arts in Architecture from Washington University in St. Louis.

## Kevie Hendrix, Founding Board Member



Kevie is an entrepreneur with more than 20 years of experience in the wholesale distribution industry. Prior to founding National Material Supply Co., LLC in 1999, he worked for Anheuser-Busch as a corporate engineer, as well as at Boeing in several roles including Engineering Scientist, Enterprise Auditor, and International Business Development Manager with Boeing's Industrial Participation Programs Office. His specialties include international business development, start-up operations, online sales and marketing, and project management and

logistics. These skills will be instrumental to The Leadership School's development of operating policies and procedures, as well as managing the multitude of work streams during the pre-opening phase. Kevie earned a Bachelor of Science in Mechanical Engineering from Rensselaer Polytechnic Institute (RPI) and a Master of Business Administration from the Washington University Olin School of Business.

#### Raegan Johnson, Ph.D., Founding Board Member



Dr. Raegan Johnson has worked in the fields of magazine and newspaper journalism, public relations and both corporate and non-profit communications. She has received multiple awards for writing and communications, including Hermes Creative Awards and IABC Silver Quill Awards. She is currently the Public Communications and Media Lead at Spire. Raegan has participated in the Focus St. Louis Emerging Leaders program, the Washington University Women in Leadership program, the St. Louis Business Diversity Initiative's

Fellows program, and the FBI St. Louis Citizens Academy. She currently sits on the St. Louis Symphony Advisory Council, the Regional Business Council's Young Professionals Network Steering Committee, and the United Way's Charmaine Chapman Leadership Society Cabinet. Raegan earned a B.A. in Communications from St. Louis University, an M.A. in Journalism from the University of Missouri-Columbia, and a Ph.D. in Public Policy Studies — with an emphasis on urban and community development — from St. Louis University.

#### Sherita Love, Founding Board Member



Sherita began her career in education in the Webster Groves School District before moving into curriculum, program and staff development with YMCA Community Development Programs and Diversity Awareness Partnership. Sherita currently serves as the Director of the Education Hub (EdHub STL) a platform for educators to reimagine education with equity at the center. She is also the lead anti-racist education catalyst with ExpandED Equity Collaborative, co-founder of GLAMM (Girls Lead and Make Moves), a consultant with a lens for supporting girls and students of color with Washington University's

STEM Teacher Quality Institute, and a lead consultant with Education Equity Consultants. Sherita earned a Bachelor of Educational Studies from the University of Missouri-St. Louis.

The Leadership School's goal in the next 12 months is to add three additional board members to the Board of Directors bringing the total number of board members to seven. New members must add to the diversity of the current team from either a professional or demographic perspective, as it is a priority to avoid significant redundancy. The Leadership School is currently sourcing and interviewing prospects whose backgrounds and experiences meet our desired needs.

Table 17 gives a summary of Board officer positions.

<b>Board Officers</b>	Position Description
President/Chair	The Board President assumes responsibility for the overall functioning of the board. He/she facilitates board meetings, oversees the work of the committees, and works most closely with the Executive Director. He/she ensures that the board formally evaluates the Executive Director and monitors school performance. The Board President also plays an extremely important role on the interpersonal side of the board. He/she must be responsive to other board members' views, maintain a collegial atmosphere, manage different personalities and perspectives, and work hard to foster a trusting yet candid relationship with the executive director. The Board President must be a strong communicator and a skilled facilitator.
Secretary	The Secretary has responsibility for communicating with board members about meetings, recording and maintaining minutes of all meetings, keeping all board records and important documents, and upholding legal compliance in matters of reporting and transparency.
Treasurer	The Treasurer oversees all matters related to the school's finances, property, and budget. He/she oversees the school's leadership in the areas of money management and compliance (i.e. monitoring cash-flow, budget-to-actuals, and financial transactions), chairs the finance committee, and has a strong working relationship with the Executive Director and Director of Operations.

Table 17. Descriptions for Officer Positions of the Board

# **Board of Directors' Roles and Responsibilities**<sup>97</sup>

The board's primary responsibility is to govern the nonprofit organization by:

- Ensuring mission and purpose; that overall strategies, policies and priorities are in place.
- Ensuring organizational performance and impact.
- Ensuring compliance with laws and regulations and fulfillment of contractual obligations.
- Fiduciary oversight, safeguarding assets from misuse, and ensuring maximum use of resources.
- Selecting, monitoring, evaluating, and replacing the Executive Director.
- Ensure that the board is well run with effective governance practices and processes in place.

<sup>&</sup>lt;sup>97</sup> Cornelius, M. (n.d.). Building Powerful Nonprofit Boards. <u>www.marlacornelius.com</u>.

These governing responsibilities are performed by the board as a body or group. Individual directors do not have any authority outside the collective. While the board —acting in its legal capacity— governs the organization, directors —as individual volunteers— provide support to the staff in areas of management.

Individual directors provide expertise, thought partnership, access to resources, and ambassadorship. These efforts provide "added value" to the organization. Some responsibilities could include:

- Fundraising: Contributing to the organization's fundraising success as appropriate to the individual (e.g. making a financial contribution, volunteering at fundraising events, making business contacts, soliciting cash and non-cash contributions, etc.)
- Giving consultation or advising staff in areas of expertise, providing technical assistance.
- Providing thought-partnership to the ED and staff, acting as a sounding board.
- Participation on organizational committees.
- Acting as ambassadors to the community on behalf of the school, its students and staff.
- Attending and volunteering at events.

The full Board of Directors will participate in regular meetings, hold officer positions, and sit on committees as outlined in the bylaws (See Appendix R). The Board of Directors may maintain other standing committees that advise specific aspects of The Leadership School's operation, each consisting of at least one director. These include, but are not limited to, Audit and Finance Committee, Academic Programs Committee, and the Development and External Relations Committee. Ad hoc committees are created as needed (e.g., a Real Estate and Facilities Committee to oversee building purchase). Board committees are governance committees, distinct from the faculty management committees discussed in *B.3 Management and Operations*. Board governance committees are always chaired by Board members but may include non-Board members to draw from targeted expertise within our community.

## **Board Expectations**

- Fulfill their fiduciary duties of care, loyalty, and obedience
- Honor the distinction between governance and management
- Follow open meeting requirements
- Maintain 80% attendance and participation at board meetings
- Active participation in fundraising efforts<sup>98</sup>
- Disseminate positive information throughout the community
- Maintain confidentiality
- Participate in ad-hoc committees, as needed

<sup>&</sup>lt;sup>98</sup> In our founding stage, we have prioritized a "working board" to help launch the school rather than members who can raise a specific amount of funds.

Specifically, in the pre-opening phase, founding Directors must:

- Provide accountability and oversight: Strengthen the work of the school staff, by specifically supporting the Founder/Executive Director with pre-planning tasks
- Assist with resource development: Grow financial support for both startup and ongoing costs to meet the needs of our students and fulfill our mission
- Provide support and advocacy: Spread positive awareness of our programs and increase visibility within the broader community

## **Board Functions**

All of these functions are accomplished as a group –at board meetings– through review of information, strategic questioning, conversation, and decision-making.

- Articulate values and mission, and set standards, controls, and policies. Ensure that all The Leadership School's programs, activities, and operations adhere to these.
- Ensure that The Leadership School is an asset to the community through processes that monitor the external environment and define vision, direction, and strategy.
- Define and monitor key areas of performance aligned to strategic priorities compared with short- and long-range strategy and plans, assess results, and ensure that steps are taken for continuous quality improvement in all areas.
- Ensure audits of the schools' finances are conducted as required by law.
- Provide appropriate oversight of all financial aspects, including budget development, approval, monitoring, and fiscal controls.
- Publish annual financial reports aligned with Missouri law and requirements.
- Ensure that adequate risk management is in place, e.g., safety and security, insurance, data backup, Executive Director succession, board officer and board member succession, etc.
- Define criteria for board membership, board succession, ensure proper recruitment of candidates, elect members and officers, and ensure proper orientation and development of board members.
- Define and enforce parameters of the board's work, including its committees and task forces, and the role and performance of the individual board member. Assess effectiveness.
- Define the role of and hire the Executive Director. Develop performance contract; set performance metrics; appraise performance; set compensation; reward competence; and, if necessary, replace the individual.
- Ensure compliance with relevant laws and regulations.
- Ensure effectiveness of management while maintaining a line between governance and operations.

• Act as a think tank and sounding board regarding organizational health and effectiveness and the marketplace environment for the Executive Director.

## **Board Recruitment and Engagement**

Through training and consultation with Education Board Partners<sup>99</sup>, The Leadership School has identified key skills and expertise required to govern a public charter school in Missouri. We aim to build a board that possesses the necessary skills and competencies to fulfill board functions, and reflects a range of diverse perspectives aligned to our school's mission and vision.

To recruit new members, the Board will form an ad-hoc Board Development Committee. The committee will develop a written procedure for adding new Board members. This may require service on a Board committee before full membership; an interview with the Board chair; and a nomination by a Board member. Once our school is operational, the board will add a seat on the board for the leader of our Parent Advocacy Group. Prior to the assignment of a parent, the board will conduct regular listening sessions to solicit input from parents and families within the school.

## **Board Training and Development**

The Leadership School Board of Directors will be developed in a variety of ways. Though potential board members will learn about the culture and goals of The Leadership School's organization during the cultivation process, all new board members will be required to attend Board Orientation, which includes a formal introduction to the rest of the board members, an induction ceremony, contract signing and training in school governance. The orientation process will also include receiving the Board Handbook and being assigned a mentor. The pre-service training focused on board obligations and performance management to ensure that each member has a thorough understanding of their governing role, the importance and relevance of the charter agreement and performance contract, and ultimate responsibility for the school.

Additionally, board member development will also be enhanced by annual board retreats. During these retreats, board members will tackle agenda items that are too big to be handled during regular monthly meetings, receive updates from key staff members, and interact with students and families.

Finally, The Leadership School will be a member of the Missouri Charter Public School Association (MCPSA), and will participate in ongoing training provided by the MCPSA and/or Education Board Partners to stay informed of ethical and legal obligations.

<sup>&</sup>lt;sup>99</sup> For more information on Education Board Partners, visit <u>https://edboards.org/about</u>.

# Advisors

In addition to our founding Board of Directors, The Leadership School has been able to rely upon the knowledge and expertise of a wide range of individual advisors, educational organizations and nonprofit supporters. While these individuals are not formal members of our board, they have provided significant guidance and support to our founding team.

Area of Expertise	Name/Organization
School Design: Curriculum, new school startup, school system leadership	<ul> <li>Dr. Nicole Evans, Founding Executive Director of Urban Education and Student Engagement at Harris-Stowe State University; Former charter school principal</li> <li>Natalie Gordon, Chief Schools Officer at Attuned Education Partners</li> <li>Dr. Abigail Hasberry, Founder &amp; CEO of D.E.A.R. Abby Consulting</li> <li>Mia Howard, Founding Partner at The Opportunity Trust; Former charter school founder</li> <li>Lorna Sanchez McClellan, Managing Director, Instructional Leadership at Teach For America St. Louis</li> <li>Rob Strain, Founder &amp; Principal of Rob Strain Consulting; Partner at Transcend Education</li> <li>Dr. Doug Thaman, Executive Director at MO Charter Public School Association</li> <li>Attuned Education Partners, New School Incubator Cohort</li> <li>NewSchools Venture Fund, Innovative Schools Cohort</li> <li>The Opportunity Trust, Entrepreneur-In-Residence Cohort</li> </ul>
School Design: Social-Emotional Learning, Student Leadership, Culture	<ul> <li>Eugenia Olison Blakney, Program Manager at The Community Builders, Inc.; Licensed Professional Counselor</li> <li>Dr. Joseph Murphy, Professor of Education at Peabody College Vanderbilt University</li> <li>Gina Watkins, Professional School Counselor/Non-profit Program Administrator</li> <li>Lance Wheeler, Client Partner for FranklinCovey's Leader in Me</li> <li>Attuned Education Partners, New School Incubator Cohort</li> <li>Innovate Public Schools, Organizing Training</li> <li>NewSchools Venture Fund, Innovative Schools Cohort</li> </ul>
Non-profit management & operations	<ul> <li>Dr. Charles Corprew III, Founder &amp; CEO of What's Your Revolution Consulting</li> <li>Neal Richardson, President &amp; Co-Founder at Dream Builders 4 Equity; Vice President &amp; Director of Business Impact Group at U.S. Bank</li> </ul>

Table 18. Advisors to The Leadership School
---

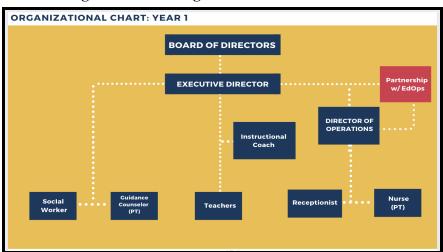
	<ul> <li>Warren Morgan, Chief Academic Officer at Indianapolis Public Schools; Former Executive Director at Teach For America St. Louis</li> <li>Camelback Ventures, Education Fellowship Cohort</li> </ul>
Legal	• Keith Kehrer, Partner at Bryan Cave Leighton Paisner LLP
Marketing	<ul> <li>Kyle Simmons, Founder, Launch+ Land Mia Watkins, Media Specialist at Mia Ginaé</li> <li>Brooke Foster &amp; Janelle Messel, We are Novella</li> <li>Desiree Young, Founder, VentureWalk Business Partners</li> </ul>
Community Engagement	<ul> <li>Krystal Barnett, Executive Director of Bridge 2 Hope STL</li> <li>Dr. Alan Byrd, Vice Provost for Enrollment Management at University of Missouri-Saint Louis</li> <li>Rashaan Bush, PAQ Early Childhood Services Director at United 4 Children</li> <li>Community Impact Network, Youth 1st Coalition Member</li> <li>CEAM, Parent Engagement</li> <li>WEPOWER, Organizing Training</li> </ul>
Finance and Operations	Paul Greenwood, Missouri Regional Director at EdOps
Facilities	<ul> <li>Brian Feld, Architect at HKW Architects</li> <li>Jeff Mishkin, President of LSJM, Inc.</li> <li>Brendan O'Brien, Associate Real Estate Broker at Intelica CRE</li> <li>Rebecca Secrest, Senior Vice President at Charter Schools Development Corporation</li> <li>Steven Westbrooks, Executive Director - Southern Region at IFF</li> </ul>

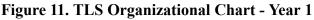
# **B.3 Management and Operation**

# The School Leadership Team

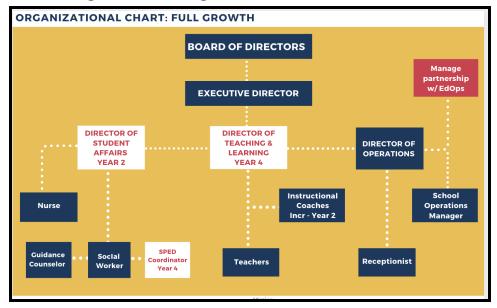
To ensure that The Leadership School is organized efficiently and effectively to achieve its mission, we have divided the core roles and responsibility such that there are clear lines of division and accountability for all aspects of the school's operations. The Leadership School will be led by an Executive Director who provides oversight for the School Leadership Team, which consists of three members: a Director of Teaching & Learning, a Director of Student Affairs and a Director of Operations. The Executive Director is responsible for the overall operation and outcomes of the school, as well as for setting and stewarding the organizational culture. The Director of Teaching & Learning is responsible for curriculum and instruction, student academic performance and teacher professional development and coaching. The Director of Student Affairs is responsible for student leadership, school culture and student services. The Director of Operations is responsible for data management, school-based operations, and coordinating support from EdOps (back office finance/operations support). Under the direction of the Executive Director, leaders in these roles make all day-to-day decisions for the school in alignment with the priorities set by the Board of Directors.

The full organizational charts show how we will be managed and organized in both our founding year and when we have grown to scale.<sup>100</sup> Details for how we scale our team over the course of the first five years can be found in the staffing schedule at the end of this section (see Table 20). The job descriptions for members of the School Leadership Team can be found in the sections that follow. Please see Appendix U for the job descriptions of all other roles in the organization.





<sup>&</sup>lt;sup>100</sup> The full organizational charts can be found in Appendix T.





## Executive Director

As the chief leader of the organization, the Executive Director (ED) will serve as the face of The Leadership School to the school community and the larger public. The ED will partner with the governing board to determine the strategic direction of the school, be a visible and highly engaged leader in the school community, and maintain the integrity of the school's mission and values. The ED is responsible for the overall operation and outcomes of the school, as well as for setting and stewarding the organizational culture. As such, members of the School Leadership Team (SLT) report directly to the ED. The ED is responsible for stewarding Board relationships and providing ongoing outreach and updates to Board members outside of monthly and committee meetings. They will meet frequently with the President of the Board to provide more comprehensive updates on all aspects of The Leadership School's operation.

Our Founder, Kimberly Townsend, is the intended Executive Director of The Leadership School. Her resume can be found in Appendix V.

Minimum Qualifications for ED Candidates

Experience required:

- Master's degree in K-12 Educational Leadership, Teaching, Curriculum & Instruction or Business Administration
- 10+ years professional experience, including at least 3 years leading teams in K-12 settings
- Experience hiring, leading, supervising, developing and evaluating adult teams, as a principal or equivalent leadership role

- Experience working with students of color and students growing up in low-income households
- Experience partnering effectively with a governing board
- Experience managing a high performing team and creating structures/systems that help the team fulfill the organizational vision and mission
- Experience managing budgets, development and fundraising
- Experience using data to inform instructional planning and practice; sharing and analyzing student performance results and constantly working to improve practices

## Required knowledge, skills & abilities:

- Evidence of alignment with school's mission: putting student leadership at the center of learning
- Evidence of alignment to core values of love, excellence, authenticity and discipline
- Evidence of/commitment to living out the 7 habit of highly effective people
- Be a highly collaborative, results-oriented, adaptable, problem-solving self-starter who seeks feedback to continue professional growth
- Ability to thrive in a fast-paced, entrepreneurial environment; flexible, able to work autonomously as well as take direction as needed
- Ability to inspire and collaborate with a diverse group of students, parents, staff, and community stakeholders
- Ability to create, monitor, and maintain systems that enhance organizational efficiency
- Strong organizational skills; extremely careful attention to detail and follow-through
- Strong analytical and problem-solving skills
- Strong communication and negotiating skills
- Exceptional ability to bridge and enhance cooperative working relationships

# Key Responsibilities

# General Responsibilities

The Leadership School's founding Executive Director will assume the role in Winter 2021. The ED will report directly to the school's Board of Directors and hire all other staff in the school. The ED will oversee all aspects of the school, including a leadership team that consists of a Director of Operations, Director of Teaching & Learning and Director of Student Affairs. The ED must exhibit a high degree of professionalism in all elements of this position while serving as a dedicated role model for other employees, and building effective relationships among teachers, parents, and the community. The ED must foster a school culture that promotes respect and appreciation for all students, staff and parents.

## Organizational Leadership

- Lead the school through the planning period and start-up, including oversight of securing a facility, recruiting students, hiring staff, and establishing the academic program and school culture
- Collaborate with the governing board to determine the strategic vision and implementation plan for The Leadership School to achieve its mission
- Set clear annual academic, financial, operational, fundraising and growth goals that align to the long-term strategic plan and vision
- Collaborate with the governing board to develop an annual budget and implement school policies and programs within the budget approved by the board
- Ensure compliance with policies and regulations at local, state, and federal levels
- Engage and invest all stakeholders including staff members, community members, and financial supporters in supporting the execution of the plan and the realization of the vision
- Ensure timely responses to concerns and complaints by parents and staff
- Establish and implement effective accountability systems and performance measures by setting clear academic, growth, operational, financial, and facility goals and managing towards them; adapting as necessary given changes in internal and external environments
- Report regularly to the governing board on the condition of the school and its progress towards achieving its mission and goals
- Provide the governing board with monthly formal reports regarding academic performance, school safety, fundraising, compliance issues, and other related matters

## Team Management and Culture Building

- Build, manage, and coach a high-performing diverse leadership team that is able to deliver transformational educational outcomes for students and provide staff with opportunities for professional growth and development
- Establish a professional work culture that promotes excellence and continuous improvement
- Implement a talent strategy that ensures The Leadership School can recruit, retain and develop high performing talent at every level
- Oversee operations, budgeting, finance, talent/human resources, data, and academics, taking responsibility for all major decisions
- Hold staff accountable for achieving the school's mission; evaluate and provide ongoing feedback to all direct reports and approve evaluations of all other staff by the leadership team
- Build and support a strong, cohesive student and adult culture that leads to an aligned organizational identity across the school

- Actively model, engage, drive and lead conversations and efforts to develop and implement diversity, equity, inclusion and antiracism goals and strategy for each function of the school to ensure that all constituencies have voice and opportunity to influence The Leadership School's work
- Ensure the team is cohesive and unified with transparency in job opportunities and hiring processes, and clarity on decision-making, roles and responsibilities and shared systems and ways of working that are supported and implemented with fidelity and integrity
- Promote the innovation, testing, piloting, and scaling of new solutions that drive student development and achievement in alignment with our inclusive, culturally responsive approach, values and educational model and in close partnership with families
- Maintain high visibility and accessibility and foster relationships at every level of the organization

## External Partnership, Engagement, and Sustainability

- Serve as the public face of The Leadership School and effectively communicate the school's accomplishments
- Continue to develop a strong, engaged, and active board in close partnership with the board chair
- Ensure that The Leadership School has a viable long-term financial plan and a diversified and sustainable funding base in collaboration with the board
- Oversee community partnerships, parent/family engagement, and student recruitment to ensure The Leadership School is highly regarded by the local community and area early childhood centers strongly recommend The Leadership School when advising parents on K-12 school decisions
- Build coalitions, relationships, and partnerships with key stakeholders in support of The Leadership School's mission and goals
- Develop and nurture new and existing philanthropic relationships while increasing The Leadership School's capacity for fundraising and development
- Develop meaningful partnerships and relationships with key local and national leaders, government and authorizing officials, national charter management organizations, and community-based organizations
- Communicate the Board's vision and The Leadership School's story in a manner that assures The Leadership School, its mission, programs and services are presented accurately and reflect care and commitment toward meeting the community's need

## Director of Teaching & Learning

The Director of Teaching & Learning (DTL) is a member of the SLT and serves as the instructional leader of the school. With support of the ED, our DTL will be responsible for setting instructional priorities and accomplishing stated academic goals that fulfill our school's mission and vision. The DTL will focus mainly on curriculum, instruction, assessment, and professional development. At full growth, we will have two instructional coaches who, along with teachers, report directly to the DTL. The DTL will make decisions, in consultation with teachers and coaches, regarding the adoption and implementation of rigorous curriculum. They will determine the instructional coaching needs of our teaching faculty and align professional development and support to meet those needs in service of our academic goals for students.

In the first three years of operation, the ED will assume the responsibilities of the DTL. During year three, The Leadership School will officially launch a nationwide search for the Founding Director of Teaching & Learning. Once the final pool of candidates is established, we will be able to effectively evaluate the skill sets and interests of our Director of Teaching & Learning candidates with our school's needs.

## Minimum Qualifications for DTL Candidates

*Experience required:* 

- Master's Degree or equivalent in Education, Educational Leadership, or Curriculum & Instruction
- At least three years experience in the supervision of faculty members
- At least three years experience teaching elementary school
- Experience working with students of color and students growing up in low-income households
- Experience coaching and training adults

# Required knowledge, skills & abilities:

- Evidence of alignment with school's mission: putting student leadership at the center of learning
- Evidence of alignment to core values of love, excellence, authenticity and discipline
- Evidence of/commitment to living out the 7 habit of highly effective people
- Demonstrated commitment to educational equity and a deep understanding of drivers of the opportunity gap
- Proficiency in curriculum development
- Thorough knowledge of state standards and requirements for K-8 education
- Ability to assess data and use it to drive instruction
- Excellent communication and interpersonal skills
- Ability to build trust with colleagues and with students

- Ability to exercise excellent judgment in decision-making
- Ability to hold others to high standards and to achieve measurable results

## Key Responsibilities

## General Responsibilities:

The Leadership School's founding Director of Teaching & Learning will be responsible for developing the implementation strategies to fulfill the strategic priorities and academic goals set by the Board of Directors and Executive Director. All employees must support and maintain the integrity of the school's mission and values. As a member of the leadership team, the DTL will inform the strategic direction of the school, model the school's core values at all times, be a visible and highly engaged leader in the school community, exhibit a high degree of professionalism in all elements of this position, and foster a school culture that promotes respect and appreciation for all students, staff and parents, and supports the school's mission and vision.

## Instructional and School Leadership:

- Work to dramatically improve student achievement by leading the educational program
- Develope and overseeing school-wide curriculum, instruction, and assessment programs
- Ensure strong consistency within the school program and curricular alignment with state and other rigorous standards
- Implement effective internal and external assessment systems and use data to inform decisions
- Supervise the collection and analysis of all academic data, as well as the creation and revision of intervention programs
- Participate in the development of a individual learning plans for all students
- Assist the Director of Student Affairs with student recruitment and family engagement
- Build and maintain relationships with students, faculty, staff, parents and families
- Be a visible presence in all areas of the school; work toward a resolution of all problems--both routine and unique--as they arise and to keep the Executive Director informed of these
- Manage an environment in which learning can take place and a school climate which is supportive and reflects high morale
- Perform other duties as assigned by the Executive Director

## Evaluation and Feedback

- Observe, superve, and evaluate the faculty in the development and implementation of curriculum; supervise the teaching process, and review and evaluate academic programs
- Facilitate regular meetings with faculty which will deal both with routine school matters and with the stimulating exchange of ideas on issues of educational or philosophical interest and concern

- Lead faculty onboarding, training and professional development
- Manage the hiring process and making recommendations to the Executive Director regarding the hiring, retention and assignment of faculty
- Lead faculty to ensure that all staff are providing well-managed and rigorous daily lessons, reasonable and effective daily homework, and regular and productive after school tutoring
- Foster commitment among faculty and staff to the development and fulfillment of the school's mission and objectives
- Hold teachers accountable for meeting high standards for student academic and behavioral performance
- Work with staff on all curricular, instructional, assessment, and professional development issues and activities to ensure data drives classroom instruction
- Monitor and interpret test data and academic programs, working with faculty to meet or surpass standards, supporting teachers in the process.
- Develop effective policies and practices related to mentoring, supervising, and evaluating faculty and staff

## **Director of Student Affairs**

The Director of Student Affairs (DSA) is a member of the SLT and serves as the culture leader of the school. The DSA will oversee all student support structures and programs, including recruitment and enrollment, student culture and discipline, and family and community partnerships. They are responsible for creating and managing a school culture where all members of the community feel a sense of belonging, and where student learning and leadership can flourish. The DSA will be the main contact for our partnership with FranklinCovey's Leader in Me program, ensuring the successful design and implementation of student leadership opportunities. The DSA will collaborate with faculty, students and families to develop a school values-aligned environment that is inclusive, relevant and engaging of all stakeholders, as well as meets the needs of our students and families. Our school's Social Worker will report to the DSA. As we grow our team, the DSA will also manage a Guidance Counselor, Special Education Coordinator, nurse and any other relevant support staff.

In the first year of operation, the ED and Part-Time Guidance Counselor will assume the responsibilities of the DSA During year one, The Leadership School will officially launch a nationwide search for the Founding Director of Student Affairs. Once the final pool of candidates is established, we will be able to effectively evaluate the skill sets and interests of our Director of Student Affairs candidates with our school's needs.

Minimum Qualifications for DSA Candidates

Experience required:

- Master's Degree in Education, Counseling, Social Work, or a related area of study
- At least five years experience developing, implementing, and evaluating programs with demonstrated results for a high need population
- At least three years of teaching or related experience with elementary and middle school students
- At least three years of experience serving as a Dean of Students, Dean of Culture, or other leadership role
- Experience managing and developing individual employees and leading professional development for teams
- Experience working with students of color and students growing up in low-income households

Required knowledge, skills & abilities:

- Evidence of alignment with school's mission: putting student leadership at the center of learning
- Evidence of alignment to core values of love, excellence, authenticity and discipline
- Evidence of/commitment to living out the 7 habit of highly effective people
- Demonstrated commitment to educational equity and a deep understanding of drivers of the opportunity gap
- Excellent communication and interpersonal skills
- Self-starter and ability to proactively identify solutions
- Ability to build trust with colleagues and with students
- Ability to exercise excellent judgment in decision-making
- Ability to hold others to high standards and to achieve measurable results
- Ability and desire to relate to and work with a diverse student and parent body

# Key Responsibilities

# General Responsibilities:

All employees must support and maintain the integrity of the school's mission and values. As a member of the leadership team, the DSA will inform the strategic direction of the school, model the school's core values at all times, be a visible and highly engaged leader in the school community, exhibit a high degree of professionalism in all elements of this position, and foster a school culture that promotes respect and appreciation for all students, staff and parents, and supports the school's mission and vision.

## Student Enrollment, Admissions and Family Relations

- Direct student recruitment, application, enrollment, lottery, admission and family orientation process and procedures
  - Develop a year-long process to meet the recruitment and enrollment goals set by the Board/Executive Director
  - Host recruitment events (on and off campus) to introduce families to the school
  - Develop relationships with early childhood centers that could provide access to prospective families
  - Develop relationships with churches, community centers, and other organizations that could provide access to prospective families
  - Utilize an electronic database to manage contact with prospective students, active applications and enrollment status; work with school operations team to ensure integration with the school-wide student information system
  - Coordinate welcome events for new families and retention events for existing families
- Maintain communication and relationships with families of the school, ensuring they are kept involved with and held accountable for their children's academic and behavioral performance
- Establish protocols and best practices to ensure that teachers communicate regularly with families regarding student performance and academic achievement
- Work with staff to correspond regularly with families regarding school policies, trips, events, and milestones
- Work with staff to plan, coordinate, and support family meetings and special events
- Develop combined student, family and staff committees for various initiatives to support instruction and school culture and climate

## Student Support:

- Manage the hiring process and making recommendations to the Executive Director regarding the hiring, retention and assignment of direct reports
- Collaborate with teachers and other professionals to support students who have exceptional behavior and/or social-emotional health needs
- Collaborate with school staff to maximize the ability of the school to support students' academic and socio-emotional development
- Implement and manage all support structures for struggling students to ensure student success in meeting academic and/or behavioral expectations
- Plan and conduct mental health group and individual sessions to address social, emotional, and behavioral needs
- Assist teachers with developing individualized student learning and leadership plans

- Support Special Education teachers to ensure 504 accommodations, IEP modifications, and counseling needs are met
- Refer students to health services, counseling or psychological services, and Child Protection Services when necessary

# School Culture and Discipline:

- Develop a clear vision of what great school culture looks like and regularly articulating this vision to students, parents, faculty and staff
- Lead and upholdi school-wide Conscious Discipline framework that aligns with the school's mission
- Establish guidelines for proper student conduct; monitoring students' adherence to established school rules
- Be a visible presence in all areas of the school; working toward a resolution of all problems--both routine and unique--as they arise and to keep the Executive Director informed of these; organize and oversee supervision, lunch, after school, and otherwise.
- Build and maintaining relationships with students, faculty, staff, parents and families
- Conduct regular school culture walkthroughs to maintain a high bar of excellence
- Manage systems, data and communication surrounding effective consequences, and support teachers in implementing these consequences
- Coach and support staff as they implement plans to build strong, student-centered classroom culture
- Work with staff to foster consistency in enforcing the Student and Family Handbook and other school-wide culture policies
- Ensure traditions and rituals that support the school's mission are created and maintained, grade by grade, year to year
- Perform other duties as assigned by the Executive Director

# Director of Operations

The Director Operations (DOO) is a member of the SLT and serves as the operations leader of the school. The DOO will manage our relationship with Ed Ops, a national organization that specializes in the finance, student data and operations work of leading schools. They will provide back office support on items such as payroll, accounts payable/receivable, and set up of our student information system. They will supervise and manage the work of the School Operations Manager (SOM) and Receptionist, as well as contracted services. The DOO will meet regularly with the chair of the Audit and Finance Committee of the board who is actively involved in The Leadership School's budget management and treasury functions. The DOO is also responsible for overseeing the day-to-day operations of the school. They will coordinate all school-based operations that do not pertain to the academic program. They report on the facilities

improvements and capital plan to the chair of the Facilities Committee as the plan is developed and during the construction process.

In Fall 2020, The Leadership School will officially launch a nationwide search for the Founding Director of Operations. Once the final pool of candidates is established, we will be able to effectively evaluate the skill sets and interests of our Director of Operations candidates with our school's needs.

Minimum Qualifications for DOO Candidates

Experience required:

- Bachelor's Degree in Business Administration, Management, Systems Engineering or Facilities Management or similar; Masters preferred
- At least 4 years of successful leadership experience, and at least two years in a senior-level role, with responsibilities related to the operations, financial and/or business;
- Experience with operations of a school or non-profit organization highly preferred
- Experience with significant vendor management including services negotiation, contract execution management and quality assurance
- Experience with building and facility management including HVAC, electrical, landscaping, etc
- Experience managing and developing individual employees and leading professional development for teams (preferred)
- Experience working in organizations serving people of color and low-income communities

Required knowledge, skills & abilities:

- Evidence of alignment with school's mission: putting student leadership at the center of learning
- Evidence of alignment to core values of love, excellence, authenticity and discipline
- Evidence of/commitment to living out the 7 habit of highly effective people
- Demonstrated commitment to educational equity and a deep understanding of drivers of the opportunity gap
- Demonstrated knowledge of management principles and practices
- Ability to act analytically and strategically to solve problems quickly
- Sound understanding of basic accounting practices
- Ability to promote teamwork, and a proven record of strong leadership
- Ability to effectively negotiate and manage vendor contracts
- Excellent interpersonal and customer service skills
- Exemplary organizational skills; ability to establish and manage multiple priorities; ability to work under pressure

- Excellent attention to detail and accuracy
- Strong communication skills, both oral and written
- Desire to work in a role and environment serving children
- Ability to exercise excellent judgment in decision-making
- Ability to work independently with diverse constituents while maintain high professional standards
- Patience, flexibility and a sense of humor
- Highly motivated, entrepreneurial, and creative

## Key Responsibilities

## General Responsibilities:

All employees must support and maintain the integrity of the school's mission and values. As a member of the leadership team, the DOO will inform the strategic direction of the school, model the school's core values at all times, be a visible and highly engaged leader in the school community, exhibit a high degree of professionalism in all elements of this position, and foster a school culture that promotes respect and appreciation for all students, staff and parents, and supports the school's mission and vision. The Leadership School's founding Director of Operations will be responsible for developing proper operational controls, administrative and reporting procedures, and systems to ensure financial strength, operating efficiency, and to promote student success.

# Operations and School Leadership:

- Leads all aspects of school operations, including facilities, food and transportation services, security, school schedules, rosters, student information system, visitors, payroll, and benefits
- Serve as the operational epicenter for the school who interacts with facilities, tech and office team members for both accountability and support
- Oversee front office processes, communication and workflow to ensure efficiency and service for staff, students and families
- Create a service-based environment which supports the academic and operational needs of the schools and their educators
- Assist the Director of Student Affairs with student recruitment and family engagement
- Build and maintain relationships with students, faculty, staff, parents and families
- Be a visible presence in all areas of the school, work toward a resolution of all problems--both routine and unique--as they arise and to keep the Executive Director informed of these
- Manage an environment in which learning can take place and a school climate which is supportive and which reflects high morale
- Perform other duties as assigned by the Executive Director

## Business Affairs:

- Ensure the school maintains fiscal health and compliance with all laws, regulations and rules
- Manage the school-based functions for finance, provide timely documentation to the back-office vendor and/or school accountant
- Coordinate timely reporting to the Board of Directors and Department of Elementary and Secondary Education in conjunction with the back-office vendor on finance
- Manage the school-based personnel functions, including onboarding, benefits administration, leave, termination, etc.
- Work collaboratively with the back-office vendor to ensure that all accounts payable obligations are met in a timely fashion
- Coordinate frequent audits to prevent deficit spending and analyze school cash flow
- Develop the school's human resources and administration, enhancing professional development, compensation and benefits, performance evaluation, training, and recruiting
- Ensure that recruiting processes are consistent and streamlined
- Establish and manage a comprehensive training program to educate employees regarding staff tools, policies, and procedures
- Ensure personnel files are in compliance with board policy and federal and state employment laws

# Facility & IT Management:

- Oversee the physical operation of the school facility including maintenance, repairs and renovations; safety and security; waste management and janitorial; supply procurement
- Oversee the technology infrastructure and systems (with the help of on- and off-site support at all levels) including the school's data network, laptop and tablet devices, phone systems, access controls, photocopiers and classroom display technologies
- Develop, maintain and report all required environmental, health, safety and maintenance standards required by law
- Oversee overall school maintenance, furniture purchase & placement
- Manage and maintain overall school cleanliness

## Risk Management & Legal:

- Lead evaluation and selection of insurance policies (ex: general liability, property, and casualty)
- Manage internal incident report process, notifying carrier and filing claims as needed
- Oversee compliance requirements associated with insurance policies (i.e. workers comp reports)

- Lead quarterly risk management step-backs and monthly working groups to drive improvements related to student safety, business continuity, and general risk management priorities
- Track and manage key contract details (i.e. term, notice of cancellation) and advise stakeholders on enforcement of terms
- Ensure that the campus is secure during the day and after-hours, as well as manage the contracting of a security team, if necessary

## Board of Directors' Role in the organizations

To ensure that the Board of Directors is kept abreast of the school's performance and developments at the school, members of the School Leadership Team will provide briefings at every Board meeting on their respective departments. These reports include updates on The Leadership School's financial health, fundraising progress, facilities, hiring, and academic performance. The Leadership School's Executive Director will attend all open sessions of board meetings, and be in close communication with the board, to supplement departmental reports with more in-depth updates, answer questions as they arise, provide progress reports on the school and ensure that action items approved by the Board are implemented. The Leadership School's progress on academic goals and compliance with charter requirements are reviewed at each meeting by the appropriate department Director. Should The Leadership School fall short of academic goals and/or compliance, our comprehensive data systems supply us with early knowledge of these shortcomings to give us ample time to adjust and implement change to get progress back on track. Such findings and action plans are presented at the following Board meeting and are adjusted based on Board feedback and recommendations. Board members will receive more in-depth analysis in their committees. It is in committees that they serve a more active advisory function, using their respective expertise to identify and address any potential issues before we are non-compliant.

The table below explains the division of responsibility between the Board of Directors and the School Leadership Team.

1		-
Category	<b>Board of Directors</b>	School Leadership Team
Vision & Strategic Planning	<ul> <li>Sets vision, direction and strategic priorities for the school</li> <li>Provides strategic guidance to the ED regarding goals of the</li> </ul>	• Develops strategies and tactics (with input from the board) on how to achieve the vision and goals set by the board

	charter	
Academic Program	Holds ED accountable for meetings academic goals	<ul> <li>ED researches and selects curriculum</li> <li>ED evaluates and supports DTL and Instructional Coaches' implementation of curriculum</li> </ul>
Hiring & Personnel	<ul> <li>Hires and evaluates ED</li> <li>Holds ED accountable for hiring and personnel</li> </ul>	<ul> <li>ED responsible for selection and hiring of the leadership team.</li> <li>ED develops organization-wide hiring process and supports SLT with selection and hiring of direct reports</li> <li>SLT trains and supports their direct reports.</li> </ul>
Finances	• Finance Committee holds ED accountable for financial reports and transparency	• With support from back office finance team, works with SLT to develop budget and ED holds them accountable for adhering to budget
Operations	• Holds ED accountable for operations via financial, operational and academic reports	<ul> <li>DOO manages daily operations of the school (including contracted services and back office support)</li> <li>ED evaluates and support's DOO's execution of finance and operations strategy</li> </ul>

## **Staffing Schedule**

The table below shows our staffing schedule (See Appendix W) for the first five years of operation. In section B.4, we discuss our teaching allocations and staffing model in greater detail. The goal of The Leadership School is to ensure that we have the proper support in place to cultivate the culture and learning experiences necessary for students to thrive academically and take on authentic leadership roles within the school. The table shows how our personnel will be utilized across the areas of school leadership, instructional leadership, student support and operations.

The Leadership School Student Leadership at the center of Learning						
	Staf	fing Sche	dule			
	Position	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	Year 4 2024-2025	Year 5 2025-2026
	Executive Director (School Leader)	1	1	1	1	1
School	Director of Student Affairs	1	1	1	1	1
Leadership Team	Director of Operations	0	0	1	1	1
	Director of Teaching + Learning	0	0	0	1	1
	Instructional Coaches	1	2	2	2	2
	Kindergarten Teachers	3	3	3	3	3
	1st Grade Teachers	3	3	3	3	3
	2nd Grade Teachers	3	3	3	3	3
	3rd Grade Teachers	-	3	3	3	3
G	4th Grade Teachers	-	-	3	3	3
Core Instructional	5th Grade Teachers	-	-	-	3	3
Team	6th Grade Teachers	-	-	-	-	2
	Middle School Teachers	-	-	-	-	-
	Special Education Teachers	1	1	1	2	2
	Elective Teacher - Music	1	1	2	2	2
	Elective Teacher - Art	1	1	1	2	2
	Elective Teacher - TBD	0	1	1	1	2
	Social Worker	1	1	1	1	1
Student	Guidance Counselor	0	0	1	1	1
Support Team	SPED Coordinator	0	0	0	0	1
	Nurse	1 (PT)	1	1	1	1
Operations	School Operations Manager	1	1	1	1	1
Team	Receptionist	1	1	1	1	1
	Staff Totals:	19	24	30	36	40
	Student Totals:	180	234	283	328	368
	Staff to Student Ratio:	1 to 9.47	1 to 9.75	1 to 10.11	1 to 9.65	1 to 9.2

## Table 20. TLS Staffing Schedule (Years 1-5)

# **B.4 Staff Recruitment, Retention, Replacement and Training**

#### **Staffing Philosophy**

All members of our The Leadership School community play an important role in fulfilling our mission and achieving our goals. In the same way that we expect members of the School Leadership Team (SLT) to support and maintain the integrity of the school's mission and values, we will seek faculty and staff members who are also aligned with our mission and values and demonstrate a willingness to serve as a role model for students. Faculty and staff must be committed to building effective relationships with students, parents, leaders, other teachers, and the broader community. Additionally, staff will be held to the same standards for exhibiting a high degree of professionalism and fostering a school culture that promotes respect and appreciation for all students, staff and parents.

Positive adult culture is critical to the success of our school. The Leadership School believes that emphasizing the social-emotional well-being of our team is imperative to taking care of our students. All adults will receive training and coaching in Conscious Discipline to reframe the way they respond to students. Conscious Discipline is also a care staple for teachers as well. It allows them the space to be introspective and find healing for areas in their lives, which will make them better equipped to care for students. Additionally, as a component of our *Leader in Me* program, faculty will also set and track their "wildly important goals" just like our students. The SLT depends on the leadership of the staff and will support them in achieving their goals. We believe in synergy and will be intentional in creating space for faculty and staff to collaborate and combine their efforts for our students.

### **Staffing Plan**

Our staffing plan is designed to ensure that all of the core functions of our school (academics, culture and operations) are led by talented leaders and supported by strong team members. As seen in the staffing schedule in *B.3: Management and Operation*, we will maintain a staff-to-student ratio of approximately 1-to-10 for each year of operation. In our first year of operation, we have three core teachers in each grade for a classroom teacher-to-student ratio of 1-to-20. In addition, our students will have two elective courses (art and music) as well as the support of a special education teacher for students with diagnosed learning differences. As we grow our enrollment each year, we will continue to allocate teachers to maintain the same ratios as in year 1. In year 1, we will have one instructional coach to provide feedback, coaching and support for our teachers, along with the ED. Over time, as our student enrollment and teaching

staff grows, we will bring on an additional instructional coach (year 2) and the Director of Teaching & Learning (year 3).

Outside of the instructional program, our organizational and school operations systems and processes will need to be managed with substantial staff. Our Director of Operations will be supported initially by a full-time receptionist and other contracted service providers (See *C.4 Contracted Services*). Over time we will add a School Operations Manager (year 3). Likewise, our emphasis on student leadership and culture requires substantial staff to implement a strong social-emotional program. Given the anticipated budget cuts and fundraising challenges Post-COVID, we have adjusted our staffing plan to start with a part-time Guidance Counselor to support students' social-emotional needs, as well as take on some of the responsibilities of the Director of Student Affairs (i.e. our leadership development program). In year 2, we will bring on the Director of Student Affairs, and SPED Coordinator in year 5.

Our staffing schedule has been developed based on a conservative budget (See *C.1 Budget*) and anticipated student enrollment. In section C.1, we also identify contingency plans regarding staffing (and other areas of the organization) if we have a budget shortfall, as well as if we surpass our fundraising goals.

#### **Professional Development**

In order to achieve our mission of growing students' leadership capacity through earnest engagement in an academically rigorous, culturally relevant, and relationship-oriented environment, it will be essential that we develop a culture of high expectations, deep reflection and continual learning for all members of our school community. Our staff will have a number of professional learning opportunities throughout their tenure at The Leadership School, beginning with their interview process. All teacher candidates will complete a sample lesson, receive immediate feedback and coaching and then redo the lesson implementing the feedback that they received. We believe that we must hire staff who desire to work in an environment where they receive constant feedback and are expected to improve at a rapid pace.

The most important part of our professional development plan for teachers is the observation-feedback coaching cycles. It is through the coaching process that teachers will receive personalized support, aligned to their target areas for growth and the specific needs of their students. The ED, DTL and Instructional coaches will each coach specific teachers in our school using a framework based on the Danielson Framework of Teaching<sup>101</sup>. This means that they will be able to constantly assess the performance of all teachers in our school. Every teacher will be observed weekly and will meet with their coach to discuss strengths and areas for growth.

<sup>&</sup>lt;sup>101</sup> For more details on this framework, visit <u>https://danielsongroup.org/framework</u>.

In addition, any teachers with less than three years of experience will be assigned a mentor teacher to support their development of foundational teacher habits and skills in a non-evaluative manner. Our mentor program will be planned during our pre-opening year and may require the assistance of veteran teachers outside of our school.

The DTL and the DSA will also lead team meetings with teachers from each grade level weekly. That time will provide training and support aligned to immediate needs (e.g. lesson internalization and preparation or classroom management support). Attending the weekly meetings will also give our SLT the ability to assess the needs across the school. In our weekly SLT meetings, we will plan collaboratively for the support of teachers across the school. All conversations will be rooted in student outcomes to ensure that our efforts are always focused on improving the academic experience for students. Table 21 explains our strategy for professional development at The Leadership School.

Туре	Timeline/Focus areas	Coordinator
Spring Onboarding	<ul> <li>Assigned readings related to student leadership, social emotional learning and instruction</li> <li>Brief faculty gathering to begin to norm around expectations</li> <li>Visits to the school to meet students and begin learning the culture of the school</li> </ul>	ED
Summer Development	<ul> <li>4 weeks before school begins:</li> <li>New faculty orientation</li> <li>Curriculum: unit/lesson internalization for Q1</li> <li>School-wide systems (academic and culture)</li> <li>Leader in Me (LiM) workshops</li> </ul>	ED, SLT
Non-teaching Professional Development Days	<ul> <li>3x each semester:</li> <li>Unit/lesson internalization</li> <li>School-wide data analysis/progress monitoring</li> <li>School-wide culture training related to LiM</li> <li>Targeted development based on trends across teachers</li> </ul>	ED, DTL, DSA
Grade-Level Meetings	<ul> <li>3x per week:</li> <li>Data analysis / review of student work</li> <li>Planning of student leadership experience</li> <li>School culture related</li> <li>Sample teachbacks</li> </ul>	DTL, DSA
Individual	2-4x per week, as needed:	ED, DTL

Table 21. Professional De	evelopment Strategies
---------------------------	-----------------------

## **Recruitment and Selection**

First and foremost, all adults at our school must hold high expectations for themselves and others. We believe feedback is an act of love; constant revision is required as we work towards excellence. Modeling transparency, authenticity and continual learning sets a clear bar for our students. Our adult leaders remain clear about our current outcomes and the steps necessary toward reaching goals, which is shared with students and families.

Presently, data from the MO Department of Elementary and Secondary Education shows that students within the Normandy Schools Collaborative have less access to high-quality teachers than other students across the state. The figure below shows stark contrast between the state averages and Normandy in terms of teacher experience, effectiveness and teaching in their areas of expertise.

(12) Disproportionate Rates of Access to Educators	(Data as of 11/4/20	19)
TEACHERS	2	2019
MISSOURI	Title I	Non-Title I
Inexperienced Teachers	6.5%	4.5%
Out-of-Field Teachers	9.1%	10.8%
Ineffective Teachers	0.7%	0.4%
NORMANDY SCHOOLS COLLABORATIVE	Title I (8)	Non-Title I (0)
Inexperienced Teachers	21.4%	0.0%
Out-of-Field Teachers	14.4%	0.0%
Ineffective Teachers	10.8%	0.0%

#### Figure 13. Rates of Access to Educators<sup>102</sup>

#### **Pipelines for Strong Teacher Candidates**

Given these realities, it is essential that we engage in a robust recruitment and selection process to ensure that students at The Leadership School receive high-quality instruction from strong teachers. Our recruitment efforts will be grounded in a search for staff that meet our desired competencies: alignment to core values, robust teaching ability, strong classroom management, high student achievement, personal responsibility, deep commitment to our community and

<sup>&</sup>lt;sup>102</sup> MO Department of Elementary and Secondary Education. (n.d.). Retrieved from <u>https://apps.dese.mo.gov/MCDS/Home.aspx</u>

continual learning. Please see Table 22 below for a more detailed description of each competency and the relevant indicators.

To ensure that we are able to pull from a broad field of teacher candidates, we will access local and national teacher pipelines. Specifically, networks and partnerships that we are utilizing for sourcing teachers include, but are not limited to, local colleges and universities, Teach For America, St. Louis Teacher Residency, Profound Gentleman, Black Males in Education - St. Louis, Educators for Social Justice and the Black and Brown Teaching Trust.

As a general rule, The Leadership School will engage in sourcing and cultivating top teachers throughout the year. This strategy allows us to have access to high-quality candidates once we are actively interviewing for new roles. Other steps that we will take to ensure a pipeline for strong candidates include:

- Build precise candidate profiles based on the school's needs and capacity at a given time
- Ask leaders and board members to use individual professional networks to make introductions to strong candidates
- Develop a system that allows candidates to have multiple touchpoints with someone in our organization
- Engage in both regional and national sourcing to identify talented individuals willing to return home or move to the area
- Perform constant evaluations of our candidate pools to ensure that we are sourcing a diverse group of referrals
- Track diligently & follow up promptly with any potential candidate, even outside of our traditional hiring season

Selection Criteria	Indicators		
<ul> <li>Alignment: Committed to creating a school community where student voice and choice is centered</li> <li>Desires to work in a community with</li> <li>Demonstrates core values of love, excellence, authenticity and discipline</li> </ul>	<ul> <li>Creates opportunities for students leadership</li> <li>Shares decision-making in the classroom with students</li> <li>Shows empathy and care for others</li> <li>Builds relationships with diverse people</li> <li>Values the unique contributions and identities of all members of the community</li> <li>Is a highly collaborative, results-oriented, adaptable, problem-solving self-starter</li> </ul>		

#### Table 22. Staff Selection Criteria<sup>103</sup>

<sup>&</sup>lt;sup>103</sup> Adapted from TNTP Selection Criteria and Indicators. Retrieved from <u>https://tntp.org/teacher-talent-toolbox</u>

<ul> <li>Commitment: Committed to raising academic achievement in urban/high needs schools</li> <li>Desires to work in a community with high needs schools</li> <li>Believes that students of all backgrounds can and must learn at high levels</li> <li>Holds all students to high standards</li> </ul>	<ul> <li>Desires to teach specifically in urban/high needs schools</li> <li>Conveys reasonable understanding of potential challenges involved in teaching in high-need schools</li> <li>Conveys belief that all students have the ability to learn at high levels</li> <li>Articulates high expectations for potential and performance of future students (in theory and through scenario examples)</li> <li>Holds him/herself accountable for the success and growth of students</li> <li>Maintains high expectations and continues to focus on the students' academic success when confronted with setbacks in scenario questions</li> </ul>
<ul> <li>Achievement: Demonstrates success in achieving student learning and other goals</li> <li>Focuses on concrete, measurable results</li> <li>Teaching success related to specific, measurable student achievement</li> <li>Demonstrates initiative and general willingness to take on challenges as well as a history of overcoming them</li> <li>Sets and meets ambitious goals</li> </ul>	<ul> <li>Describes, in detail, a significant, quantifiable goal demonstrating excellence</li> <li>Earns formal recognition or awards for achievement</li> <li>Demonstrates pattern of going above and beyond normal expectations</li> <li>Possesses accomplishments with students and/or in other endeavors</li> <li>Sets ambitious and concrete goals for teaching performance and/or student success</li> <li>Describes specific examples of taking on challenges or initiatives</li> <li>Discusses using benchmarks and/or concrete goal setting as a general habit</li> </ul>
<ul> <li>Teaching Ability: Demonstrates an appropriate knowledge of content and pedagogy</li> <li>Provides reasonable examples of effective lesson-planning, instructional strategies, and/or student assessment</li> <li>Instruction is focused on student achievement</li> <li>Conveys ideas and information clearly</li> </ul>	<ul> <li>Addresses the multiple and varied needs of students in the classroom</li> <li>Makes content meaningful to students in the district</li> <li>Sets concrete, ambitious goals for student achievement</li> <li>Indicates confidence that all students should be held to high standards</li> <li>Reflects on successes and failures</li> <li>Maintains high expectations for students when confronted with setbacks; continues to focus on students' academic success</li> </ul>

<ul> <li>Classroom Management: Demonstrates ability to deal effectively with negative student behavior</li> <li>Remains productive and focused when confronted with challenges</li> <li>Displays willingness to adapt classroom management style to meet the particular needs of the school or culture</li> </ul>	<ul> <li>Assumes accountability for classroom management and culture</li> <li>Conveys reasonable understanding of potential challenges involved in teaching in a high-need school</li> <li>Demonstrates ability to deal effectively with negative student behavior</li> <li>Persists in offering viable and realistic strategies to deal with classroom management challenges</li> <li>Conveys willingness to try multiple strategies or something new when things change or when confronted with challenges</li> </ul>		
<ul> <li>Personal Responsibility: Assumes accountability for reaching outcomes despite obstacles</li> <li>Focuses on own capacity to impact situations rather than on external barriers</li> <li>Understands challenges within larger context</li> <li>Takes initiative to solve own problems</li> </ul>	<ul> <li>Holds self accountable for student learning</li> <li>Assumes responsibility for classroom environment and culture</li> <li>Takes ownership of failures</li> <li>Identifies lessons from past failures</li> <li>Speaks specifically about setbacks in past experiences and/or scenario questions and is able to maintain appropriate focus and optimism</li> <li>Persists in offering viable/realistic strategies to address scenarios</li> <li>Provides examples of being self-reliant</li> </ul>		
<ul> <li>Constant Learning: Draws lessons from previous experiences and applied them to future endeavors</li> <li>Reflects regularly on performance to identify areas for improvement</li> <li>Seeks and welcomes feedback from others</li> <li>Accesses resources to support self-development</li> </ul>	<ul> <li>Incorporates a variety of resources to achieve results</li> <li>Generates strategies that involve a range of resources</li> <li>Seeks out and welcomes feedback from others</li> <li>Describes examples of professional development and other learning in order to become a more effective teacher</li> <li>Reflects on previous professional experience and how they relate to teaching</li> <li>Conveys willingness to learn from other perspectives</li> </ul>		

## **Interview Process**

All employees will go through the same hiring process that consists of four types of interviews based on a strategy developed by Relay Graduate School of Education<sup>104</sup>. Background checks will be completed for each candidate that accepts our offer of employment.

Interview	Format	Look Fors
The Screening Interview	<ul> <li>Résumé, Cover Letter and Written Application</li> <li>1-2 mission questions</li> <li>1-2 specific competency questions</li> </ul>	<ul> <li>Mission-alignment; why TLS?</li> <li>Teaching experience/certification</li> <li>Student-centered</li> <li>Constant learner</li> <li>Professional presentation/attention to detail</li> </ul>
The "Who" Interview <sup>105</sup>	<ul> <li>Phone Interview</li> <li>Walking through resume job by job and asking the same questions to be consistent for each applicant</li> <li>Ask/probe reason for transition</li> </ul>	<ul> <li>Mission-alignment; why student leadership?</li> <li>Past experiences         <ul> <li>Achievement of measurable outcomes</li> <li>Ability for self-reflection/evidence of growth from challenges</li> <li>Self-awareness/understanding of strengths + areas for growth</li> </ul> </li> <li>High expectations</li> <li>Constant learner</li> </ul>
The Focused Interview	<ul> <li>In Person Interview</li> <li>Performance Task (Sample Lesson for teacher candidates)</li> <li>Feedback Session</li> <li>Time with different members of our team (to rate different competencies)</li> <li>Tour of school</li> <li>Student interview once school is open</li> </ul>	<ul> <li>Mission-alignment: why TLS, student leadership and deeper learning?</li> <li>Alignment to core values: Love, Excellence, Authenticity and Discipline</li> <li>Role plays/team and conflict management (skill oriented)</li> <li>Skill - Sample teach/facilitation of student learning, organization, preparedness</li> <li>Response to feedback</li> </ul>
The Reference Interview	<ul><li>Multiple Reference Checks</li><li> 3-5 phone calls, with at least</li></ul>	<ul><li>Probe the areas mentioned above</li><li>Dig deeper into relationships, student</li></ul>

Table 23.	TLS	Interview	Process
-----------	-----	-----------	---------

 <sup>&</sup>lt;sup>104</sup> <u>https://relay.edu/</u>
 <sup>105</sup> Based on Smart, G., & Street, R. (2008). Who: the A method for hiring. New York: Ballantine Books.

<ul> <li>one manager</li> <li>Ask the same questions for all candidates → consistent with initial questions and probing questions</li> </ul>	leadership, alignment to our model and core values
--	--

## **Staff Retention and Replacement**

We aim to build a positive and professional work culture that promotes excellence and continuous improvement. In addition, we will build community through fun, engaging opportunities to reinforce a culture of love and community. Our SLT will offer a work experience parallel to the experience that our students receive; a sense of belonging, continual learning and opportunities for leadership are key priorities for retaining high-quality teachers. Specifically, we will use the following strategies to retain effective teachers.

Strategy	Details
School Leaders build strong, caring relationships with all teachers.	<ul> <li>We get to know teachers personally through formal check-ins with every teacher at least once a semester. This allows us to learn more about their lives outside of school and their long-term professional goals.</li> <li>We make teachers feel valued. All teachers have access to effective professional development with frequent, high-quality and rigorous feedback.</li> <li>We recognize teachers publicly. Celebrations include daily shout outs, weekly acknowledgement of small wins, and other public displays of appreciation (i.e. newsletter entries, social media posts, lunches, gift cards, etc.).</li> </ul>
Teachers have a voice in decision making in the school.	<ul> <li>We solicit teacher input through bi-annual surveys to gather teacher perspectives on all aspects of the school. Teachers will also complete culture surveys through Panorama Education.</li> <li>We follow up with teachers (individually, when appropriate) to let them know how we will respond to their feedback or implement their ideas.</li> <li>We create authentic leadership opportunities for teachers to lead from the classroom and/or move into part-time leadership roles.</li> </ul>

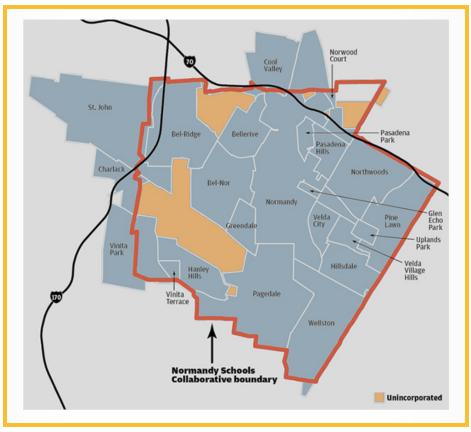
Table 24. TLS Teacher Retention Strategies <sup>100</sup>	Table 24.	TLS	Teacher	Retention	Strategies <sup>106</sup>
---	-----------	-----	---------	-----------	---------------------------

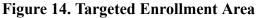
<sup>&</sup>lt;sup>106</sup> Adapted from New Schools for New Orleans. (n.d.). *Teacher retention research, strategies, & resources for New Orleans*.

School leaders value and protect teacher time.	<ul> <li>We hold teachers planning time sacred by providing at least 1.5 hours of planning and collaboration time daily that is not interrupted for other purposes.</li> <li>We are flexible whenever possible (e.g. late arrival and early departure times).</li> <li>We offer individual coaching and feedback that supports constant growth and differentiated professional development that is targeted to specific needs of each teacher.</li> </ul>
School leaders employ timely talent systems.	<ul> <li>We have a pulse on retention by December of each year by having conversations with teachers early and often.</li> <li>We place a high priority on retention of "irreplaceables". We explicitly express desire for them to return during the fall semester.</li> <li>We track and incentivize returning though stay conversations, express value, offering support, and seeking feedback on individual or school-wide improvements.</li> </ul>
The Leadership School offers a comprehensive total compensation package.	<ul> <li>We find ways to increase teacher salary and benefits (i.e. health, dental, vision, and contribution to retirement).</li> <li>We work to increase total compensation through perks such as leaving early certain days. We ask our teachers what they need.</li> <li>We are transparent about how salary decisions are made upon initial hiring and annual raises to ensure equity in the system.</li> </ul>

## **B.5 Student Recruitment and Enrollment**

As described in *A.5: Target Population*, our school will serve students and families within the boundaries of the Normandy Schools Collaborative. Because we will be open to all students residing within the boundaries, families who move from one part of the district to another will still be able to attend our school. Once we solidify our facility plan (see *C.3: Facility* for more details), we anticipate that families in the municipalities located most closely to our school will become a primary target but we intend to employ outreach and recruitment strategies throughout the entire footprint.





### **Enrollment Targets**

In our founding year, we will enroll students in kindergarten through second grade. Eligible kindergarten students must be 5 years old by August 1, 2021. Students enrolling in first grade must be 6 years old by August 1, 2021 or demonstrate successful completion of kindergarten.<sup>107</sup>

<sup>&</sup>lt;sup>107</sup> Strange, L. (2019, October 1). Kindergarten & First Grade Entry. Retrieved from <u>https://dese.mo.gov/governmental-affairs/kindergarten-first-grade-entry</u>

We will enroll 50 students in kindergarten and first grade and 25 students in second grade in our founding year. Subsequent years will enroll 50 new kindergarten students and fill any spots due to attrition in the other grades. For enrollment planning, we have considered a 20% attrition rate each year meaning that we will need to recruit 10 new students in each grade.<sup>108</sup> See Table 25 for our recruitment targets per year to maintain 50 students in each grade (25 in the initial second grade class).

	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26
Kdg	50	50	50	50	50
1st	50	10	10	10	10
2nd	25	10	10	10	10
3rd		5	10	10	10
4th			5	10	10
5th				5	10
6th					5
7th					
8th					
New Students	125	75	85	95	105
Total Capacity	125	175	225	275	325

Table 25. TLS Recruitment Targets Per Year

In accordance with federal laws, no student will be denied admission to The Leadership School based on race, ethnicity, national origin, gender or disability. Additionally, in compliance with RSMo. 160.410, our school is open to all students eligible for admission to our local public school. We will offer enrollment and lottery priority to students whose sibling attends The Leadership School or whose parent/guardian is employed by The Leadership School, when eligible. RSMo. 160.410 outlines these statutorily approved enrollment preferences. All other students will be enrolled through the general open enrollment and lottery procedures.

We are confident in our ability to meet these enrollment targets based on the potential number of students within the targeted area and the community support for our proposed model. Table 26

<sup>&</sup>lt;sup>108</sup> In our budget, we considered a 10% attrition rate to be conservative if all spots due to attrition are not filled.

shows the current enrollment at each school within the Normandy Schools Collaborative. The Leadership School's recruitment strategies will aim to reach a broader audience than parents with children currently enrolled in the local public school district. As described in *A.5: Target Population*, there are a significant number of families choosing other options, including homeschool and private schools. Based on population estimates for Normandy Township, there are over 2,000 children under the age of 5 living within the area (see Figure 15).

SCHOOL NAME	Pre-K	К	1st	2nd	3rd	4th	5th	6th	7th	8th
NORMANDY EARLY LEARNING CENTER	162	263	0	0	0	0	0	0	0	0
BARACK OBAMA ELEMENTARY SCHOOL	0	0	48	46	57	52	49	47	43	45
BEL-NOR	0	0	47	44	43	43	52	36	37	49
JEFFERSON ELEM.	0	0	39	41	50	37	35	46	35	22
LUCAS CROSSING ELEM. COMPLEX	0	0	98	70	80	92	85	106	83	63
WASHINGTON ELEM.	0	0	55	44	48	50	42	49	30	36
DISTRICT TOTALS	162	263	287	245	278	274	263	284	228	215

 Table 26. Normandy Schools Collaborative 2019-20 Enrollment

#### Figure 15. Population Estimates for Normandy Township<sup>109</sup>

SE:A00001. Total Population					
Total Population	32,248				
SE:A00002. Population Density (Per	r Sq. Mile)				
Total Population	32,248				
Population Density (Per Sq. Mile)	3,850.3				
Area (Land)	8.38				
SE:A01001. Age					
Total Population:	32,248				
Under 5 Years	2,047	6.4%			
5 to 9 Years	2,471	7.7%			
10 to 14 Years	1,775	5.5%			
15 to 17 Years	1,187	3.7%			
18 to 24 Years	3,758	11.7%			

<sup>&</sup>lt;sup>109</sup>American Community Survey 2018 (5 year estimates). (n.d.). Retrieved from <u>https://www.socialexplorer.com/tables/ACS2018\_5yr/R12468473</u>

Additionally, we have received very positive reception from parents, and organizations working directly with parents. At the time of this application, we have approximately 400 followers on Facebook and 175 on Instagram. We also had 20 five-, six- and seven-year olds signed up for our Spring Break Camp. In June 2020, we received positive feedback from parents and community leaders, adding 65 new interested parents, after distributing over 200 summer learning kits. Through continued parent engagement, social media engagement, direct referrals, and socially distant canvassing, we added an additional 40 interested parents during the months of July and August 2020. The most common feedback that we hear from parents is an excitement about a different kind of school, questions about where the school will be located and a wish that we were starting sooner. In Appendix X, we have included letters of support from community members who are excited to partner with The Leadership School to support our establishment of a new public school option.

## **Marketing and Student Recruitment**

Our recruitment strategy to reach our desired students and families involves multiple touchpoints and strategies for engaging a wide range of parents throughout the entire boundaries of the school district. Given that The Leadership School will be the first charter public school in St. Louis County, it will be important that we also educate parents on what charter schools are and are not. In our printed materials as well as formal meetings (informational sessions, focus groups, etc) we will explain what it means to be a public charter school. Additionally, we want parents to take an active role in working to recruit new families. Members of our parent advocacy group and parents from our design team will contribute heavily to our recruitment strategies. They will have the best insight as to how to engage and recruit parents. They will also be the most compelling spokespeople to explain why they support our school and intend to enroll their own children.

As we worked to refine our school model, we sought feedback from numerous sources within the community: parents, students, nonprofit organizations servicing the area and other community leaders. Over the next year, we will continue to engage families and organizations through focus groups, engagement in pilot experiences with our model as well as the development of a design team to create plans for implementation in the pre-opening year and beyond. We believe that this engagement within the community not only helps to ensure that our school design meets the needs of students and families, but also provides the first opportunity to recruit founding students.

We began our outreach through direct contact with parents and organizations that have access to parents. Specifically, The Leadership School is a member of the Community Impact Network. Through our affiliation with the network coalitions, we are able to access a number of service providers who can connect us to parents and invite them to learn more about our school. Given

that we are enrolling young students, early childhood centers also serve as a key partner. We have already built relationships with several early childhood centers and daycares. Through them we have been able to learn more about what parents are looking for in schools, as well as recruit students for our pilots. We anticipate that those relationships will be a key partner in our recruitment efforts. In addition to service providers and early childhood centers, we will also do outreach to local places of worship, neighborhood associations, libraries and community centers.

Exposure to a wide range of parents is just the first step in our recruitment process. We know that it will be critical to engage with parents over time. Therefore, we are using a database to track families who are interested in our school so that we can continue to communicate with them at various stages of the enrollment process. Some of the touchpoints that we will utilize are informational sessions held at various locations throughout the community, focus groups to gather input about various components of our model, and informational tables at community events.

Outside of these direct interactions with members of The Leadership School, we will use various indirect marketing strategies. Social media and our website will be a key resource in this arena. Those platforms provide a place for us to share specific details about our school, to survey and solicit feedback from parents and community members and to invite individuals out to learn more about our school. We will also leave printed marketing materials at popular locations throughout the community (i.e. barber shops, salons, restaurants). Finally, as we move towards a push for enrollment —and after other strategies have been taken to expose our school to the community— we will engage in canvassing the neighborhood both of popular locations and door-to-door. See Appendix Y for more details on our approach to student recruitment.

## **Application and Enrollment**

As we continue to engage families through the measures outlined above, we will invite families to an enrollment launch event where they will receive enrollment packets and have an opportunity to ask questions about our school, as well as the enrollment and registration process. This event will also allow us to share our expectations for families enrolled at The Leadership School prior to the completion of enrollment materials. Our application, enrollment and registration process will follow the schedule outlined in Table 27. Our Admission and Enrollment Policy and Lottery Policy can be found in Appendices Z and AA, respectively. The Executive Director will ensure that our Board of Directors have up-to-date enrollment numbers throughout this period. If, at the end of our second open enrollment period, we are not on track to reach our enrollment goals we will be able to revise our strategies and determine what adjustments, if any, need to be taken to ensure organizational stability.

Phase	Description of Activities	Timeline		
1st Application Period	<ul> <li>November 1 - January 15</li> <li>TLS staff follows up with parents who have expressed interest.</li> <li>Parent advocacy team hosts enrollment events.</li> <li>TLS team does canvassing to target specific areas, as needed.</li> </ul>	<ul> <li>Applications due by 5:00 p.m. on January 15</li> <li>All students submitting applications will be admitted.</li> <li>A lottery will be held January 22, if necessary. Accepted students notified within 3 days.</li> </ul>		
1st Enrollment + Registration Period	<ul> <li>January 16 - February 7</li> <li>TLS staff conducts home visits to learn more about students and families. Parents also have an opportunity to share their expectations with TLS staff.</li> <li>Parents submit enrollment paperwork.</li> </ul>	<ul> <li>All spots must be confirmed by 5:00</li> <li>p.m. on February 7</li> <li>In our founding year, we anticipate being 60% to goal at the end of this first enrollment period.</li> </ul>		
2nd Application Period	<ul> <li>February 8 - March 31</li> <li>TLS staff and parent advocacy team continues to follow up with interested parents, host enrollment events and canvass target areas.</li> </ul>	<ul> <li>Applications due by 5:00 p.m. on March 31</li> <li>All students submitting applications will be admitted.</li> <li>A lottery will be held April 7, if necessary. Accepted students notified within 3 days.</li> </ul>		
2nd Enrollment + Registration Period	<ul> <li>April 1 - April 21</li> <li>TLS staff conducts home visits to learn more about students and families. Parents also have an opportunity to share their expectations with TLS staff.</li> <li>Parents submit enrollment paperwork.</li> </ul>	<ul> <li>All spots must be confirmed by 5:00</li> <li>p.m. on April 21</li> <li>In our founding year, we anticipate being 80% to goal at the end of this second enrollment period.</li> </ul>		
Rolling Admission Period	<ul> <li>Starting April 22</li> <li>TLS staff and parent advocacy team continues outreach.</li> <li>TLS staff conducts home visits as</li> </ul>	<ul> <li>First come, first served admission</li> <li>All students submitting applications will be admitted on a rolling basis.</li> </ul>		

## Table 27. TLS Enrollment Process<sup>110</sup>

<sup>110</sup> Dates provided are an estimate. Annually, they will be adjusted based on the calendar. For our founding year, the timeline will be determined once we secure authorization.

	applications are received.	• Enrollment paperwork will be accepted with application.
Student & Family	<ul><li>expectations and begin building rela</li></ul>	entation before school begins to introduce
Orientation	founding families. <li>Students will attend a multi-day orie</li>	achers will also administer reading/math

Dates will be published on our website and in materials at least 4 weeks prior to open enrollment. All currently enrolled students will be exempt from the lottery and guaranteed a spot in the next academic year. Parents will submit an intent to return/re-enrollment form to ensure that we have an accurate count of how many spaces are open in each grade prior to the first open enrollment period. Any parents who do not complete the re-enrollment form by the deadline will be subject to the general enrollment policy, as their spot is no longer reserved.

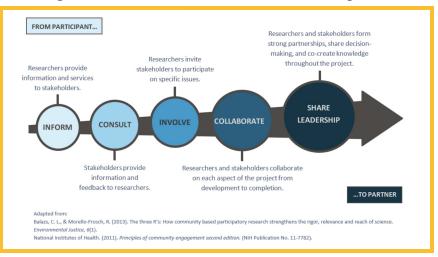
# **B.6 Parent/Guardian, Community, Higher Education** & Employee Involvement

The Leadership School recognizes that a necessary component of educating students to become leaders includes building and maintaining a strong, interactive community in which staff, parents, families, and members of the surrounding community are all invested in the development and success of students. Fostering relationships and collaboration with community members, both those within and surrounding the school, reinforces our Graduate Outcomes and encourages connections and accountability for all involved. Additionally, the spirit and intention of our Core Values (Love, Excellence, Authenticity and Discipline) require us to lean into relationships in a way that honors the perspectives and contributions of each individual. Establishing a community of learners and leaders at all levels is extremely important to the culture that we seek to establish that will allow us to fulfill our mission and reach our stated goals.

## **Stakeholder Involvement in Governance and Operation**

Our goal is robust parent involvement in the education of students and in the governance and operations of the school. The following diagram (Figure 16) from the Home Visiting Applied Research Collaborative (HARC) shows the path that organizations take to move stakeholder engagement from participation to partnership<sup>111</sup>. In *B.3: Management and Operation*, we discuss how the governing board will work with the Executive Director (ED) to set vision and direction for the school, as well as develop accountability measures for all stated goals. Our board expects the School Leadership Team (SLT), under the direction of the ED, to have multiple mechanisms to solicit input, feedback and guidance from our stakeholders. Thus far, we have interacted with the community in more of a participation mode; we have informed, consulted and involved community organizations and residents as we worked to define our school model. While the feedback and input from the community has been invaluable to us, The Leadership School will continue to build on that interest and participation by establishing a design team and a parent advocacy group to collaborate on various aspects of the school design and implementation. Over time, we know that these relationships will develop into a true sense of shared leadership that includes not only parents, families and community leaders but, more importantly, our students.

<sup>&</sup>lt;sup>111</sup> Participatory Approaches in Precision Home Visiting Research: HARC. (n.d.). Retrieved from <u>https://www.hvresearch.org/precision-home-visiting/participatory-approaches/</u>



#### Figure 16. Continuum of Stakeholder Participation

## **Parents and Families**

#### Home-School Connections

Parents are our students' first teachers, and therefore, have the best insight into their individual needs and learning preferences. A strong partnership between home and school will be essential to individual student success and our collective goals for the school. As referenced above, prior to The Leadership School's opening, parents and guardians will collaborate with members of the educational community to share ideas through surveys and focus groups. These sessions will also address questions or points of clarification about our model and the implementation of our program, and will continue after The Leadership School's opening.

Our relationship with families will begin during our recruitment and enrollment period,<sup>112</sup> and continue with newsletters, weekly student progress notes and quarterly check-ins. Our staff will use home visits to get to know our founding families and begin planning for the unique needs of each student. In those settings, parents will also be able to use this one-on-one time to share their expectations from the school and ask any clarifying questions that pertain to their child's experience at The Leadership School. Once our school opens, we will continue to prioritize formal and informal meetings with school staff. Finally, our use of a comprehensive student information system will allow the school staff to communicate proactively with families regarding student progress, school events and other important information.

The Leadership School also utilizes student-led conferences. We will strive for 100% participation for these conferences. To ensure that all families are able to engage with their child, we will host conferences at various times (mornings, afternoons and evenings), utilize video conferences, and welcome any member of our students' families to attend.

<sup>&</sup>lt;sup>112</sup> More details can be found in *B5: Student Recruitment and Enrollment*.

#### Parent/Family Leadership

At The Leadership School, we seek to design an environment of inclusion, integrating academic as well as social activities to nurture the development of the whole child. Research by the Flamboyan Foundation indicates that "families play five essential roles in their children's education: 1) communicate high expectations; 2) monitor performance; 3) support learning at home; 4) guide their path; and 5) advocate for their needs"<sup>113</sup>. The Leadership School will foster family involvement that encourages and supports parents to operate in each of these roles by ensuring constant open communication. Parent-led initiatives will be organized and led by the parent advocacy group, with support of our Social Worker. We will have monthly parent breakfast meetings and all-school events, including social events such as bowling, game nights, and movie nights. We will also host parent training and curriculum nights for parents to learn more about our students' academic experiences and how they can best support their learning at home.

In addition to the various scheduled events, The Leadership School will have an open-door policy for our families. For kindergarten students, we will have a two-week period where parents are asked not to visit or linger in the classrooms so that their children can get adjusted to school. After that designated period, parents are welcomed at any time, and we will provide opportunities to volunteer in a variety of ways. The parents will oversee our family volunteer positions for field trips, holiday celebrations and student award ceremonies, as well as additional opportunities that further enrich our school community. We intend to set up a parent and family resource center within the school building where parents can access resources, work on campus and be involved in the life of the school as much as possible without disrupting learning time.

Further expectations are designed to encourage engagement in the community through the support of activities and social events. The Leadership School encourages families to attend five (5) additional social or academic events during the school year, which may include academic/curriculum nights, parents coffees, or social events. To support family participation, evening events will include child care for families, as well as dinner. Faculty and staff are also expected to attend five (5) events during the school year. Board members are requested to attend a minimum of three (3) events during the school year in order to enrich relationships across all the points where the welfare of the students and the life of the community intersect. During our planning year, we will work with our parent advocacy group to develop a family engagement plan. That team will determine appropriate goals (such as those listed above) regarding home visits, parent conferences, attendance at school events, volunteer hours and other interactions with parents.

<sup>&</sup>lt;sup>113</sup> Our Approach. (n.d.). Retrieved from <u>https://flamboyanfoundation.org/our-approach</u>

## **Formal Complaint/Grievance Process**

The Leadership School has an open door policy meaning that parents and guardians will be able to speak directly with members of our School Leadership Team when any issues arise. However, when concerns are not addressed through conversation with relevant staff and leaders, parents can engage our formal complaint process. Parents with a grievance will be asked to complete a grievance report form. The form can be submitted for noted concern only, or for review, by the grievance review panel which consists of administration, faculty members and parents. If the grievance warrants a review it will be placed on the calendar for the monthly review session. If the grievance has not been resolved by the review session the grievance can be brought before the Board of Trustees for review. A full description of our Student and Parent Grievance Procedure can be viewed in Appendix BB.

### **Community Engagement**

Our founding team has spent the last year meeting with community members, business owners, school leaders, organization heads, and more (See Table 28). The foundation has been set to build strong community partners to ensure that The Leadership School students and families have access to a range of supports throughout the St. Louis community. Our leadership team will continue to build relationships with community stakeholders and deepen relationships throughout the charter application process and will continue to maximize those relationships once the school is launched. At the time of this application, we have moved into conversations regarding formal partnerships once our school receives authorization with several key organizations in our community.

The Leadership School's approach is innovative in its community partnerships by investing partners in student outcomes. We believe that meaningful, long-term relationships are critical for student success. We want our students to have access to various sources of inspiration and real connections that will last well beyond their time at The Leadership School. Therefore, our targeted partners will have a direct impact on student success. Our goal is that students will have a village of community support: a system in which organizations and businesses are invested in the school and its students, not just financially, but also with energy and resources, to educate and develop tomorrow's leaders. Student leadership is a core component of our model and our community partners will be crucial contributors by allowing our students to do their Community Impact Projects with their organizations. We aim to partner with organizations that will support our efforts to close the opportunity gap by providing resources and tangible connections that will help our students access additional opportunities in life; provide resources and services to address current challenges that our families face; offer curricular enrichment and extension opportunities; and foster student leadership and civic engagement opportunities.

The Leadership School is also exploring options that will allow the school to provide wrap-around support for families. Over time, we intend to have mental health resources as well as a clinic to support our families. Based on our initial meetings with families we will determine additional supports we can provide. Our *Leader in Me* program will have components that benefit the families as well. If we are unable to provide services in-house, we will assist families in finding organizations in the St. Louis area that will meet their needs.

Category	Name of Organizations	Nature of Engagement with TLS
Parent Engagement	<ul><li>Bridge2HopeSTL</li><li>CEAM</li></ul>	Supporting efforts to connect with broad range of parents in the community; Providing an outlet to share information about our school with parents
Community Organizations	Community Impact Network	Providing an opportunity for our team to be part of network of supporters (member of coalitions working to impact community; contributing resources and aligning services for parents and students in the footprint)
Higher Education	<ul> <li>University of MO - St. Louis</li> <li>Washington Univ - Brown School</li> </ul>	Providing practicum and internship support of counselors and social workers; Source for full-time candidates
Teaching & Learning	<ul> <li>MO Charter Public School Association</li> <li>Teach For America St. Louis</li> <li>EdHub STL</li> </ul>	Training, professional development and talent sourcing for TLS staff; Providing an opportunity for our team to support regional education initiatives
Funders/ Supporters	<ul> <li>Camelback Ventures</li> <li>Charter Schools Development Corp</li> <li>IFF</li> <li>NewSchools Venture Fund</li> <li>The Opportunity Trust</li> </ul>	Providing startup funding, professional development, coaching and mentoring to school founders for a successful start; Access to facility search support and funding
Student & Family Recruitment	<ul><li>City Sprouts</li><li>United4Children</li></ul>	Developing lasting partnerships as an enrollment pipeline

Table 28	. TLS	Existing	Relationships
----------	-------	----------	---------------

## **Business Plan**

## C.1 Budget

The Leadership School's financial strategy is driven by the following academic priorities:

- Recruit and train high-quality teachers to implement high-quality curriculum
- Develop a cohesive system for collecting, analyzing, and using data to understand, address, and close achievement gaps
- Cultivate a nurturing school culture grounded in high academic press and high personalization
- Establish operational systems and processes that support student learning and leadership
- Achieve the ambitious goals set forth in A.7: School-Specific Goals and Objectives

The projected five-year budget and statements of cash flow in Appendix CC demonstrate The Leadership School's ability to achieve these priorities while growing to serve students in kindergarten through eighth-grade. As represented in the first-year cash flow, The Leadership School's fiscal year begins July 1<sup>st</sup> and ends June 30<sup>th</sup>.

In addition to resources provided by the Missouri Department of Elementary and Secondary Education (DESE), The Leadership School developed our budget in consultation with Doug Thaman at the Missouri Charter Public School Association, and Paul Greenwood at EdOps. The resulting analyses are a good-faith estimate of the revenues and expenses necessary to realize our educational and organizational plans. Our analysis and budget assumptions are further detailed in Appendix CC. From a macro perspective, the school's initial success in raising startup funds creates a strong financial foundation. The budget is conservative, and yet financial stress is never an issue.

## **Budget Model**

The Leadership School's budget shows our capacity to scale instructional and support staff, building and executive administration, and facilities and service costs for Years 1-5. We relied on conservative budgetary estimates to ensure continued financial solvency. In addition, although we expect to receive grants and donations, our budget only includes grants that have been committed to in writing during operational years. We also do not assume any increases in per-ADA federal, state, or local revenue.

The Leadership School's annual enrollment totals drive both revenues and costs. As discussed in *B.5: Student Recruitment and Enrollment*, The Leadership School will enroll 125 students in

Year 1, and 50 students for each class thereafter. The budget maintains an average reserve fund of 14.5% per annum (minimum 11.35% in Year 1, maximum 16.15% in Year 5). We have restricted \$25,000 each of the first three years per sponsor requirements for closure funds in the event school needs to be closed.

#### Revenues

State aid has been conservatively projected using a foundation formula that replicates funding formula for St. Louis charters, but is based on Normandy School Collaborative numbers. The calculation is detailed below. Given the current climate in which school funding has experienced two consecutive years of withholdings, we have taken a conservative approach, planning for funding to incrementally improve over the first five years of the school's life. Year 1 is based on a 5% withholding, with the withholding decreasing 1% per year in the out years. Based on nearby schools and demographic data, The Leadership School projects a Limited English Proficiency (LEP) population of 2%, and a Free-and-Reduced-Price Lunch (FRPL) population of 90% in Year 1. As the school district in which we are located has historically low attendance rates, we have budgeted the school to start with 89% attendance, far below our actual expectation of 93.5%. We grow each year in this regard, culminating in hitting a target of 93.5% in Year 5. Although we have included SPED staffing and outsourced services in our budget model, we have not modeled receiving any WADA weight for sped students. Thus, in every way possible, the budget model has been made with conservative projections of state aid, while integrating the possibility of continued revenue shortfalls due to Covid-19 and other state fiscal challenges.

Basic Formula (BF)		Local Effort (LE)	
WADA	3,592.18	Local Effort \$ 10,6	48,057.85
SAT	6,375.00	PER WADA \$	2,964.23
District Total	22,900,145.59		
DVM	1.09	Local Tax (LT)	
Total Modified	24,938,258.54	18-19 County Clerk Report \$270,1	21,380.00
Local Effort	10,648,057.85	Divided by 100 *( 4.0941-3.43) \$ 1,7	93,876.08
State Funding Required	14,290,200.69	Less 3.74% \$	67,090.97
FY 06 State Funding	32,263,673.33	Net Tax Rev > 3.43 \$ 1,7	26,785.12
Modified	35,135,140.26	2018-19 District WADA 3	,618.8897
FY 06 WADA	5,962.90	Per WADA \$	477.16
FY 06 PER WADA	5,892.29		
State Aid	21,166,161.29		
WADA	3,592.18	State Aid Calc = BF + LE + LT	
PER WADA	5,892.29	State Aid Total \$	9,333.68
at 5% withholding	5 <i>,</i> 597.67	5% withholding	9,039.07
at 4% withholding	5,656.60	4% withholding	9,097.99
at 3% withholding	5,715.52	3% withholding	9,156.91
at 2% withholding	5,774.44	2% withholding	9,215.84
at 1% withholding	5,833.37	1% withholding	9,274.76

 Table 29. Revenue Calculations Formula

After Year 1, the budget includes revenues from Proposition C funding at \$995 per prior-year WADA – less than 2019-2020 funding level. Other than start-up funding that has already been committed, the budget includes no donations.

Federal funding for IDEA Part B, Title I, and Title II were calculated using a weighted average of peer- and near-school per-pupil funding. The National School Lunch Program, School Breakfast Program, and After School Snack Program were all calculated based on the most recent reimbursement rates; and food service was expensed at 5% above projected revenues.

### Expenses

### Staff

To recruit exceptional faculty, The Leadership School offers leading opportunities for professional growth and compensation. Our median starting salary is \$48,000, and no new faculty member earns less than \$42,000 per year. Health benefit premiums have been modeled at \$450/staff/member. Salary increases of 2% annually have modeled. By Year 5, our median staff salary is nearly \$52,000+. Per statute, the school will pay into the Public School Retirement System of Missouri. As such, we have allocated 14.5% of salaries for the school's portion for certificated staff, and 15.5% for non-certificated staff. Per PSRS guidelines, the school's PSRS contribution replaces social security tax.

### Facilities

To be pragmatic and conservative while allowing for the flexibility needed to fully vet all facility options, facility costs have been modeled based on industry metrics. The model assumes:

- 100 sq ft/student
- Rent at \$12/sq ft
- Operating Costs at \$7/sq ft
- Debt Service for 750K Tenant Improvements Terms: 20 year amortization at 5% annual interest rate

The Leadership School Facilities Plan					
	Year 1	Year 2	Year 3	Year 4	Year 5
Total Student Enrollment	125	173	220	263	283
Square Footage Allocation of Facility based on 100 sq. ft. per student	12,500	17,300	22,000	26,300	28,300
Operating Costs Allocation at \$7/sf	87,500	121,100	154,000	184,100	198,100
Rent at \$12/sf	150,000	207,600	264,000	315,600	339,600

#### Table 30. TLS Facilities Plan

Debt Service for 300K Tenant Improvement	60,182	60,182	60,182	60,182	60,182
Improvement	00,182	00,162	00,182	00,162	00,102
Total Facility Costs	297,682	388,882	478,182	559,882	597,882
% of Facility Costs to Budget	19.16%	18.27%	17.08%	16.59%	15.99%

#### **Other Expense Assumptions**

Instruction

Curriculum	\$100/student
Specialist Materials	\$25/student
Substitute Teachers	5 sub days per core staff @ \$125/day
Classroom Paper and	
Supplies	\$25/student
	Assume 1 tablet cart for every grade level, 20
Computers/Tablets	Surface tablets per cart
Software	\$50/student
Instructional Equipment /	
Technology	\$2000/new classroom
Classroom equipment	\$300/new classroom
Library and Media Center	\$10/student
Assessment	\$25/student
Teacher laptops	\$1000/new instructional staff
Field Trips	\$60/student/field trip
Parent Involvement	Funded by Title 1

#### Special Education (SPED)

SPED: OT, PT, SLP	\$1250/sped student
SPED SUPPLIES	\$100/sped student

#### IT Support Services

IT Support Services	\$150/student
---------------------	---------------

#### Transportation

	Transportation	\$55,000/bus
--	----------------	--------------

Please refer to the "6300 and 6400" section of our budget (Appendix CC) to cross reference the exact budget location of the above expenditures.

## **Contingency Plans**

To prevent a financial shortfall, the Board and school management will work diligently to stay abreast of state and national policies, enrollment fluctuations, and special education revenues and costs. Each month, the Executive Director prepares a financial report in consultation with EdOps. First and foremost, The Leadership School prioritizes fidelity to mission. As such, all contingencies scale our spending to maintain approximately the same ratio of spending in instruction and technology. To guard against serious shifts in anticipated revenues or expenditures, the Director of Operations will monitor the budget daily and, if necessary, advise the ED on swift corrective actions required. These actions may include:

- Renegotiating contracted services or seeking new providers
- Modifying our facilities plans to save on long term-costs
- Adjusting school staffing in accordance with the below, and
- Seeking a line of credit with our banking institution to cover temporary cash-flow shortfalls.

The Leadership School's staffing schedule is based on projected student enrollment for each year. Prior to open enrollment, we will capture intent to return enrollment forms from existing families to help anticipate student enrollment. Approximately 10 additional students are necessary to hire each additional faculty member. In Year 1, The Leadership School must enroll 75 students (58% of projected enrollment) in order to function as a school: This worst-case scenario enrollment would involve a scale back of staff to include core teaching staff, a special education certified faculty member, and two leaders serving in administrative capacities.

To remain conservative, we have excluded fundraising from our five-year budgets outside of what has already been committed. However, The Leadership School has begun and will continue seeking support from current and prospective funders to safeguard our LEA's long-term financial health. The Leadership School's fundraising plan will be developed and tailored by the ED to enrich the academic and operational foundation of the school. We anticipate that fundraising will add approximately 3% to total revenues in the first five years of operation.

## **Pre-Operational Finances**

#### Secured Funding

• The Opportunity Trust (\$600,000 + Salary/Benefits): Because of their belief in our educational model, The Opportunity Trust has agreed to fund staff and marketing expenses during pre-operation. The school's Founder/Executive Director will receive a salary from The Opportunity Trust through June 30, 2021. As a current Entrepreneur-In-Residence, The Opportunity Trust has also committed to additional

funding (\$2,000/student for Years 1 - 3) to close funding gaps as our student enrollment grows over the first few years of operation.<sup>114</sup>

- New Schools Venture Fund<sup>115</sup> (\$215,000): NewSchools Invent is a planning grant to support teams of educators who want to launch new, innovative schools "that prepare young people to achieve their most ambitious dreams and plans." In addition to the initial grant, we have also received \$5,000 worth of funding for consultant work through Catalyst:Ed<sup>116</sup> to support our team during the planning year.
- **Camelback Ventures**<sup>117</sup> (\$41,000): The Camelback Fellowship is a six-month program that supports the development of both founder and venture for entrepreneurs of color and women. Camelback invests time and energy into each Fellow through coaching, capital, and connections. Due to COVID-19, Camelback has continued to provide marketing support, executive coaching and access to additional grant funding.

#### Potential Funding

We have included a debt service payment on a 300K leasehold improvement loan in our operations of plant cost breakdown, and anticipate including any classroom and office furniture that hasn't been donated in that loan. Our Year 1 cash-flow shows that we pay for all start-up technology costs in July 2021. While we have not included any fundraising in our 5 year Pro Forma that hasn't already been committed, we are in communication with the organizations below regarding launch funding.

- New Schools Venture Fund (\$250,000 \$400,000): Although NewSchools primarily funds charter schools before they apply for sponsorship, they also support sponsored charter schools during pre-operation. *As a current NewSchools Invent grantee, we are eligible for additional start up funds.*
- **Charter School Growth Fund**<sup>118</sup> (\$250,000 \$600,000): The Charter School Growth Fund (CSGF) awards general operating grants of between \$250,000 and \$600,000 to help promising leaders open new schools through their Seed grant. Selected Seed leaders will join a cohort of their peers who lead public charter school networks in the early stages of growth. As a community, they participate in annual events and group convenings. Once

<sup>&</sup>lt;sup>114</sup> See Appendix DD for The Opportunity Trust's letter of financial commitment.

<sup>&</sup>lt;sup>115</sup> For more information, visit <u>https://www.newschools.org</u>.

<sup>&</sup>lt;sup>116</sup> For more information, visit <u>http://www.catalyst-ed.org/</u>.

<sup>&</sup>lt;sup>117</sup> For more information, visit <u>https://www.camelbackventures.org</u>.

<sup>&</sup>lt;sup>118</sup> For more information, visit <u>https://chartergrowthfund.org/apply-for-funding</u>

awarded, these grants are disbursed over a two- to three-year period. *We will apply for the CSGF Seed grant during our planning year.* 

- Walton Foundation Innovative Schools Grant<sup>119</sup> (\$325,000): The Walton Foundation's Innovative Schools Program supports educators and entrepreneurs who open all types of schools that look and feel truly different and can help students achieve at the highest level. This grant is open to all schools—district, charter, and private—across all geographies outside of WFF's 13 focus cities. *We will apply for the Walton grant during our planning year*.
- U.S. Department of Education's Charter Schools Program (CSP)<sup>120</sup>: The Federal CSP grants are open to Charter School Developers for the Opening of New Charter Schools and for the Replication and Expansion of High-Quality Charter Schools in states that do not have an existing state program. *We have registered through the federal website in anticipation of applying for the CSP grant during our planning year.*

<sup>&</sup>lt;sup>119</sup> For more information, visit <u>https://www.waltonfamilyfoundation.org/innovative-schools-program</u>.

<sup>&</sup>lt;sup>120</sup> U.S. Department of Education. Charter Schools Program Developer Grants for the Opening of New Charter Schools.

https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/charter-schools-p rogram-non-state-educational-agencies-non-sea-planning-program-design-and-initial-implementation-grant/applican t-info-and-eligibility/

# C.2 Financial Management

The Leadership School is registered as a Missouri nonprofit, operating within regulations outlined in RSMo 355.001. To abide by fiscal best practices, The Leadership School will adopt the Missouri Charter Public School Association's financial management policies, which align to state and federal requirements (including ESSA). These policies provide procedures and guidelines for:

- Board Resolution Adoption
- Bank Procedures
- Designation of Financial Institution
- Cash Management
- School Accounting System
- Audit and Financial Statements
- Conflict of Interest Questionnaire

- Payroll Policy
- Federal Fiscal Compliance
- Capital Assets Accounting
- State Tax Sources
- State and Federal Projects
- Borrowed Funds
- Bonded Indebtedness

If necessary, the Board will review and modify said policies to ensure fiscal practices are in accordance with The Leadership School's mission while staying within the law. The Leadership School intends to contract with a financial services provider as needed. This provider will review accounting policies and procedures, assist in the yearly audit, preparation of budgets and monthly reports, and professionally develop the school's administrative staff. As referenced below, The Leadership School will contract with a financial services provider once operational. That provider will support the Executive Director and Director of Operations' financial management, as well as help develop and review The Leadership School's financial policies manual and employee handbook. The Leadership School has consulted Paul Greenwood at EdOps<sup>121</sup> for the past year to design a sound budget and financial management plan that aligns to our academic model. The Board is considering retaining EdOps' services once operational and would only choose another financial services provider who can offer support of similar quality, at a better value, for the school. While that determination is still pending until authorization, we refer to EdOps as our service provider for convenience in the application.

Finalized financial policies will be presented by the Board Finance Committee at least 9 months before opening and adopted by the full Board at least 6 months before opening. Although not comprehensive, the following details highlight important features of The Leadership School's financial management plan.

<sup>&</sup>lt;sup>121</sup> To learn more about EdOps, visit <u>http://www.ed-ops.com</u>.

## Budget

The Leadership School will operate as an independent LEA with a fiscal year ending on June 30. The Executive Director (ED) is responsible for overseeing, managing, and developing school budgets. Throughout that process, the ED solicits input and support from the School Leadership Team —Director of Operations (DOO), Director of Teaching & Learning (DTL), and the Director of Student Affairs (DSA)—, EdOps, and, as appropriate, other faculty, stakeholders, and advisors. At least two months prior to the close of the fiscal year, the ED submits a draft annual budget and statement of cash flows to the Board Finance Committee for consideration. The Board Finance Committee works with the ED to finalize a detailed budget and statement of cash flows for presentation to the full Board. One month prior to the close of the fiscal year, the Board meets to review and approve the proposed budget and statement of cash flows. The Board Secretary records this approval for review during the annual audit process.

During our pre-operational year, the ED begins drafting a prospective budget for approval by February 1. This relatively early date, recommended by EdOps, enables the school to begin considering key hires for Year 1 early in the recruiting season. EdOps then helps the school revise its initial budget based on actual funding levels once confirmed by DESE. The ED, in consultation with the DOO and EdOps, ensures that The Leadership School follows a budgeting process consistent with Federal and Missouri statutes, State Board of Education Rules and Regulations, and State Accounting Codes as outlined by the Missouri Financial Accounting Manual<sup>122</sup>. Each month, the DOO presents the Board Finance Committee with balance sheets and statements of activity; the Treasurer then presents a summary financial report to the full Board.

The Board will adopt a procurement policy that complies with federal guidelines relating to public schools. No purchase shall be made unless the goods or services purchased are reflected in the The Leadership School budget. If unexpected costs do arise beyond budgeted categories, the ED and the DOO review the budget and make a recommendation to the Board Finance Committee regarding how best to address the expense. After committee review and approval, the budget modification must then be approved by the full Board of Directors. The Board Finance Committee will develop a policy for handling emergency situations, and a small emergency fund will be included in the budget.

## **Policies, Systems, and Procedures**

Consistent with our fiduciary responsibility for public funds, The Leadership School is operated according to a system of internal controls, developed in conjunction with EdOps, which includes the segregation of appropriate financial duties.

<sup>&</sup>lt;sup>122</sup> Missouri Department of Education. (n.d.). FY21 Financial Accounting Manual. Retrieved from <u>https://dese.mo.gov/financial-admin-services/school-finance/accounting-manual/fy-2021-missouri-financial-accounting-manual-financial-accounting-manual-financial-accounting-manual-financial-accounting-manual-financial-accounting-manual-financial-accounting-manual-financial-accounting-manual-financial-accounting-manual-financial-accounting-manual-financial-accounting-manual-financial-accounting-manual-financial-accounting-manual-financial-accounting-manual-financial-accounting-manual-financial-accounting-manual-financial-accounting-manual-financial-accounting-manual-financial-accounting-manual-financial-accounting-manual-financial-accounting-financial-accounting-financial-accounting-financial-accounting-financial-financial-financi-financial-financial-financial-financ</u>

#### Internal Controls

Restricted access: Only authorized personnel have access to valuable and movable assets.

*Financial data security:* Accounting software is accessible only to the ED, DOO and EdOps (or another contracted financial services provider). Individual usernames and passwords are issued for each user, and users' functionality and access is limited according to their role within The Leadership School.

Document control: Accounting system documents are initialed and dated upon recording.

*Records retention:* Records are maintained as long as required by IRS regulations, federal grant requirements, audit requirements, and, if applicable, other legal needs.

*Processing controls:* These controls identify errors *before* they are posted to the general ledger. Common processing controls include (i) source document matching, (ii) clerical accuracy of documents, and (iii) general ledger account code checking.

*Reconciliation controls:* These controls identify errors *after* transactions have been posted and the general ledger has been run. The process involves reconciling selected general ledger control accounts to subsidiary ledgers.

#### Cash Flow

*Petty Cash:* Petty cash is maintained in a locked box in the DOO's office in an amount not to exceed \$500. All disbursements from petty cash are documented in writing, indicating the date, amount disbursed, the identity of the individual receiving the funds, and the reason for the disbursement. Receipts from purchases made with petty cash are remitted to the DOO's office as soon as possible. Petty cash funds are not used to cash checks.

*Deposits:* All cash transactions are recorded in writing, signed, and dated by the ED or their designee who has the authority to receive cash on behalf of The Leadership School. Distinct from cash receipt, the DOO is responsible for depositing cash in The Leadership School's bank account. Deposits are made within a week of cash receipt. Undeposited cash is kept on school premises in a secure location with limited access. A copy of the validated deposit slip is returned to The Leadership School within one business day of the deposit. Checks received are endorsed "for deposit only," and deposits are made weekly by someone other than the person who prepared the deposit. Like cash, undeposited checks are kept on school premises in a secure location with limited access.

*Expenditures:* As a general rule, cash is not used to make purchases except for small outlays from petty cash. School checks are not made payable to "Cash". Only the Board President, Board Treasurer, ED, and DOO are authorized to sign checks or credit card receipts on behalf of The Leadership School. Online invoice processing, payment, and payroll with EdOps minimizes check and credit card expenses. All expenditures are documented and accounted for by daily receipts. Any authorized check or credit card receipt for over \$5,000 drafted on The Leadership School's designated bank account must be signed by both the ED and the Board Chair. Each check must be completed in its entirety before being signed by either party. EdOps will set up the school's online accounts payable platform designed to maximize efficiency around invoice processing and archiving. EdOps will lead the setup and implementation of the financial system, provide training to staff, and update the system with new vendors as they are chosen.

#### External Checks

*Conflict of interest:* The School Leadership Team and Board of Directors complete a conflict-of-interest questionnaire annually to determine any conflicts of interest as defined by Missouri law. The Board will also adopt a conflict of interest policy, as outlined in *B.1 Missouri Nonprofit*. No transaction which constitutes a legal conflict of interest is completed. EdOps provides procurement support and manages all requests for proposals when contracting with external vendors, including food service, transportation, insurance, janitorial services, technology, and student information systems.

*Audit:* The Leadership School's books and accounts are audited annually by an independent certified public accountant in conformance with the Generally Accepted Accounting Principles (GAAP). The Board, with input from the Executive Director, selects the auditing firm, which in turn reports directly to the Board. The audit is made public pursuant to RSMo <u>165.121</u> and included in the Annual Secretary of the Board Report (ASBR), as required by RSMo <u>162.821</u>. The ASBR is submitted to the Sponsor, the State Board of Education, and parents of students attending The Leadership School. The Leadership School files all necessary federal and state tax returns.

*Designation of financial institution:* The Leadership School may use a request for proposals or otherwise seek competitive bids for banking services. The Board will adopt a resolution in accordance with its bylaws to designate the financial institution(s) that The Leadership School will use for banking transactions. The Board will authorize the ED to open a business checking account and a business operating account on behalf of The Leadership School to hold its assets. The funds in those accounts will be monitored by the DOO and Board Treasurer as required by RSMo 110.010 and 110.020.

#### **Record Keeping**

*School accounting:* The Leadership School will adhere to the accounting guidelines of the Missouri Department of Elementary and Secondary Education. In conjunction with EdOps, which provides accounting functions, The Leadership School will maintain digital records that adequately identify the source and application of funds. These records must contain information pertaining to grant or subgrant awards, income, outlays or expenditures, assets, liabilities, off balance sheet obligations, and any other obligations or authorizations. Grants, awards, donations, and program funding will be administered according to federal and state guidelines, including the Code of Federal Regulations, Uniform Grant Guidance (OMNI), and Education Department General Administrative Regulations (EDGAR). EdOps provides support including tracking accounts payable and receivables, closing monthly accounts, filing Form 990, analysis of monthly financial statements, preparation of finance presentations, attendance at monthly Board or Finance Committee meetings, management of federal or state grants, and assisting with the budgeting and audit process.

*Payroll*: The DOO will work with EdOps to ensure that school employees are paid accurately and on time in accordance with the Fair Labor and Standards Act and other applicable laws or rules. The DOO will maintain employee files in a confidential manner on school premises and, in conjunction with EdOps, administer related payroll activities,

*Student Information System:* The DOO will be responsible for managing Lumen Touch's Bright Student,<sup>123</sup>a Missouri-based electronic student information system (SIS) that tracks student enrollment, registration, attendance, scheduling, discipline, assessments, achievement, transcripts, transportation, food service, free and reduced lunch eligibility, special education status, and English proficiency. The SPED Department Chair will be responsible for Lumen Touch's Bright SPED,<sup>124</sup> an integrated special education compliance and management system that tracks student's eligibility, IEPs, evaluations, data, and progress. Both student information tracking systems are digital, align to state and federal reporting requirements, and accommodate the financial coding system prescribed by the Missouri Financial Manual. Information in both systems will be kept confidential per mandates in the Family Educational Rights and Privacy Act and the Safe Schools Act. The DOO will be responsible for reporting data from both systems to required state and federal authorities. The systems will track information over multiple years in compliance with laws pertaining to public school information retention.

<sup>&</sup>lt;sup>123</sup> For more information Lumen Touch's Bright Student, visit <u>https://www.lumentouch.com/student</u>.

<sup>&</sup>lt;sup>124</sup> For more information Lumen Touch's Bright SPED, visit <u>https://www.lumentouch.com/sped</u>.

## **Procurement Policy**

The Leadership School's procurement policy is to ensure that our school can buy efficiently and obtain value for money from its suppliers. The Director of Operations (DOO) will oversee goods or services costing \$5,000 or more. Purchases over \$50,000 will require a Request for Proposal (RFP) and Board approval. Those purchases must comply with The Leadership School's documented procedures and proper documentation for the purchases is maintained. Goods and services in lesser amounts will follow our purchasing procedure.

#### Table 31. TLS Purchasing Procedures (Internal)

#### The Leadership School Purchasing Procedures<sup>125</sup>

- Requisitioner searches for purchases.
- Requisitioner enters a request for purchase order (PO) from the DOO's office.
- Requisitioner checks with the office for purchase order approvals.
- The DOO takes appropriate action regarding a PO.
- Once PO is approved, the requisitioner may then place the approved order.
- Requisitioner must obtain a tax exempt letter from the office for tax-exempt purchases.
- If a Procurement Card (school credit card) is used, all original receipts (along with a copy of the original PO) must be submitted to the office in a timely manner.
- Requisitioner receives the order.
- Requisitioner forwards all packing slips and invoices with a copy of original PO to the office.
- If a packing slip is not available please indicate on your copy of the PO that the order/service has been received.
- DOO verifies delivery and processes invoices for payment.

#### Insurance

The Board of Directors will acquire and maintain comprehensive insurance coverage for The Leadership School to indemnify the school, its Board, staff, and faculty against tort claims. Liability coverage will be secured from an A+ rated insurance provider. The Board annually reviews, updates, and, when prudent, improves insurance coverage. Coverage will include:

<sup>&</sup>lt;sup>125</sup> Adapted from Herscher Community Unit School District #2

- Business Continuity to maintain operations in event of disaster
- Directors' and Officers' Liability
- Commercial General for Outsourcing Major Operational Tasks
- Comprehensive Liability that expressly covers corporal punishment and athletic participation
- Educators' Legal Liability
- Employment Practices Liability
- Sexual Abuse Liability (either a separate policy or a separate part of general comprehensive insurance with independent limits)
- Workers Compensation Liability
- Excess or Umbrella Liability (i.e., a bundled commercial general liability, directors' and officers' liability, automobile liability, and sexual abuse liability)
- A surety bond for the school's chief financial officer in an amount to be determined based on the cash flow of the school or evidence that school's liability insurance covers employee theft insurance
- Include evidence to support the budget expense assumptions related to insuring the schools such as copies of broker or agency estimates<sup>126</sup>

<sup>&</sup>lt;sup>126</sup> See Appendix EE for an insurance quote.

# C.3 Facility

The founding team is committed to securing a suitable facility for The Leadership School to serve students within the 24:1 footprint. While we recognize that finding buildings in our targeted area to fit our specific needs can be challenging, we are confident that our team of experts will be able to help us identify and prepare the school facilities by July 2021. To support our facility efforts, we have worked with the following individuals and organizations.

Name/Organization	Area of Expertise
Brian Feld	Brian is a local architect with HKS Architects, where he works with numerous nonprofits and schools on flexible facility options. He has provided estimates for construction costs for buildings of interest.
Lennel Hunter	Lennel is the Board President of The Leadership School. He works as a VDC Director in Quality Assurance at Clayco, one of the nation's largest real estate, architecture, engineering, design-build and construction firms. He is experienced in all aspects of a project cycle from design development to construction completion.
Ethan Levine	Ethan is an architect with Manuel Zeitlin Architects. He has 17 years of experience in architecture, including creating non-traditional school spaces that align with a school's mission and academic programs.
Jeffrey Mishkin	Jeff is Principal/Licensed Real Estate Broker at LJSM, Inc, an owner's representative firm that specializes in build out, expansion, or new construction projects.
Susan Sauer	Susan is owner and real-estate broker at RomeWest Realty, LLC. She has extensive experience in the St. Louis real estate market, including supporting charter schools to find unconventional spaces.
Charter Schools Development Corporation (CSDC) - Rebecca Seacrest	CSDC is a national CDFI supporting quality public school choice for underserved students by developing and financing affordable charter school facilities. CSDC will support our efforts through direct loans, credit enhancement of their turnkey development program.
IFF - Stephen Westbrooks,	IFF is a mission-driven lender, real estate consultant, and developer for nonprofit organizations. We have worked with the Executive

#### Table 32. TLS Facilities Advisory Team

Paula Langley	Director of the Southern Region throughout our process of identifying and evaluating potential sites. IFF serves as another possible lender.
The Opportunity	Mia Howard is a former charter school founder offering guidance
Trust, Partner	and support throughout our facilities search.

## **Facility Needs**

#### Phase 1

With 125 students in the first year (2021-22), an ideal site for The Leadership School would be, at minimum, 12,500 square feet (125 students x 100 sq. ft). Each classroom is to be at least 1,250 square feet (25 students x 50 sq. ft.) providing ample space for group work and centers that align with our instructional model. To be able to remain in one site for at least three years, a 32,500 square feet building would be ideal.

#### Phase 2

We will add 50 students each year until we are fully enrolled in 7 years. By year 7, we will need to have between 45,000 - 55,000 square feet. Therefore, we will need to consider a phase 2 facility project at the same time that we are working on Phase 1 to have a sense of what will be required to grow into a long-term suitable facility. See the summary of enrollment and space needs in Table 33.

	Size in square feet (sf)	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26
# of Students <sup>127</sup>		125	175	225	275	325
Grades served		K-2	K-3	K-4	K-5	K-6
Gen Ed Rooms	1000sf each	5	7	9	11	14
Special Ed Rooms	1000sf each	1	1	2	2	2
Art Room	1500 sf	1	1	1	1	1
Music Room	1500 sf	1	1	1	1	1
Elective Rooms	1000 sf each	0	1	2	3	4

 Table 33. TLS Facility Needs

<sup>&</sup>lt;sup>127</sup> This table shows space needs based on the maximum possible student enrollment for each year.

Collab Space	4,000sf	0	0	2	2	3
Student Restrooms	K-2 area 600sf each	2 girls/2 boys (K-2)	2 girls/2 boys (K-2)	2 girls/2 boys (K-2)	2 girls/2 boys (K-2)	2 girls/2 boys (K-2)
	3-8 area 300 sf each		2 girls/2 boys (3-8)	2 girls/2 boys (3-8)	2 girls/2 boys (3-8)	2 girls/2 boys (3-8)
Adult Restrooms (single stalls)	100sf each	2	2	4	4	4
Cafeteria	2,000 sf	1	1	1	1	1
Main Office	500 sf	1	1	1	1	1
Leadership Suite	250 sf per office	4	5	5	6	7
Counseling Suite	250 sf per office	2	2	2	2	2
Nurse's Restroom	Single stall 100sf	0	0	1	1	1
Small Meeting Room	250 sf	1	1	1	1	1
Large Meeting Room	600 sf	0	0	1	1	1
Teacher Room	750 sf	0	0	1	1	1
Parent Room	750 sf	1	1	1	1	1
Multipurpose Room/Gym	5000 sf	1	1	1	1	1
Outdoor Learning & Play Spaces		Playground	Playground	Playground Class space	Playground Class space	Playground Class space
Parking & Safe Arrival/Dismissal		50 spots	50 spots	100 spots	100 spots	100 spots

# School Accessibility

The Leadership School will ensure that our facility is ADA compliant and fully accessible to all students who apply, regardless of mobility limitations. All students will have access to the entirety of our programmatic offerings in a safe space that is welcoming and contributes to their

academic and personal development. All of our classrooms, community spaces, outdoor spaces and other parts of the school will be accessible to all of our students, families, community partners and visitors. No child will be excluded from enrollment or the full academic program at The Leadership School based on their ability or mobility level.

### **School Safety**

The safety and security of our students, staff, and community as they enter, exit and participate in programming on our campus are of the utmost importance to us. The Leadership School will comply with applicable laws, resolutions, codes, requirements, decisions, statutes, ordinances, rules, and regulations of any governmental or quasi-governmental authority, department, bureau, agency, body or official having jurisdiction over the operation, occupancy, maintenance, alteration, and use of school facilities. Our Director of Operations will submit an annual report to the Board that documents how our facilities comply with applicable local and federal health and safety laws and regulations. We will also comply with all applicable health and safety inspections by government officials, and take all appropriate steps to ensure appropriate air quality/ventilation, building condition, cleanliness, temperature control, and absence of pests/infestation in compliance with applicable health and safety and building regulations. As stated above, The Leadership School will comply with the Americans with Disabilities Act, ensuring that children with disabilities have access to school facilities as required by law.

In addition, The Leadership School will comply with all regulations for fire safety under Title XI Chapter 1115 of the St. Louis County Code of Ordinances (e.g. submitting floor plans to our local police and fire departments, providing fire safety and emergency training to staff and students, developing fire evacuation and safety plans, and conducting fire and emergency drills in accordance with all such requirements). Emergency routes will be mapped and posted in each room and fire and safety drills will be performed regularly.

During our pre-opening year, we will carefully attend to the federal, state and local guidelines regarding school operations post-COVID. Ensuring that our students, faculty and staff remain safe and healthy is a high priority. We will make plans to ensure that we can provide a safe and effective learning environment for all students. During the planning year, we will also be able to conduct interviews with our parents and families to inform our planning.

#### **Budget Considerations**

Through extensive research and guidance from our team of advisors, we intend to move forward with facility financing to purchase/lease and renovate as necessary for our school to open. We have allotted \$750K, which is approximately 20% of our total budget to pay back a renovation loan. Therefore, we are partnering with potential landlords to have them cover a significant

portion of the initial renovation costs to ensure that we are able to meet our budget constraints. As indicated in the letter of support (See Appendix Y), once our charter has been authorized the Charter Schools Development Corporation (CSDC) will formally begin a partnership with The Leadership School. Their support may include a credit enhancement, a direct loan or a turnkey facility project.

### **Potential School Sites**

The Leadership School is currently working alongside lenders, design firms, and community partners to assess two sites in the 24:1 footprint. While the African Diaspora Council building (formerly Grace Lutheran Church) at 1425 Ferguson Ave., in Pagedale, is an ideal location, we are continuing to pursue other options as a backup plan.

Option 1: 1425 Ferguson Ave St. Louis, MO 63133 - African Diaspora Council, Inc.



### Figure 17. Location of Facility Option 1

The African Diaspora Council facility is located in the City of Pagedale, on the southern end of the 24:1 footprint. The existing structure is approximately 27,000 sf, sits on 7.2 acres which includes a parking lot and ample green space. There is an additional 1-acre playground adjacent to the south end of the property. That land is under control of the City of Pagedale for as long as it is used as a public playground. Our school would have access to the playground during the school day. As indicated above, the existing square footage of this property is sufficient for our first year of operation, with renovations and improvement. The Leadership School has executed a Letter of Intent (See Appendix FF) with the African Diaspora Council to begin pursuing the necessary planning to determine whether our school can enter into an acceptable lease agreement.



Figure 18. Location of Facility Option 2

The available space in the North Oaks Plaza is the home of the former North Oaks Bowling Alley. This 51,000 sf lot is located on the eastern end of the rear section of the plaza next to the newly remodeled Fresenius Kidney Care. The Leadership School's founders have met with the owner of the facility, Greg Sansone, who is very interested in securing this space for our school. Mr. Sansone has owned the North Oaks Plaza and nearby commercial properties for decades, and remains committed to seeing this space serve a great purpose in the community.

The former bowling alley would also require a significant amount of build-out. An architect on our team has given preliminary estimates for the renovation costs, which top \$4 million, to build out the space to meet our needs for the first three years (approximately 30,000 sf). We are still working to determine whether an agreement can be reached where the costs of renovations are affordable for The Leadership School and the owner.

## Timeline

Our team will continue to source other properties within the 24:1 footprint to increase our options. Given the unique challenges that charter schools face with regards to securing and renovating suitable facilities, we fully understand that we may not be in a permanent school facility in the first two to three years. Over the course of July and August 2020, we have begun conversations with two additional nonprofit organizations to determine whether it will be feasible to lease space in their facilities as the initial home to the school. One additional factor is the funding constraints under which charter schools operate. New charter schools have no track record of success, and a relatively high failure rate. Typically, there is no one other than the

school to guarantee debt taken out by the school, which greatly restricts lending institutions willing to entertain extending credit to a charter school. As a result, we are working with local supporters to identify potential philanthropists to back a larger loan in order to build on land that can be purchased for a relatively low amount.

Additionally, through conversations with CSDC we have determined that the most likely path is to lease a space for the first few years while we work to:

- Increase our financeability by reaching our goals in the first years and meeting/exceeding enrollment targets (i.e. building a waitlist)
- Demonstrate strong financial health by running a small surplus each year
- Demonstrate philanthropic support by meeting/exceeding fundraising goals

# **C.4 Contracted Services**

The Leadership School anticipates that it will provide and procure its own contracted services including, but not limited to, accounting, food service, student and instructional support, insurance, legal, auditing, technology, and transportation. At this time, we have gathered information from existing nonprofits and schools, local vendors and third party contractors. Contract decisions will be made during pre-operation, and follow our procurement policy listed in *C.2: Financial Management*.

#### **Back Office Accounting**

The Leadership School is on retainer with EdOps for budget creation and support at this present time. The EdOps contracting will continue during our inaugural year. The Leadership School's Director of Operations will have a scope of work that includes setting our policies and procedures for recording employee work hours, and dealing with issues of overtime, absences, leaves, vacation and other adjustments.

#### Insurance

The Leadership School has sourced a quote from <u>Glatfelter Public Practice<sup>128</sup></u> (See Appendix EE) regarding the procurement of insurance coverage. Prior to acquiring coverage, The Leadership School will solicit bids from other providers familiar with the needs of charter schools. Our attached LEA budget (Appendix CC) includes expenditures for insurance related to coverage required by our sponsor.

#### Legal

Currently The Leadership School has representation through Keith Kehrer at <u>Bryan Cave</u> <u>Leighton Paisner<sup>129</sup></u> for legal needs. We will continue with them throughout our approval process.

#### Audit

The Leadership School has begun partnership talks with <u>Randle & Associates, LLC Certified</u> <u>Public Accountants</u>,<sup>130</sup> a 100% privately owned-minority CPA firm. Jeffery Randle offers over twenty years of professional accounting experience, including five years with a "Big Four" public accounting firm, he also has a wealth of experience in the insurance industry and with not-for-profit organizations.

<sup>&</sup>lt;sup>128</sup> For more information visit, <u>https://www.glatfelterpublicpractice.com/insurance-sales-map</u>.

<sup>&</sup>lt;sup>129</sup> For more information, visit <u>https://www.bclplaw.com/</u>.

<sup>&</sup>lt;sup>130</sup> For more information, visit <u>http://www.randlecpa.com/</u>.

## Technology

The Leadership School is considering running technology procurement internally, although we will release a Request for Proposal (RFP) for technology such as projectors, document cameras, student and staff laptops, charging carts, a school camera system, and copy machines upon sponsorship.

## **Food Service**

The Leadership School anticipates a high percentage (over 75%) of students who qualify for free and reduced lunch. As a result, we intend to provide breakfast and lunch to all of our students. The Leadership School is considering a partnership with <u>Food Service Consultants Inc<sup>131</sup></u> but will continue to source other options. Food Service Consultants is a foodservice management company, which specializes in serving the greater St. Louis Metropolitan area. Their goal is to offer a high quality and fiscally sound foodservice program that will meet the ever changing needs of the accounts they so proudly serve. Their unique expertise comes from a diversified staff of caring professionals. They are a foodservice company that is more dedicated to the mission of serving our students needs to the very best of their ability. See Appendix GG for more details about their offering.

# Transportation

The Leadership School is open to all students within the 24:1 Normandy Schools Collaborative and will offer bus transportation for enrolled students living within the boundaries of the school district. A contractual agreement with a bus company, pursuant to RSMo 160.415.8, will be written in the budget beginning year one to provide transportation for enrolled students. The Leadership School shall also be eligible to receive state aid pursuant to RSMo 163.161 to assist with providing this service for our students. In the case of an enrolled student being in need of transportation because of the Mckinney-Vento Homeless Assistance Act, a transportation plan will be put into place with the family and transportation will be contracted with a local transportation company. The Leadership School is considering <u>First Student<sup>132</sup></u> Inc. of St. Louis, MO. First Student is a local bus company that has been a part of our community for many years. See Appendix HH for a preliminary quote.

<sup>131</sup> http://www.foodserviceconsultants.org/our-values/

<sup>132</sup> https://firststudentinc.com/partner-with-us/

# **Pre-Opening Plan**

#### Table 33. TLS Major Milestones through First Operating Year

#### **Description of Time Period**

#### **Pre-Petition Year**

August 2018 - June 2020: Period of research and community engagement prior to submission of charter application.

#### Pre-Opening Year (Year 0)

July 2020 - June 2021: Academic year prior to launch; This formally begins once charter has been approved.

#### Year 1

July 2021 - June 2022: First year of operation.

July 2021 - June 2022: First year of operation.					
Category	Month	Year	Task		
1. Governing Board	Jul	Pre-Petition	Establish Board meeting calendar for planning year		
1. Governing Board	Jul	Pre-Petition	Complete initial training for board members (legal, financial, etc.)		
1. Governing Board	Jul	Pre-Petition	Initial Board Meeting		
1. Governing Board	Aug	Pre-Opening	Regular Board Meeting #2		
1. Governing Board	Sept	Pre-Opening	Regular Board Meeting #3		
1. Governing Board	Oct	Pre-Opening	Regular Board Meeting #4/Retreat		
1. Governing Board	Nov	Pre-Opening	Regular Board Meeting #5		
1. Governing Board	Dec	Pre-Opening	Regular Board Meeting #6		
1. Governing Board	Jan	Pre-Opening	Regular Board Meeting #7		
1. Governing Board	Jan	Pre-Opening	Develop evaluation and employment agreement for Executive Director		
1. Governing Board	Feb	Pre-Opening	Regular Board Meeting #8		
1. Governing Board	Mar	Pre-Opening	Regular Board Meeting #9		
1. Governing Board	Apr	Pre-Opening	Regular Board Meeting #10		
1. Governing Board	May	Pre-Opening	Regular Board Meeting #11		
1. Governing Board	Jun	Pre-Opening	Annual Board Meeting		
1. Governing Board	Jul	Year 1	Schedule Year 1 Board meetings and submit to authorizer (if required)		
1. Governing Board	Jul	Year 1	Setup and schedule ongoing Board Member training		
1. Governing Board	Dec	Year 1	Board Mid-Year Evaluation of Executive Director		
1. Governing Board	Jan	Year 1	Execute contract with an independent auditor		
2. Leadership Team	Aug	Pre-Opening	Establish relationship with authorizer entity who will be responsible for conducting annual oversight		
2. Leadership Team	Oct	Pre-Opening	Adopt system and calendar for interim assessments in CORE subjects		
2. Leadership Team	Oct	Pre-Opening	Develop evaluation and coaching/support system for staff		

Category	Month	Year	Task
2. Leadership Team	Oct	Pre-Opening	Develop Schoolwide Discipline Policy
2. Leadership Team	Dec	Pre-Opening	Finalize Parent-Student Handbook aligned to authorizer requirements, state/federal laws
2. Leadership Team	Dec	Pre-Opening	Develop Medication Administration Policy
2. Leadership Team	Dec	Pre-Opening	Adopt a Response to Instruction and Intervention Plan
2. Leadership Team	May	Pre-Opening	Develop School Safety Plan tailored to facility/support from local authorities
2. Leadership Team	Jun	Pre-Opening	Development calendar of School Advisory Council, English Learner Advisory Committee and parent workshops
2. Leadership Team	Jun	Pre-Opening	Complete consolidated application and related reporting for federal funds
2. Leadership Team	Jul	Year 1	Conduct Child Abuse Reporting Training
2. Leadership Team	Jul	Year 1	Familiarize leadership and staff with the annual authorizer oversight process
2. Leadership Team	Jul	Year 1	Hold summer orientation/team meeting for incoming staff
2. Leadership Team	Jul	Year 1	Conduct team building activities during initial staff developments
2. Leadership Team	Jul	Year 1	Identify potential security concerns and intervention strategies
2. Leadership Team	Jul	Year 1	Identify Special Education students
2. Leadership Team	Jul	Year 1	Determine room assignments
2. Leadership Team	Aug	Year 1	Articulate school vision, mission, values, beliefs, and goals to all stakeholders
2. Leadership Team	Aug	Year 1	Create system for on-going collection of artifacts for annual oversight
2. Leadership Team	Aug	Year 1	Determine additional assignments for staff (advisory lead, after school tutors, coaches, etc.)
3. Student Recruitment	Nov	Pre-Petition	Develop school message/logo/visual identity
3. Student Recruitment	May	Pre-Petition	Update website and social media presence
3. Student Recruitment	Sep	Pre-Opening	Develop a marketing and recruitment plan
3. Student Recruitment	Sep	Pre-Opening	Develop school brochure
3. Student Recruitment	Sep	Pre-Opening	Continue building community relationships (ie. churches, libraries, community centers, etc.)
3. Student Recruitment	Oct	Pre-Opening	Develop a system for organizing and tracking student applications
3. Student Recruitment	Oct	Pre-Opening	Develop application forms
3. Student Recruitment	Nov	Pre-Opening	Develop student enrollment package to ensure all student demographic data is requested and complies with requirements for meeting student needs (IEP, FY, Homeless, Language Survey)

Category	Month	Year	Task
3. Student Recruitment	Dec	Pre-Opening	Establish recruitment calendar/activities using community agencies (i.e. churches, libraries, health clinics)
3. Student Recruitment	Jan	Pre-Opening	Open enrollment begins for founding year
3. Student Recruitment	Jan	Pre-Opening	Conduct student recruitment meetings (in coordination with local churches, Rotary Club, community centers, etc.)
3. Student Recruitment	Mar	Pre-Opening	Conduct lottery (per state requirements and only if applicants exceed number of seats available)
3. Student Recruitment	Apr	Pre-Opening	Complete student enrollment
3. Student Recruitment	Jun	Pre-Opening	Train staff to monitor Parent Engagement Plan goals
3. Student Recruitment	Jul	Year 1	Revise Parent Engagement Plan with input of school administration/school leadership team
3. Student Recruitment	Jul	Year 1	Arrange tour of school for community members
3. Student Recruitment	Jul	Year 1	Develop and establish an on-site "Parent Center"
3. Student Recruitment	Jul	Year 1	Continue student enrollment until goal is met
3. Student Recruitment	Jul	Year 1	Hold orientations to meet with incoming students and parents
3. Student Recruitment	Jul	Year 1	Meet with local police and fire department
3. Student Recruitment	Jul	Year 1	Meet with neighbors and local businesses regarding the opening of the school
3. Student Recruitment	Jan	Year 1	Open enrollment for next academic year
3. Student Recruitment	Feb	Year 1	"Intent to Return" Letter to families for next instructional year
3. Student Recruitment	Feb	Year 1	Conduct tours for prospective families for next instructional year
3. Student Recruitment	Mar	Year 1	Enrollment Deadline for next academic year/establish waitlist, and notify applicants regarding lottery
3. Student Recruitment	Mar	Year 1	Conduct lottery for Year 2 (if applicants exceed number of seats available)
4. Talent Recruitment/HR	Oct	Pre-Opening	Establish hiring process
4. Talent Recruitment/HR	Dec	Pre-Opening	Engage benefits broker to compare benefits options
4. Talent Recruitment/HR	Dec	Pre-Opening	Draft Employee Handbook
4. Talent Recruitment/HR	Jan	Pre-Opening	Develop employee job descriptions (general, specialized) and specify credential requirements
4. Talent Recruitment/HR	Jan	Pre-Opening	Advertise open certificated and classified positions
4. Talent Recruitment/HR	Feb/Mar	Pre-Opening	Interview process for open positions

Category	Month	Year	Task
4. Talent Recruitment/HR	Mar	Pre-Opening	Finalize Employee Handbook
4. Talent Recruitment/HR	Mar	Pre-Opening	Develop employment agreements
4. Talent Recruitment/HR	Apr	Pre-Opening	Establish retirement participation in The Public School Retirement System of Missouri (PSRS)
4. Talent Recruitment/HR	Apr	Pre-Opening	Recruit and hire leadership team
4. Talent Recruitment/HR	Apr	Pre-Opening	Ensure that all teachers meet state requirements for certification
4. Talent Recruitment/HR	May	Pre-Opening	Establish employee benefits
4. Talent Recruitment/HR	May	Pre-Opening	Implement a Human Resources system
4. Talent Recruitment/HR	Jun	Pre-Opening	Ensure all positions have been filled or alternates identified
4. Talent Recruitment/HR	Jul	Year 1	Hire Janitor/Plant Manager
4. Talent Recruitment/HR	Jul	Year 1	Complete hiring, DOJ, and mandated pre-employment trainings for all staff
4. Talent Recruitment/HR	Jul	Year 1	Ensure all employees complete HR benefits orientation
4. Talent Recruitment/HR	Jul	Year 1	Hire or assign duties of Parent Liaison
4. Talent Recruitment/HR	Jul	Year 1	Post HR Employee Rights Poster
5. Instruction	Jan	Pre-Opening	Develop professional development calendar for the academic year
5. Instruction	Mar	Pre-Opening	Finalize curriculum (including digital content providers)
5. Instruction	May	Pre-Opening	Develop Master Schedule (iterative process, but basic schedule should be done by May)
5. Instruction	Jun	Pre-Opening	Develop a process for receiving the curriculum materials
5. Instruction	Jul	Year 1	Train staff on grading procedures
5. Instruction	Jul	Year 1	Familiarize teachers with individual student services and timeline
5. Instruction	Aug	Year 1	Acquire student Cumulative Files/Records
5. Instruction	Aug	Year 1	Create "School Profile" Document
5. Instruction	Aug	Year 1	Establish State Testing Coordinator and register/attend trainings
5. Instruction	Sep	Year 1	Establish Interim Assessments Coordinator
5. Instruction	Sep	Year 1	Hold Title I meeting for development/revision of Parent Compact
5. Instruction	Sep	Year 1	Cycle 1 Teacher Observations/Feedback Process
5. Instruction	Oct	Year 1	Q1 Interim Assessments in CORE Subjects

Category	Month	Year	Task
5. Instruction	Oct	Year 1	Q1 Interim Assessments Data Analysis for Teachers (Pupil-free)
5. Instruction	Nov	Year 1	Cycle 2 Teacher Observations/Feedback Process
5. Instruction	Nov	Year 1	Fall Semester Evaluation (Mid-Year)
5. Instruction	Dec	Year 1	Q2 Interim Assessments in CORE Subjects
5. Instruction	Jan	Year 1	Q2 Interim Assessments Data Analysis for Teachers (Pupil-free)
5. Instruction	Jan	Year 1	Cycle 3 Teacher Observations/Feedback Process
5. Instruction	Mar	Year 1	Q3 Interim Assessments in CORE Subjects
5. Instruction	Mar	Year 1	Q3 Interim Assessments Data Analysis for Teachers (Pupil-free)
5. Instruction	Mar	Year 1	Cycle 4 Teacher Observations/Feedback Process
5. Instruction	May	Year 1	Spring Semester Evaluation (Final)
6. Facilities	Feb	Pre-Opening	Secure a facility for the school and complete necessary renovations
6. Facilities	Oct	Pre-Opening	Secure all building permits (including Certificate of Occupancy) and inspection reports
6. Facilities	May	Pre-Opening	Establish utility services
6. Facilities	May	Pre-Opening	Identify vendors for services; plumbing, locksmith, handyman etc.
6. Facilities	Jun	Pre-Opening	Design, order, and install building signage
6. Facilities	Apr	Pre-Opening	Purchase office equipment (copiers, fax machine, printers, etc.)
6. Facilities	Jul	Year 1	Complete IT installation (phones, fax, network, imaging)
6. Facilities	Jul	Year 1	Contract for elevator maintenance
6. Facilities	Jul	Year 1	Contract for HVAC service
6. Facilities	Jul	Year 1	Contract for janitorial supplies and place initial order
6. Facilities	Jul	Year 1	Contract for landscape/gardener services
6. Facilities	Jul	Year 1	Contract for pest control service
6. Facilities	Jul	Year 1	Contract for security/camera systems
6. Facilities	Jul	Year 1	Design school map for emergency evacuations
6. Facilities	Jul	Year 1	Distribute keys to staff
6. Facilities	Jul	Year 1	Ensure entrance and egress from the school's space is adequately controlled
6. Facilities	Jul	Year 1	Ensure that fire extinguishers have been recently inspected
6. Facilities	Jul	Year 1	Obtain phone numbers from phone company
6. Facilities	Jul	Year 1	Provide plant manager with daily schedule and tasks
6. Facilities	Jul	Year 1	Set up tents/outdoor covering

Category	Month	Year	Task
6. Facilities	Jul	Year 1	Train janitor/plant manager on building maintenance
6. Facilities	Jul	Year 1	Ensure each room has emergency exit plans and maps
6. Facilities	Jul	Year 1	Ensure that there is adequate signage for emergency response purposes
6. Facilities	Jul	Year 1	Equip classrooms for the arrival of students
7. Finance	Jan	Pre-Opening	Revise Fiscal Policies and Procedures (if necessary) with input from business management firm
7. Finance	Jan	Pre-Opening	Execute business management firm contract
7. Finance	Jan	Pre-Opening	Setup Accounting System and Chart of Accounts
7. Finance	Jan	Pre-Opening	Setup Bank Account
7. Finance	Apr	Pre-Opening	Develop a list of needs/wants for each classroom
7. Finance	Apr	Pre-Opening	Finalize projected enrollment
7. Finance	Apr	Pre-Opening	Prepare new draft budget based on petition and updated estimates
7. Finance	Apr	Pre-Opening	Research prices for furniture and fixtures
7. Finance	Jun	Pre-Opening	Finalize budget for Board approval
7. Finance	Jun	Pre-Opening	Update budget based on most accurate information (repeat as necessary)
7. Finance	August	Year 1	Ensure equipment items are properly inventoried
7. Finance	Sep	Year 1	Revise budget based on actual enrollment and costs
7. Finance	Apr	Year 1	Develop draft budget for next academic year based on expected enrollment
7. Finance	Jul	Year 1	Finalize Year 2 budget for Board approval
8. Operations	Jul	Pre-Opening	Run background checks on all Board Members
8. Operations	Jul	Pre-Opening	Establish Custodian of Records
8. Operations	Dec	Pre-Opening	Post all Board-approved policies on website (*For all subsequent Board meetings, this process must be followed)
8. Operations	Dec	Pre-Opening	Order work laptops for School Leadership Team
8. Operations	Jan	Pre-Opening	Engage internet vendor and sign contract (expect 120 days to delivery)
8. Operations	Jan	Pre-Opening	Post RFP and begin collecting Erate bids
8. Operations	Jan	Pre-Opening	Request a list of authorizer reporting deadlines
8. Operations	Apr	Pre-Opening	Decide how lunches will be provided (participate in NSLP)
8. Operations	Mar	Pre-Opening	Obtain requisite insurance coverage
8. Operations	Mar	Pre-Opening	Apply for Erate
8. Operations	Mar	Pre-Opening	Post and publicize RFP for meals vendor
8. Operations	May	Pre-Opening	Order laptops and desktop computers for staff and students

8. Operations 8. Operations 8. Operations 8. Operations 8. Operations 8. Operations 8. Operations 8. Operations	May May Jun Jun Jun	Pre-Opening Pre-Opening Pre-Opening Pre-Opening	Close RFP, contract with a vendor and establish lunch and nutrition procedures Submit purchase orders to order textbooks Order work laptops for all new hires
8. Operations 8. Operations 8. Operations 8. Operations 8. Operations 8. Operations	May May Jun Jun Jun	Pre-Opening Pre-Opening	Submit purchase orders to order textbooks Order work laptops for all new hires
8. Operations8. Operations8. Operations8. Operations8. Operations8. Operations	May Jun Jun Jun	Pre-Opening	Order work laptops for all new hires
8. Operations         8. Operations         8. Operations         8. Operations         8. Operations	Jun Jun Jun		1 1
8. Operations 8. Operations 8. Operations	Jun Jun	Pre-Opening	
8. Operations 8. Operations	Jun		Develop inventory management system
8. Operations		Pre-Opening	Contract for transportation provider
1		Pre-Opening	Order classroom, office, and outdoor furniture
	Jun	Pre-Opening	Order school t-shirts
8. Operations	Jun	Pre-Opening	Purchase necessary equipment to either prepare food on site or accept food service delivery and properly store food and beverage until it is consumed
8. Operations	Jun	Pre-Opening	Purchase P.E. equipment
8. Operations	Jun	Pre-Opening	Submit documentation of the school's relationship with a registered nurse and/or physician
8. Operations	Jun	Pre-Opening	Order white boards, tack boards, Smartboards
8. Operations	Oct	Pre-Opening	Engage Erate consultant/expert if necessary
8. Operations	Oct	Pre-Opening	Set up systems for digitized records
8. Operations	Nov	Pre-Opening	Make technology plan/engage needs assessment
8. Operations	Mar	Pre-Opening	Ensure school is properly set up on state data system
8. Operations	Mar	Pre-Opening	Develop calendar to comply with all state data reporting <sup>133</sup>
8. Operations	Jul	Year 1	Collect all free and reduced lunch applications (if any are outstanding)
8. Operations	Jul	Year 1	Communicate School Safety Plan with local Police and Fire departments
8. Operations	Jul	Year 1	Develop day-one procedures
8. Operations	Jul	Year 1	Purchase classroom supplies and consumables, etc.
8. Operations	Jul	Year 1	Purchase emergency supply items
8. Operations	Jul	Year 1	Purchase research based intervention programs and materials
8. Operations	Jul	Year 1	Request and/or receive student records, and lock in storage accordingly
8. Operations	Jul	Year 1	Schedule monthly emergency drills for school year
8. Operations	Jul	Year 1	Separate student health records from academic records
8. Operations	Jul	Year 1	Sign contract with Health Dept. for visits (if running NSLP)
8. Operations	Aug	Year 1	Inventory all supplies and materials and distribute to staff
8. Operations	Oct	Year 1	Hold initial Wellness Committee meeting
8. Operations	Oct	Year 1	File health department visit report

<sup>133</sup> For more information, visit <u>https://dese.mo.gov/data-system-management/data-acquisition-calendar</u>.

Category	Month	Year	Task
8. Operations	Nov	Year 1	NSLP Lunch form verification
9. Data	May	Pre-Opening	Submit copy of FERPA procedures for storage/handling of student files in school
9. Data	Jun	Pre-Opening	Select a Student Information System (SIS) and integrated assessment systems
9. Data	Jul	Year 1	Create an assessment calendar (benchmarks, MAP, etc.)
9. Data	Jul	Year 1	Create attendance reporting calendar aligned to authorizer requirements
9. Data	Jul	Year 1	Create master schedule and set up academic calendar in SIS
9. Data	Jul	Year 1	Create report cards
9. Data	Jul	Year 1	Create attendance monitoring process consistent with state requirements
9. Data	Jul	Year 1	Incident management setup and training (create category types and train staff)
9. Data	Jul	Year 1	Internal attendance audit procedure review
9. Data	Jul	Year 1	Provide gradebook training
9. Data	Jul	Year 1	Review no show procedure
9. Data	Jul	Year 1	Setup health screens within SIS to track vaccine
9. Data	Jul	Year 1	Setup truancy letters
9. Data	Jul	Year 1	Train office staff in weekly and monthly attendance procedures
9. Data	Jul	Year 1	Train teachers in attendance procedures
9. Data	Jul	Year 1	Determine attendance reporting periods and review attendance codes
9. Data	Jul	Year 1	Review required fields in new student import template

# **Closure Plan**

In the event of closure or dissolution of The Leadership School, the Board of Directors shall manage the dissolution process, in partnership with our charter sponsor, to ensure an informed and seamless closure of the school for our students, families, staff and partners.

The following closure plan is based on the current procedures provided by the Missouri Charter Public School Association (MCPSA) in accordance with RSMo 160.400.16(6) and RSMo 160.405.15. Any liabilities of the LEA shall be satisfied in accordance with the Sponsor's closure procedures and the procedures provided for in RSMo 355, Nonprofit Corporation Law, and in full compliance with RSMo 160.405.15.1(17).

Category	Required Action	Description of Action	Evidence of Completion	Assigned Group
MCPSC Action	Identify School Closure Coordinator	Contract with a School Closure Coordinator (SCC) or designate a MCPSC staff member to serve as SCC	Contract with SCC	MCPSC
MCPSC Action	Establish Ad-Hoc Closure Transition Team (CTT)	The team will focus on providing a smooth transition of students and staff and to close down the school's business affairs. The team will include: *SCC *Board Chair *Chief Executive Officer *School Leader(s) *CFO and/or Board Treasurer *Parent *Representative from local harbormaster or school choice organization (optional) *DESE Charter School Field Director (optional)	Agreements from team members to serve on CTT	MCPSC
Finance	Assess current financial situation	The Charter School Board must understand what its cash flow position is, as well as its general assets and liabilities, in order to determine if the school can stay open to the end of the current school year.	Board minutes with evidence of board discussion	СТТ
Finance	Develop a closure budget	After assessing the current financial situation and the budget to close out the current fiscal year, the CTT should develop a closure budget.	Closure budget document	СТТ

#### **Table 34. Required School Closure Actions**

Finance	Evaluate Controls and Financial Management	Evaluate the current controls and financial management practices. If necessary, put additional controls in place to ensure a clean wind down of finances.	CTT meeting minutes that reflect controls and practices have been evaluated by the CTT or designee	СТТ
Finance	Maintain Insurance	Maintain existing insurance coverage until the disposal of such assets under the school closure action plan. Continue existing insurance for the facility until the disposal or transfer of real estate or termination of lease and disposal, transfer, or sale of other assets are sold. Maintain existing directors' and officers' liability (D&O) insurance until the final dissolution of the school.	Copies of insurance coverage provide to CTT Provide the CTT with evidence notification has been completed	Board Chair
Finance	Reserve Funds	Pursuant to the Charter contract, Charter LEA Board resolution places in an escrow account or attorney trust account a minimum of \$75,000 in funds, as directed by the Commission, to be used for legal, accounting and other expenses to execute this Closure Plan and dissolve the charter LEA. The Commission will determine the exact amount. These funds may be used to pay the following entities: *Retirement systems *Teachers and staff *Employment taxes, federal taxes and benefits *Audit preparation * Private creditors *Overpayments from DESE	Statement of funds in account	CTT
Finance	Reporting of Financial Condition		Board minutes	Board and CTT
Finance	Secure Financial Records	Ensure all financial records are organized, up to date and maintained in a secure location	CTT has ongoing access to financial records secured location	СТТ
Finance	Notify Contractors/V endors	Formulate a list of all contractors and vendors with contracts in effect with school and: *Notify them regarding school closure and cessation of operations *Instruct contractors and vendors to make arrangements to remove any property from the school by a certain date *Maintain telephone, gas, electric, water,	List of contractors and communication with contractors Provide the CTT with evidence notification has been completed	Board

				1
		insurance, D&O liability insurance, long		
		enough to cover the time period required for		
		all necessary closure procedures		
Finance	Notify Creditors and Debtors	Formulate a list of all creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor and: *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 the debt and reconcile. *Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations *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	List of creditor and debtors and communication with them Provide the CTT with evidence notification has been completed	Board
Finance	Audit	Engage, by vote of the board, an independent auditor subject to MCPSC and DESE approval, to conduct a final close-out audit of the school. The school will submit a signed and dated copy of the engagement letter to MCPSC and DESE along with an estimated timeline for the start and completion of the audit.	Evidence of board vote and engagement letter	Board
Finance	Payroll and Employment Verification Reports	Provide a list of all payroll reports including taxes, retirement or adjustments on employee contracts as well as employment verification report for each employee including: *Evidence of having made payment and arrangements for the timely and complete processing of all payroll documentation (W2's, 1099's, etc.). Evidence of such will consist of a signed and dated assurance from the provider. *An employment verification report to each employee at the end of their employment which includes the dates that the individual worked at the school, the position(s) held (including grade and subject taught if a teacher), and salary history.	Payroll reports, signed and dated assurances and verification report Provide the CTT with evidence notification has been completed	Board

Finance	Itemized Financials	Review, prepare and make available: *Fiscal year-end financial statements *Cash analysis *List of compiled bank statements for the year *List of investments *List of payables (and determinations of when a check used to pay the liability will clear the bank) *List of all unused checks *List of petty cash *List of bank accounts *List of all payroll reports including taxes,	Financials listed in description	Board
		retirement or adjustments on employee contracts *Additionally, collect and void all unused checks as well as close accounts once transactions have cleared		
Finance	Final Closeout Audit	The school will submit a final closeout audit (by an independent CPA firm or Missouri State auditor, as determined by statute), which documents disposition of all liabilities.	audit	Board
Finance	Notification of Commercial Lenders / Bondholders	School's attorney, banks, bondholders, conduit issuers, etc. should be notified of the school's closure and a likely date as to when an event of default will occur as well as the date of the last payment by the school toward its debt. Provide the CTT with evidence notification has been completed	notification of lenders/bondholder s	Board
Finance	Notification of Food and Transportation Services	Cancel school district or private food and/or transportation services for summer school and next school year. Provide the CTT with evidence notification has been completed	Copy of notification Provide the CTT with evidence notification has been completed	Board

		The Board shall collect debts, dispose of assets and negotiate with and pay creditors in an orderly fashion in accordance with a timetable and plan adopted by the board. Priority should be given to employee wages (including benefits) then to continuing the school's educational program through the end of the school year and retaining funds to complete the closure process. The initial plan should be adopted within 30 days of closure decision, and be updated at least bi-weekly with copies to MCPSC. The plan should		
Finance	Financial Wind Down and Action Plan	*Make final federal, state and local tax payments (every employer which pays wages to employees, is responsible for withholding, depositing, paying, and reporting federal, state and local income tax, social security taxes, and federal unemployment tax for such wage payments). *Auction / sale of assets in a manner that avoids conflicts of interest, and maximizes net revenue to the extent permitted by ongoing agreements with existing creditors. Sales must be a fair market value, and valuations may be needed for insider sales. *Liquidation or closing of bank accounts according to a schedule that minimizes fees but leaves the Education Corporation enough flexibility to pay creditors, attorneys, accountants, etc. during the course of the	Financial wind down action plan approved by board	СТТ
		<ul> <li>wind-up including funds for a final audit, and for dissolution in accordance with state statute and regulation.</li> <li>*Cancellation of corporate credit cards and lines of credit.</li> <li>*Change authorized signatures on accounts as needed to reflect changes in persons authorized to implement the winding down operations of the school.</li> </ul>		

Finance	Closeout of State and Federal Grants	State, federal and other grants must be closed out, including: *notification to the grant entity of the school closure; *filing of any required expenditure reports or receipts and any required program reports, including disposition of grant assets The school may continue to pursue grant funds to which it is entitled, provided that it fully discloses its current situation and intentions with respect to closure. The school should not seek or accept grant funds for future school years when the school will be closed. Grant status should be noted on financial statements. Note: For federal grants all of the above must be done in accordance with 34 CFR Part 80 et seq. or applicable regulations.		Board
Finance	U.S Dept. of Education Filings	File Federal form 269 or 269a if the Education Corporation was receiving funds directly from the United States Department of Education. See 34 CFR 80.41.	Copies of US DOE filings Provide the CTT with evidence notification has been completed	Board
Finance	Ensure all assigned tasks to the Board regarding Finances are completed.	If tasks are not completed by Board or LEA representatives the SCC/CTT will initiate tasks.	Evidence from individual tasks	СТТ
Communication	Notification of Parents/Guard ians	School board shall notify parents/guardians of the decision to close. Notification should minimally include: *date of last day of instruction *Cancellation of any planned summer instruction *Notice to parents that enrollment of children in school is mandatory under state law *Listing of other public school options (district and charter) *Date of planned school choice fairs *Date of parent/guardian closure meeting *Instructions on how to obtain student records *Contact information for SCC or team designated Parent liaison	Copy of notification Provide the CTT with evidence notification has been completed	Board

Communication	Notification of Staff	School Board shall notify all employees of termination of employment and/or contracts, and termination of all benefit programs. Notice to Employees should include information about: *COBRA *State Unemployment Eligibility *Known local job fairs or other assistance the planned to assist in transitioning *Instruction on how to obtain applicable records for future employment *Pertinent licensure information *Processing of tax documents	Copy of notification Provide the CTT with evidence notification has been completed	Board
Communication	Community News Release	Create and distribute a press release that includes the following: *History of School *Reason for Closure *Brief outline of support provided for students, parents and staff *Contact information for SCC or team designated community liaison. Make sure this is on the school and MCPSC websites	News release	MCPSC
Communication	Notification of State	Letter to the State Board should include: *Reason for Closure *Timeline for transition Including last day of instruction *Copy of termination agreement *Contact information for SCC	Letter to state board	MCPSC
Communication	Notification of Local District and other Charters	This should include: *Materials shared with parents and students *Timeline for transition including last day of instruction *Termination of any partnership agreements with District or other charters upon last day of instruction *Request for information on enrollment procedures to share with students and families	Copy of notification	MCPSC
Communication	CTT Provide Regular Communicati on with the Board	Provide regular meeting materials to the board as well as documents and minutes from transition team meetings. There is a standing agenda item called closure. Board meets until CTT determines closure is complete.	CTT & board minutes	СТТ

Communication	Notification of Funding Sources/Chari table Partners/Com munity Partners	All sources of operational funding and charitable partners should be notified of the school closure and last day of instruction. The LEA should not accept additional loans from funders, foundation, etc. nor otherwise incur liabilities. The LEA may continue to accept donations or gifts as long as the donor is aware of the school's closure status. Partners with property on the premises of the school should be notified to remove the property as soon as possible or after the last day of instruction, whichever is appropriate.	Copy of notifications Provide the CTT with evidence notification has been completed	Board
Communication	Convene a Parent/Guardi an Closure meeting so parents know what to expect the rest of the school year and know how to assure their student has a new school.	Meeting school include the following topics: *Provide overview of closure decision *Provide calendar of important dates for parents *Provide specific remaining school vacation days and date for end of classes *Present timeline for transitioning students *Present timeline for closing down of school operations *Provide contact information for SCC	Notice of meeting Provide the CTT with evidence notification has been completed	Board
Communication	Benefit Providers	The school will notify all benefit providers of pending termination of all employees and notify the payroll processor of pending closure of the school. Terminate all programs as of the last date of service in accordance with applicable law, CBAs and regulations (i.e., COBRA), including: * health care / health insurance; * life Insurance; * dental plans; * eyeglass plans; * cafeteria plans; * 401(k), retirement plans; and, *pension plans. Specific rules and regulations may apply to such programs especially teacher's retirement plans so legal counsel should be consulted.	Copy of notification Provide the CTT with evidence notification has been completed	LEA
Communication	Ongoing parent and staff communicatio n so all are	Create a communication plan to assure orderly transition of students and staff. This should be given to all staff and included in communication with parents.	Copy of communication plan and evidence plan is executed	СТТ

	keep aware of any decision during final months of school year			
Communication	Convene a Staff meeting to communicate closure information.	Meeting school include the following topics: *Commitment to continuing coherent school operations through the transition *Provide calendar of important dates for staff *Provide specific remaining school vacation days and date for end of classes *Plan to assist students and staff by making closing as smooth as possible *Present timeline for closing down of school operations *Compensation and benefit timelines *Copies of information shared with families *Provide contact information for SCC	Notice of meeting Provide the CTT with evidence notification has been completed	Board
Communication	Ensure all assigned tasks to Board and LEA regarding Communicati ons are completed.	If tasks are not completed by Board or LEA representatives the SCC/CTT will initiate tasks.	Evidence from individual tasks	СТТ
Facilities	Maintain Communicati ons and Identifiable Location	During the wind-up of the Local Education Agency and/or charter school's affairs, it is anticipated that the Charter School Board will use the school facility, and access thereto should be maintained, even if only by advance notice in order to access assets, etc. In the event the school facility is sold or otherwise vacated before the winding up of the charter school and/or LEA's affairs, the charter school must relocate its records and remaining assets to a secure location. The school must also maintain operational telephone service with voice message capability, and custody of business records until all business and transactions are completed, and the charter school is dissolved pursuant Missouri State Statute, regulations and provisions in the contract. The school must relocate its business records and remaining assets to a location where a responsive and knowledgeable party is	The school must immediately inform the authorizer if any change in location or contact information occurs.	СТТ

			1	1
		available to assist with closure operations.		
		The school must maintain custody of business		
		records until all business and transactions are		
		completed and legal obligations are satisfied.		
	Working	School's office will include working	Agreement with	
Facilities	Ũ	telephone, internet, and desk space for SCC	school for space	CTT
	-Port	Plan for the disposition of all assets, property,		
		and inventory, including assets purchased		
		with federal and Missouri State funds.		
		Specifically, school will:		
		*Create a fixed asset list segregating Missouri		
		State and federal		
		dollars		
	Conduct an	*Note source codes for funds and price for	List of assets	
Real	Inventory and	each purchase	including source	
Estate/Property	Plan for	*Establish fair market value, initial and	codes and value of	CTT
Lstate/110perty	Disposition of	amortized for all fixed assets	assets	
	Assets	*Ensure that all liabilities and obligations of	355015	
		the School are paid and discharged to the		
		extent of the School's assets		
		*assets or materials related to federal grants		
		must be inventoried pursuant to 34 CFR Part		
		80 et seq. and other applicable regulations.		
		*Ensure that any unobligated assets be		
		returned to DESE		
	Assure	Board chair, School Leadership, Commission		
	Instruction	Executive Director and DESE (Field		
Academics	Continues	Directors) meet. School presents a plan to	Action plan	LEA
liouuonnos		keep school open and instruction rigorous	riotion plan	LLII
	Year	throughout the year.		
	Continue to			
	Administer			
			Doquinomonto for	
Academics	MAP Test in		Requirements for	LEA
Academics	accordance		MAP testing are	LEA
	with state		completed	
	regulations			
	and policies			
	Terminate	Notify DESE, staff and parents that any		
	Summer	planned summer school will no longer be	Notification of	
Academics	School	conducted	cancelled summer	LEA
	Program	Provide the CTT with evidence notification	school	
	1 10gruini	has been completed		
		Following the last day of instruction the	Screenshots or	
	Einal Dament	school will:	physical proof that	
Academics	Final Report	*Compile all student records and final report	report cards have	LEA
Academics	Cards		-	
Academics	Calus	cards	been issued and are	

		final report cards and notice of where student	record	
		records will be sent with specific contact		
		information		
	Review and			
	approve plan			
	to keep school			
A 1 ·	open and		Action plan	OTT
Academics	instruction		approved by CTT	CTT
	rigorous for			
	remainder of			
	year			
	Ensure all	If tasks are not completed by LEA		
	assigned tasks	representatives the SCC will initiate tasks:		
A	to LEA	*Terminate Summer School Program	Evidence from	OTT
Academics	regarding	*Map Testing is completed in accordance to	individual tasks	CTT
	Academics are	statute and regulation		
	completed.	*Issue Final Report Cards		
	Secure		CTT has ongoing	
Records	Student	Ensure all student records are organized, up	access to student	CTT
Records	Records	to date and maintained in a secure location	records secured	CTT
	Records		location	
	Compile a list	Provide MCPSC with student information		
	Compile a list	such as telephone, address, email and other	Student	
Records	of Publicly Available	publically available data. This information	information	LEA
Records		will be used to communicate with families	provided to	LEA
	Student	regarding closure and enrollment in new	MCPSC	
	Information	schools		
		The school will ensure that each student has a		
		complete student record (academic, health,		
		special education) archived and transferred to	Documentation that	
	Archival and	the new school (if known). This will include:	records have been	
	Transfer of	*Grades and evaluations	archived in	
Records	Student	*All materials associated with IEPs or 504s	perpetuity and	LEA
	Records	*Immunization Records	records have been	
		*Parent/guardian information	transferred	
		Updates on transfer and Archival of records		
		will be provided to CTT		
		Submit any and all final reports and	Documentation that	
Records	Final	cooperate with any remaining oversight	reports have been	Board
1000145	Reporting	requirements of MSPSC or DESE	submitted	
	1		I	

Legal	Notification of Management Company or CMO and Termination of Management Contract	If applicable, notify the management company or charter management organization ("CMO") of termination of the education program and of the last day of classes and absence of summer instruction. Terminate management or CMO agreement or give notice of non-renewal/closure in accordance with management contract. If applicable, the management company or CMO should be asked for a final invoice and accounting including an accounting of any retained Education Corporation funds and the status of grant funds. The management company or CMO should also be notified that it should remove any property lent to the school, or in which it retains rights, after the EOC. The school should get a receipt for such property or an accounting as to the property equity status. (See below). The school n generally should not accept further loans from the management company / CMO, etc. nor otherwise incur additional liability. However, it may continue to accept gifts from the management company / CMO as long as the entity is aware of the school's closure status. Provide the CTT with evidence notification has been completed	Copy of notice to management company	Board
-------	---	--	--	-------

# Appendix A - Leadership Skills and Competencies

CASEL	Leader in Me
5 Core Competencies	Personal and Interpersonal Effectiveness Competencies
Self-Awareness "The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindsat."	Vision & Self-Discipline Students are able to: Think alread about consequences of actions/choices before acting. Understand how goal setting apples at school and in one's personal lives. Learn how to set meaningful goals and make plans. Sol clear expectations for themselves and others. Create a personal mission statement to define meaning and purpose in their life, and who they want to become.
Self-Manage men t "The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, centrolling impulses, and motivating oneself. The ability to set and work toward personal and academic goals."	Self-Discipline & Vision           Students are able to:         Develop responsibility for their actions, emotions, attitudes, choices, and behaviors.           Understand and apply the concept "Choose Your Own Weather," (choose your feelings, and responses).           Stop and think before acting.           Identify the difference between Proactive vs. Reactive Language – and use Proactive Language.           Focus thinking and behaviors on things they can control vs. things one can't control (Circles of :Control/No Control)           Become a Transition Person – take negative tisings that happen, and turn them into something positive; and help build others by being a positive example.
Responsible Decision Making "The ability to make constructive choices about personal behavior and social interections besod on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others."	Initiative           Students are able to:         Identify what is most important (priority Big Rocks) at school and at home.         Identify what is loast important and clistractions that can take them off track.           Learn the Time Maritk to learn how to say "no" to distractions or unimportant things, and say "yes" to the important         Do weekly planning around priorities to get important things done first e.g., doing homework, turning in assignments on time, being prepared for dance class, studying for tests, etc.           Understand roles and goals, and how to plan around those to create balance and meaning.         Live the classroom mission statement and contribute to positive outcomes in class.           Live their personal mission statement, and become who they want to be.         Diventional transmission statement.
Relat ionship Skills "The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist nappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed."	Relationship Building         Students are able to:         Understand the meaning of abundance and scarcity thinking and behaviors.         Build trust and strong Emotional Bank Accounts in relationships.         Appreciate differences and respect others.         Get along well with others and scoke problems in mutual beneficial ways.         Cooperate with others to find Win-Win solutions and create Win-Win Agreements.
Social-awareness "The ability to take the perspective of and empathize with others, Including those from diverse beckgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports."	Communication           Students are able to:         Use attentive listening by using eyes, ears, and heart to understand others.           B use attentive listening by using eyes, ears, and heart to understand others.           B use others without pre-judgment.           Build high trust with others by communicating honestly.           Use "I" messages to effectively express thoughts and feelings.           Solve problems or conflicts by using a Talking Stick to listen first, then talk.           Learn how to do public speaking with confidence.
	Collaboration           Students are able to:         Celebrate differences as strengths and optimize those strengths to accomplish group goals.         Be humble and open to new ideas, and involve others.           Work well in teams by listening, brainstorming ideas, and learning from each team member.         Seek creative solutions by combining diverse ideas to create "3rd Alternatives" or new and better ideas.           Overcome behaviors that got in the way of teamwork and creative collaboration.         Seek creative solutions by combining diverse ideas to create "ard Alternatives" or new and better ideas.



# Appendix B - List of Excellent School Visits

Boston, MA	<ul><li>Brooke Charter School Roslindale</li><li>Nathan Hale Elementary</li></ul>
Dallas, TX	Village Tech Schools
Denver, CO	<ul><li>DSST (multiple campuses)</li><li>Rocky Mountain Prep Elementary</li></ul>
Indianapolis, IN	<ul> <li>Amy Beverland Elementary School</li> <li>Matchbook Learning at Wendell Phillips School 63k</li> </ul>
Kansas City, MO	<ul> <li>EPiC Elementary</li> <li>Ewing Marion Kauffman School</li> <li>Lewis &amp; Clark Elementary</li> <li>Scuola Vita Nuova Charter School</li> </ul>
Nashville, TN	<ul> <li>KIPP Antioch College Prep</li> <li>Intrepid College Prep</li> <li>Rocketship United Academy</li> <li>Valor Collegiate Academy (all campuses)</li> <li>University School of Nashville</li> </ul>
New Orleans, LA	Alice M. Harte Charter School
New York City, NY	<ul> <li>Achievement First (multiple campuses)</li> <li>Northstar Academy, Vailsburg</li> <li>Success Academy Fort Greene</li> <li>Success Academy Hudson Yards</li> </ul>
San Diego, CA	<ul> <li>High Tech High (3 campuses including Elementary, Middle and High School)</li> </ul>
San Francisco, CA (Bay Area)	<ul> <li>Lighthouse Community Charter Public</li> <li>Roses in Concrete</li> <li>Summit Public Schools</li> <li>The Primary School</li> </ul>



# The Leadership School STUDENT LEADERSHIP AT THE CENTER OF LEARNING

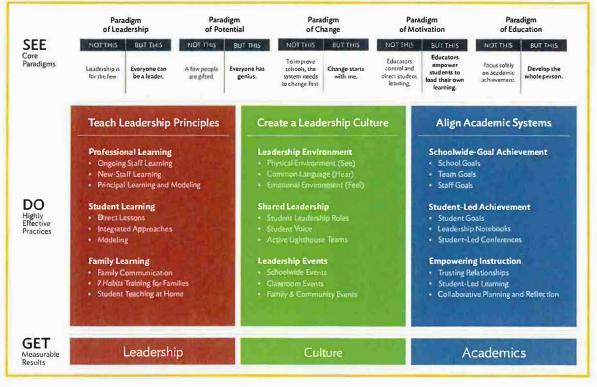
St. Louis, MO	<ul> <li>Bellerive Elementary</li> <li>City Academy</li> <li>City Garden Montessori School</li> <li>Community School</li> <li>Forsyth School</li> <li>Lafayette Prep Academy</li> <li>New City School</li> <li>Parkway Northeast Middle</li> <li>The College School</li> <li>The Wilson School</li> </ul>	
Washington, D.C.	<ul> <li>Rocketship Rise Academy</li> <li>Rocketship Legacy Prep Academy</li> <li>Van Ness Elementary</li> </ul>	



## Appendix C - Assessment of LiM Leadership

The Leadership School's secondary focus will be the development of student leadership. We will be in a contractual agreement with Franklin Covey, a global leader in education solutions, using their *Leader in Me (LiM)* program.

*LiM* promotes improvements in three areas-*leadership*, *culture* and *academics*. The Leadership School will have access to Measurable Results Assessments (MRA) to help measure performance in these areas. Franklin Covey's MRA is a rigorously developed tool used to annually collect, analyze and report student, staff, and school-level outcomes related to the focus on improving culture and academics. It will be used to help The Leadership School identify our strengths and weaknesses, develop improvement plans, and monitor progress. The MRA measures are aligned with the highly effective practices outlined in the *LiM* Framework. This alignment will empower us to move from data insights to action plans and best leverage limited time and resources to meet our goals.



#### Leader in Me Framework



The Leadership School believes that Franklin Covey's *LiM* program aligns with our tenets which are Authentic Leadership, Rigorous academics and a Sense of Belonging. <u>Research</u> by dozens of universities have documented the success of the *LiM* program. The idea that leadership is a catalyst to student academic success is what is most appealing. The *LiM* program monitors leadership, culture and academics.

#### Franklin Covey's Leadership (Authentic Leadership)

The Leadership School knows that the development of leaders has to be intentional. We also believe that students have to play an active role in developing leadership skills. The process of developing students as leaders starts with students taking ownership of their journey from the very beginning. As the students enter The Leadership School the process includes participating in goal setting, data tracking, leadership roles, Student-led conferences and leading Leadership events. Throughout The Leadership School all subjects (core and specialty) will be tailored to embed leadership principles. Franklin Covey supports that when leadership principles are woven into lessons, activities and day-to-day interactions, leadership becomes a way of living and learning, not just another topic to be taught. Student leadership roles will be evident in the classroom and throughout the school. Students and faculty will be elected to a lighthouse team where they will plan and execute our Leadership Days to be held once a semester.

#### Franklin Covey's Culture (Sense of Belonging)

The Leadership School not only aspires to be a rigorous learning environment but a thriving and loving community. Franklin Covey's onboarding process is designed to help us achieve successful cultural transformation through the application of their *LiM* program. Their initial onboarding process preparation is guided to ensure that the school is ready to fully engage in *LiM* implementation. Qualification and pre-work is required with each school prior to implementation to ensure that the principal and staff are informed, engaged, and committed to implement the process with fidelity.

#### Franklin Covey's Academics (Rigorous Academics)

Franklin Covey, although not an academic curriculum, is aligned in support of student achievement. It will monitor The Leadership School's progress in the areas of student goals, classroom goals, grade-level goals and school-wide achievement goals. In order for the students to truly become effective leaders they must understand what it takes to be successful, and be able to articulate it as well. The Leadership School will be monitored on how we cultivate student ownership of goals, empower academic growth and leverage goals to achieve growth.



The Leadership School wants to empower our students with the Why. It's important that students understand why they are learning what they are learning and how to make it happen. Covey uses Wildly Important Goals (WIGs) for us to use for accountability. WIGs show data progress being tracked at the school, classroom and student level. We will use Covey's 4dx model which conveys the disciplines needed to ensure success in a goal. The four disciplines are: 1) Create a cade, 2) Act on the lead measures, 3) Keep a compelling scoreboard and 4) Create a cadence of accountability. With these four disciplines in place, students and educators can ensure that their goals and lead measures are met with regularity.



The Leadership School will use school-wide data reporting monitored by administration, which includes visible tracking bulletin boards in our halls.



Using the same model as the hallway bulletin boards, classroom and grade-level data reporting will be monitored by <u>teachers</u> in their classrooms.





Individual student data will be monitored by students and teachers in their data binders.

The Leadership School is committed to student success and believes that monitoring data is a vital part of the success of our mission. We are excited to be in partnership with Franklin Covey and their monitoring process.



## Appendix D Leader in Me Lighthouse Rubric



# Lighthouse Rubric 3.1

January 2017



#### IMPORTANT NOTICE

#### Copyright © Franklin Covey Co. All rights reserved.

FranklinCovey owns or controls all proprietary rights and copyrights to the publication provided herein. *The Leader in Me* and many other terms, slogans, and logos are registered trademarks of FranklinCovey. No part of this publication may be resold (in part or whole), file-shared, copied, reproduced, modified, stored in a retrieval system, transmitted, or made public (e.g., Slideshare, Facebook) in any form, without the express written permission of FranklinCovey. FranklinCovey may pursue criminal and civil claims for any unauthorized use, misappropriation, or the distribution of any content contained herein. This publication is provided to you for use with the licensed FranklinCovey program or for your individual use only. You are prohibited from using this publication with other training offerings or profiting from it in any way.

#### ABOUT FRANKLINCOVEY EDUCATION

For nearly three decades, FranklinCovey Education, a division of FranklinCovey, has been one of the world's most prominent and trusted providers of educational leadership programs and transformational processes. Our mission is to enable greatness in students, teachers, and schools everywhere. The FranklinCovey Education team is primarily composed of outstanding former teachers and administrators from various educational levels and entities. Franklin Covey Co. (NYSE: FC) is a global, public company specializing in performance improvement. We help organizations and individuals achieve results that require a change in human behavior. Our expertise is in seven areas: leadership, execution, productivity, trust, sales performance, customer loyalty, and education.

These terms are registered trademarks of FranklinCovey: Habit 1: Be Proactive<sup>®</sup> Habit 2: Begin With the End in Mind<sup>®</sup> Habit 3: Put First Things First<sup>®</sup> Habit 4: Think Win-Wint<sup>®</sup> Habit 5: Seek First to Understand, Then to Be Understood<sup>®</sup> Habit 6: Synergize<sup>®</sup> Habit 7: Sharpen the Saw<sup>®</sup> The 8<sup>th</sup> Habit<sup>®</sup>. Find Your Voice and Inspire Others to Find Theirs

#### Intellectual Property Agreement

All content in this The Leader in Me Community Coaching is proprietary. Making photocopies or reproductions of any kind is in direct violation of this copyright. The Leader in Me and many other terms, slogans, and logos found in this book are copyrights, trademarks, logos, or service marks of FranklinCovey. Any unauthorized use of this copyrighted material without written pennission from FranklinCovey is prohibited. This Lighthouse Rubric is not intended for resale.

## Table of Contents

PrefaceIV
FrameworkV
Measurable Results Targeted by The Leader In Me
Core Paradigms1
Teach Leadership Principles
1. Professional Learning
2. Student Learning
3. Family Learning
Create a Leadership Culture15
4. Leadership Environment
5. Shared Leadership
6. Leadership Events
Align Academic Systems
7. Schoolwide Goal Achievement
8. Student-Led Achievement
9. Empowering Instruction
Measurable Results

#### The Leader in Me Process

The Leader in Me is a whole-school transformation process that empowers students with leadership and life skills to thrive in the 21st century. The process starts with a powerful paradigm: every child has unique strengths and talents that they can use to lead. This paradigm allows the staff and community to encourage the development of the whole child.

The Leader in Me teaches leadership principles; creates a leadership culture; and aligns academic systems into existing programs, curricula, and traditions. The Leader in Me serves as a foundational operating system for the school, improving relationships, transforming culture, and intrinsically motivating staff and students.

#### The Leader in Me Certification

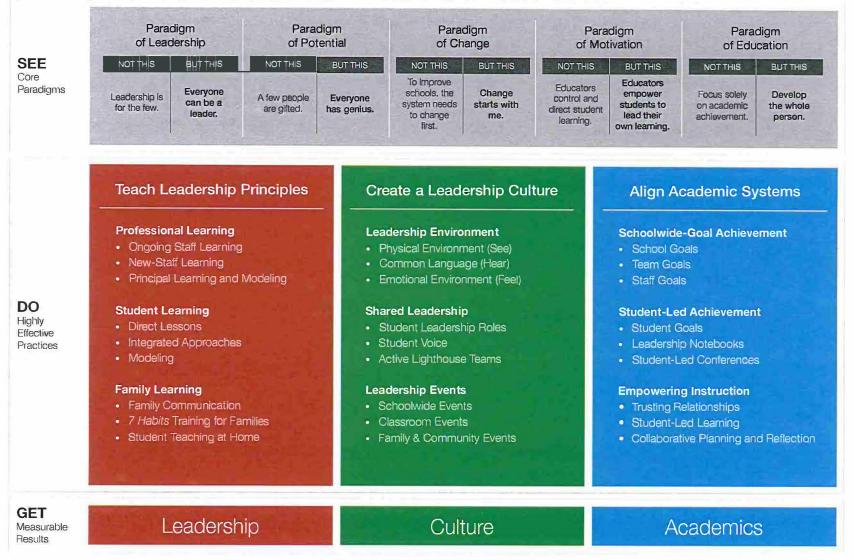
Lighthouse Certification is a highly regarded standard that is attainable by every *Leader in Me* School. FranklinCovey Education has established the Lighthouse Rubric to establish high standards for process fidelity and, ultimately, school outcomes.

Lighthouse Certification comes as a result of implementing *The Leader in Me* with fidelity. Schools use this Lighthouse Rubric to measure outcomes in three areas: teaching leadership principles, creating a leadership culture, and aligning academic systems. Schools also measure their success as it relates to their unique school. Lighthouse Schools serve as exemplars to their community and other schools.

#### **The Lighthouse Certification Process**

- 1. To become a Lighthouse School, a Leader in Me School works with a coach through The Leader in Me Process Map, documenting progress in The Leader in Me Online Evidence Binder.
- 2. After 3–5 years in the process, a school can request a coach to do a Lighthouse Readiness Check to evaluate its potential for a formal Lighthouse Review. A formal Lighthouse Review requires a site visit.
- 3. The Lighthouse Review Team evaluates the online Evidence Binder. Following the review, the team conducts a site visit. During the visit the team observes classes; tours the school; reviews evidence; and interviews students, parents, and staff to assess the school's performance against the Lighthouse Rubric. The Lighthouse Certification standard is reflected in the "Mature" column of the Lighthouse Rubric.
- 4. Formal Lighthouse Certification is granted by *The Leader in Me* Team. Lighthouse Certification is granted for a period of two years, after which schools recertify by conducting an online self-assessment. After four years, the recertification process involves another site recertification visit. This pattern of alternating between online and site recertification visits continues every two years as long as the school is part of *The Leader in Me* Community.

## Leaderin Me Framework



G Franklin Covey Co. | Rubric Version 3.1

184

## Leaderin Me Measurable Results Targeted by The Leader in Me

Leadership	Culture	Academics
<ul> <li>Student Behavior* <ul> <li>Discipline Referrals</li> <li>Suspensions</li> </ul> </li> <li>Staff Social/Emotional Teaching Readiness</li> <li>Student Leadership <ul> <li>Self-Direction</li> <li>Interpersonal Effectiveness</li> </ul> </li> </ul>	<ul> <li>Attendance* <ul> <li>Student Attendance</li> <li>Student Absenteeism</li> <li>Teacher Attendance</li> </ul> </li> <li>Supportive School Environment</li> <li>Student Engagement</li> </ul>	<ul> <li>Reading Proficiency*</li> <li>Math Proficiency*</li> <li>Teaching Efficacy</li> <li>Student-Led Achievement</li> </ul>
<ul><li>Group Leadership</li><li>Family Engagement</li></ul>	<ul> <li>Staff Satisfaction</li> </ul>	

\*Measures typically tracked by schools.



## **Core Paradigms**

The Core Paradigms provide the "why" behind *The Leader in Me* process. Paradigms are powerful because our success (in anything) largely depends on our mindset. Our paradigms (SEE) impact our behaviors (DO), which in turn impact the results we achieve (GET). "If you want to make minor, incremental changes and improvements, work on your practices, behaviors, or attitude. But if you want to make significant, quantum improvement, work on your paradigms." – Stephen R. Covey

Paradigm o	of Leadership
NOT THIS	BUT THIS
Leadership is for the few.	Everyone can be a leader.
Paradigm	of Potential
NOT THIS	BUT THIS
A few people are gifted.	Everyone has genius.
Paradign	n of Change
NOT THIS	вит тніs
To improve schools, the system needs to change first.	Change starts with me.
Paradigm	of Motivation
NOT THIS	вит тніs
Educators control and direct student learning.	Educators empower students to lead their own learning.
Paradigm	of Education
<b>NOT THIS</b>	вот тніз
Focus solely on academic achievement.	Develop the whole person.



## **Teach Leadership Principles**

#### **Professional Learning**

- Ongoing Staff Learning
- New-Staff Learning
- Principal Learning and Modeling

#### **Student Learning**

- Direct Lessons
- Integrated Approaches
- Modeling

#### **Family Learning**

- Family Communication
- 7 Habits Training for Families
- Student Teaching at Home

## B

## **Teach Leadership Principles**

#### 1. Professional Learning

Returning staff members develop as leaders through ongoing staff learning around the 7 Habits<sup>®</sup> and highly effective practices while new staff members engage in training and mentoring. The principal and school administration develop as leaders while championing leadership for the school.

#### 2. Student Learning

The 7 Habits and leadership principles are effectively taught to all students through direct lessons, integrated approaches, and staff modeling. Students are able to think critically about and apply leadership principles.

#### 3. Family Learning

Families and the school partner in learning about the 7 Habits and leadership principles through effective communication and mutual respect. The school provides resources and trainings, and encourages students to Teach to Learn with their families.

## Professional Learning

#### 1.1 Ongoing Staff Learning

No Evidence	Basic	Developing	Mature	Sustaining
There is no evidence that staff members have ongoing learning opportunities in the 7 Habits and <i>The Leader in Me</i> principles and practices.	Ongoing staff learning in the 7 Habits and <i>The</i> <i>Leader in Me</i> principles and practices is limited without systems in place to sustain staff learning over time.	Ongoing staff learning in the 7 Habits and <i>The Leader in</i> <i>Me</i> principles and practices is occurring, with initial systematic approaches to sustain staff learning over time.	Ongoing staff learning in the 7 Habits and <i>The Leader in</i> <i>Me</i> principles and practices is occurring as an intentional priority, with some systems supporting frequency and depth of ongoing learning activities.	Ongoing staff learning in the 7 Habits and <i>The Leader in</i> <i>Me</i> principles and practices is occurring as an intentional priority, with refined systems supporting frequency and depth of ongoing learning activities.



## Professional Learning

#### 1.2 New-Staff Learning

No Evidence	Basic	Developing	Mature	Sustaining
There is no evidence that new staff are trained or mentored in the 7 Habits and The Leader in Me principles and practices.	New staff members receive a few hours of training in the 7 Habits and The Leader in Me principles and practices within their first year. Mentors are not utilized for new staff.	New staff members receive the equivalent of one day of training in the 7 Habits and The Leader in Me principles and practices within their first year. Mentors are identified for each new staff member.	New staff members routinely receive the equivalent of two or more days of training in the 7 Habits and The Leader in Me principles and practices within their first year. Mentors meet with new staff members regularly to support growth.	A system exists to ensure that new staff members' professional- learning plans include the equivalent of two or more days of training in the 7 Habits and The Leader in Me principles and practices within their first year. Mentors meet with new staff members regularly to support growth.



6

## Professional Learning

#### 1.3 Principal Learning and Modeling

No Evidence	Basic	Developing	Mature	Sustaining
There is no evidence that the principal and school administration are actively involved with the school's leadership model.	The principal and school administration believe in the school's leadership model. They develop as leaders by modeling personal growth in the 7 Habits and leadership.	The principal and school administration are involved in the school's leadership model. They develop as leaders by modeling personal growth in the 7 Habits and leadership, and through setting specific goals and sharing with the staff.	The principal and school administration are advocates of the school's leadership model and attend all <i>Leader in Me</i> trainings. They develop as leaders by modeling personal growth in the 7 Habits and leadership, through setting specific goals and sharing with the staff, and by building the leadership capacity of the staff.	A system is in place to ensure that the principal and school administration are champions of the school's leadership model and incorporate 7 Habits leadership principles into professional- learning plans. They develop as leaders by making substantive contributions to <i>The Leader in Me</i> Community and/ or mentoring other <i>Leader in Me</i> principals.

## Student Learning

#### 2.1 Direct Lessons

No Evidence	Basic	Developing	Mature	Sustaining
There is no evidence that students are directly taught the 7 Habits or other leadership principles.	Teachers directly teach the 7 Habits and leadership principles using <i>Leader in Me</i> curriculum or teacher-developed equivalent lessons that result in a basic understanding.	Teachers directly teach the 7 Habits and leadership principles using <i>Leader in Me</i> curriculum or teacher-developed equivalent lessons that result in basic understanding and application.	Teachers follow a grade-level or team yearlong plan that specifically outlines when all students will be directly taught the 7 Habits and leadership principles through <i>Leader in</i> <i>Me</i> curriculum or teacher-developed equivalent lessons. Lessons result in higher-order thinking, encourage internalization, and foster a desire for real-world application.	A system is in place to ensure that teachers follow a yearlong schoolwide curriculum plan that is integrated into the master calendar and specifically outlines how and when all students will be directly taught the 7 Habits and leadership principles using <i>Leader in</i> <i>Me</i> curriculum or teacher-developed equivalent lessons. The school shares direct lesson excellence with other <i>Leader in Me</i> Schools.

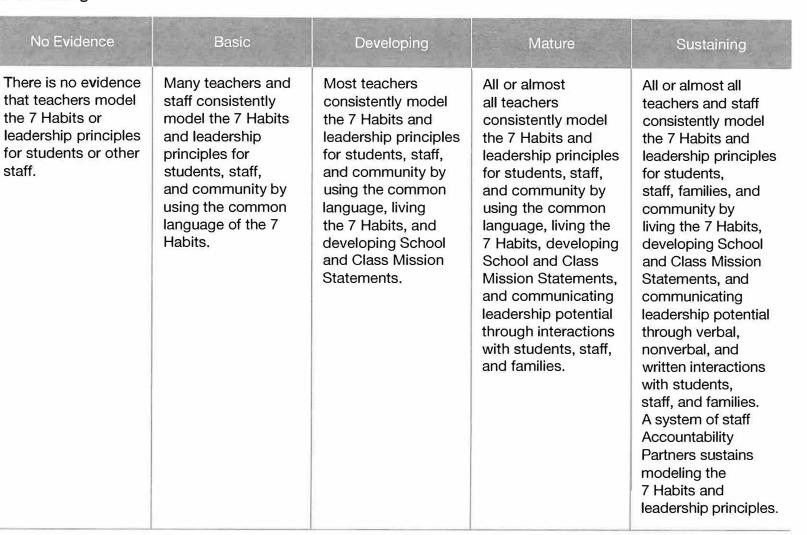
## Student Learning

#### 2.2 Integrated Approaches

No Evidence	Basic	Developing	Mature	Sustaining
There is no evidence that teachers are integrating the 7 Habits or leadership principles into their lessons.	Many teachers and staff integrate the 7 Habits and leadership principles into lessons and/or roles with a focus on identification, memorization, and recitation.	Most teachers and staff integrate the 7 Habits and leadership principles into lessons and/ or roles. Student learning is focused on connections with prior learning and real-world application.	All or almost all teachers and staff members effectively integrate the 7 Habits and leadership principles into lessons and/ or roles. Student learning reflects higher-order thinking and internalization, with a focus on transfer to real- world application.	All or almost all teachers and staff members effectively integrate the 7 Habits and leadership principles into lessons and/ or roles with depth and creativity. The school has a system by which teachers can regularly share integrated approaches and collaborate to continuously improve lessons.



#### 2.3 Modeling



## Family Learning

#### 3.1 Family Communication

No Evidence	Basic	Developing	Mature	Sustaining
There is no evidence that the school communicates with families about leadership initiatives.	Print, electronic, and/or verbal communication about leadership initiatives occurs infrequently, focused primarily on the announcement of events.	Print, electronic, and/or verbal communication occurs irregularly, focused on the the impact of leadership, culture, and academics on the growth of students and the school.	Print, electronic, and/or verbal communication occurs regularly, and is effectively focused on the impact of leadership, culture, and academics on the growth of students and the school. Staff and students collaborate on the development of structures and strategies for communication.	Print, electronic, and/or verbal communication is systemic and systematic, and it utilizes far-reaching strategies. There is a system in place for family engagement, collaboration, and continuous improvement of family communication. Families are routinely invited to participate on committees, teams, and advisory boards.



## Family Learning

#### 3.2 7 Habits Training for Families

No Evidence	Basic	Developing	Mature	Sustaining
There is no evidence that the 7 Habits leadership principles are taught to families.	The 7 Habits and leadership principles have been taught to parents through conversation and informal means.	The 7 Habits and leadership principles are taught to families through a specific school event such as training based on <i>The 7 Habits</i> of <i>Successful</i> <i>Families</i> <sup>®</sup> .	A schoolwide plan has been established identifying when and how the 7 Habits and leadership principles will be taught to families through events such as training based on <i>The 7 Habits</i> of Successful Families.	There is a system in place that ensures the school calendar includes regularly scheduled opportunities for families to engage with the 7 Habits and leadership principles, learn how to integrate leadership principles at home, and participate in training based on <i>The 7 Habits of</i> <i>Successful Families.</i> The school has at least one school- community member who is trained to facilitate a formal 7 <i>Habits of Successful</i> <i>Families</i> training.

Ø

## Family Learning

#### 3.3 Student Teaching at Home

No Evidence	Basic	Developing	Mature	Sustaining
There is no evidence that students are encouraged to teach the 7 Habits at home.	Students are encouraged to share the 7 Habits and leadership principles with families but receive little or no direction on how to communicate their growing leadership.	Students are given occasional opportunities to utilize Teach to Learn ideas around the 7 Habits and leadership- principles lessons with families, but these are not formalized or systemic.	Students are given regular leadership- curriculum assignments or equivalent teacher- designed Teach to Learn lessons around the 7 Habits and leadership principles to share with families.	All students are expected to share their leadership development with their family through directly teaching the 7 Habits and leadership principles or authentically implementing their unique leadership growth in a positive way at home. A systematic process for reflection or capturing stories of positive leadership at home is established.



## Create a Leadership Culture

#### Leadership Environment

- Physical Environment (See)
- Common Language (Hear)
- Emotional Environment (Feel)

#### **Shared Leadership**

- Student Leadership Roles
- Student Voice
- Active Lighthouse Teams

#### **Leadership Events**

- Schoolwide Events
- Classroom Events
- Family & Community Events

## 8

## **Create a Leadership Culture**

### 4. Leadership Environment

Students and staff members are able to see leadership in the physical environment, hear leadership through the common language of the 7 Habits, and feel leadership through a culture of caring, relationships, and affirmation.

## 5. Shared Leadership

Leadership is shared with students through a variety of leadership roles, and student voice leads to innovations in the school. Lighthouse Teams are active and provide leadership for the school.

## 6. Leadership Events

Schoolwide, classroom, and Family & Community Leadership Events provide authentic environments to celebrate leadership, build culture, and allow students to practice leadership skills.



## Leadership Environment

#### 4.1 Physical Environment (See)

No Evidence	Basic	Developing	Mature	Sustaining
There is no evidence of visual representation of the 7 Habits and leadership principles throughout the school.	Staff creates a physical environment that reflects the 7 Habits and leadership principles through projects and student work in some areas of the school.	Staff and students collaborate to design and create an intentional physical environment that reflects the 7 Habits and leadership in many classrooms.	Staff, students, and families collaborate to design and create an intentional physical environment that reflects the 7 Habits and leadership principles in almost all classrooms and public areas.	The Lighthouse Team implements a system to establish a high standard for the physical environment of classrooms and all areas of the school. The plan includes participation of students, staff, and families in temporary and permanent elements that ubiquitously showcase the 7 Habits and leadership principles.



## Leadership Environment

#### 4.2 Common Language (Hear)

No Evidence	Basic	Developing	Mature	Sustaining
There is no evidence that staff and students use the language of the 7 Habits or leadership principles.	Some staff model the use of the language of the 7 Habits and leadership principles.	Students and staff occasionally use the language of the 7 Habits and leadership principles positively in interactions, classroom discussions, and family communication.	Students and staff regularly and naturally use the language of the 7 Habits and leadership principles positively in interactions, classroom discussions, and family communication.	Students and staff comfortably and naturally use the language of the 7 Habits and leadership principles in a variety of authentic situations and environments. Staff engage in an ongoing system of staff development to sustain and expand the use of common language.





## Leadership Environment

#### 4.3 Emotional Environment (Feel)

No Evidence	Basic	Developing	Mature	Sustaining
There is no evidence that students and staff feel welcome, valued, loved, and trusted at school.	Staff, student, and family relationships are sometimes reinforced through individualized Emotional Bank Account deposits. Some students and staff feel welcome, valued, loved, and trusted at school.	Staff, student, and family relationships are occasionally reinforced through individualized Emotional Bank Account deposits. Many students and staff feel welcome, valued, loved, and trusted at school.	Staff, student, and family relationships are frequently reinforced through individualized Emotional Bank Account deposits. Almost all students and staff feel welcome, valued, loved, and trusted at school.	A system is in place to ensure staff, student, and family relationships are reinforced through individualized Emotional Bank Account deposits. All students and staff feel welcome, valued, loved, and trusted at school.



## Shared Leadership

#### 5.1 Student Leadership Roles

No Evidence	Basic	Developing	Mature	Sustaining
There is no evidence of opportunities for student leadership roles.	Students are assigned a leadership role from a list of possibilities with minimal integration of student ideas. Students are able to explain their role and describe why the role exists.	Students apply for leadership roles that sometimes involve the integration of student ideas. Students can articulate what it means to be successful, reflect on learning, and identify multiple resources for assistance.	Students apply for classroom leadership roles and interview for publicly displayed, schoolwide leadership roles based on school needs and student ideas. Students overcome challenges, evaluate skills, mentor others, and transfer skills learned in leadership roles to areas inside and outside school.	An innovative, schoolwide leadership-role system is in place to foster a wide variety of schoolwide and classroom leadership opportunities. The system involves applications and interviews for roles, reflection on execution, and celebration of unique contributions. Students are able to transfer and apply their leadership skills to impact their own lives.



20



## Shared Leadership

#### 5.2 Student Voice

No Evidence	Basic	Developing	Mature	Sustaining
There is no evidence that student voice is valued or utilized.	The school occasionally seeks out and utilizes student ideas have not led to innovations or changes in the continuous improvement of the school.	The school frequently seeks out and utilizes student voice, leading to some innovations or changes in the continuous improvement of the school.	The school routinely seeks out and utilizes student voice, leading to many innovations or changes in the continuous improvement of the school.	The school has developed systems to authentically involve students in the continuous improvement of all aspects of the school through opportunities to lead, innovate, and collaborate with staff.



## Shared Leadership

#### 5.3 Active Lighthouse Teams

No Evidence	Basic	Developing	Mature	Sustaining
There is no evidence of active Student or Staff Lighthouse Teams.	A Staff Lighthouse Team is in place and meets occasionally.	Staff and Student Lighthouse Teams exist and meet regularly to facilitate leadership, culture, and academic goals.	Student and Staff Lighthouse Teams meet regularly and utilize action teams to assess progress on goals and timelines. Synergy is emerging between the Lighthouse Teams, and shared leadership among stakeholders is apparent.	Student and Staff Lighthouse Teams meet regularly and have a system in place to establish, monitor, and update an annual implementation plan to accomplish schoolwide goals through action teams. A Family & Community Lighthouse Team has also been established. Synergy exists between the Lighthouse Teams, and shared leadership among all stakeholders is apparent.



Culture



## Leadership Events

#### 6.1 Schoolwide Events

No Evidence	Basic	Developing	Mature	Sustaining
There is no evidence that existing schoolwide events have opportunities for students to develop, practice, and demonstrate leadership skills.	Schoolwide events are primarily planned and implemented by staff. Events integrate leadership principles.	Schoolwide events are planned by staff involving student voice in implementation, providing opportunities for students to develop, practice, and demonstrate leadership skills.	Schoolwide events involve student voice in support of planning and implementation, providing opportunities for students to develop, practice, and demonstrate leadership skills.	School traditions and annual events involve significant student voice in creatively infusing leadership principles. Schoolwide events are continuously improved through a system of planning, execution, and reflection by students, staff, and families.



## Leadership Events

#### 6.2 Classroom Events

No Evidence	Basic	Developing	Mature	Sustaining
There is no evidence that traditional classroom events are transformed to develop leadership skills.	Many teachers transform classroom events into opportunities to develop leadership skills.	Most teachers facilitate the transformation of traditional classroom events into opportunities to develop leadership skills and celebrate goal achievement.	All or almost all teachers collaborate with students to transform traditional classroom events into opportunities to develop leadership skills and celebrate goal achievement.	All or almost all teachers collaborate with students to transform traditional classroom events into opportunities to develop leadership skills and celebrate goal achievement. A schoolwide system exists for teachers to share best practices and innovations to classroom events.



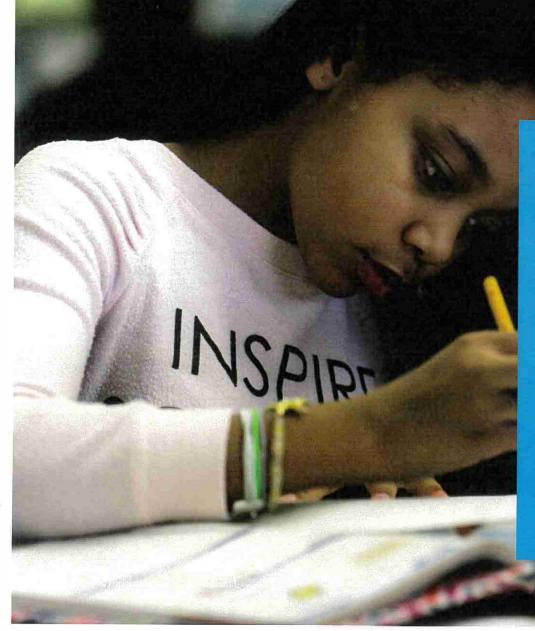


## Leadership Events

#### 6.3 Family & Community Events

No Evidence	Basic	Developing	Mature	Sustaining
There is no evidence that Family & Community Leadership Events exist.	Family & Community Leadership Events are primarily designed and led by staff.	Family & Community Leadership Events are a result of staff and student collaboration, and provide opportunities for students to practice and share leadership skills with authentic audiences.	Family & Community Leadership Events are primarily student-driven, and provide an authentic audience inside and/or outside the school for students to practice and share leadership skills to impact the community.	Family & Community Leadership Events are student- driven with broad participation from family and community members to provide an authentic audience for students to practice and share leadership skills. Innovative and mutually beneficial school-community relationships exist and are systematically sustained over time.





## Align Academic Systems

#### Schoolwide Goal Achievement

- School Goals
- Team Goals
- Staff Goals

#### **Student-Led Achievement**

- Student Goals
- Leadership Notebooks
- Student-Led Conferences

#### **Empowering Instruction**

- Trusting Relationships
- Student-Led Learning
- Collaborative Planning and Reflection



# Align Academic Systems

# 7. Schoolwide Goal Achievement

The school utilizes the 4DX<sup>®</sup> process to identify and track progress on scoreboards toward aligned Wildly Important Goals (WIGs) for the school, team/classroom, and staff.

# 8. Student-Led Achievement

Students lead their own learning with the skills to assess their needs, set appropriate goals, and carry out action plans. Students are empowered through the use of Leadership Notebooks<sup>®</sup> and Student-Led Conferences to reflect on progress toward goals.

# 9. Empowering Instruction

Teachers use instructional methods that empower students to lead their own learning. Building trusting relationships, engaging student-led learning, and utilizing collaborative planning and reflection combine to create environments for highly engaged learning.



# Schoolwide Goal Achievement

## 7.1 School Goals

No Evidence	Basic	Developing	Mature	Sustaining
There is no evidence that school WIGs have been established.	Schoolwide WIGs are identified and written in a "From X to Y by When" format.	Schoolwide WIGs are identified and written in a "From X to Y by When" format. Schoolwide WIGs are tracked on compelling public scoreboards, and progress toward their attainment is celebrated.	Schoolwide academic WIGs are collaboratively identified and written in a "From X to Y by When" format. Schoolwide WIGs are tracked on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs.	A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish schoolwide academic WIGs. Schoolwide WIGs are tracked on compelling public scoreboards, and progress toward their attainment is celebrated. A cadence of accountability ensures regular conversations around progress toward schoolwide WIGs.



# Schoolwide Goal Achievement

#### 7.2 Team Goals

No Evidence	Basic	Developing	Mature	Sustaining
There is no evidence that team or class WIGs have been established.	Team or class WIGs are identified and written in a "From X to Y by When" format.	Team or class WIGs are identified and written in a "From X to Y by When" format. Team or class WIGs are routinely tracked on classroom scoreboards, and progress toward their attainment is celebrated.	Team or class WIGs are collaboratively identified, written in a "From X to Y by When" format, and aligned to schoolwide WIGs. Team or class WIGs and lead measures are tracked on compelling scoreboards. A cadence of accountability ensures regular conversations around progress toward WIGs.	A system, including annual review of data and calibration to drive growth, is in place to collaboratively establish team or class WIGs. Team or class WIGs and lead measures are tracked on compelling public scoreboards. A cadence of accountability ensures regular conversations and student understanding around progress toward WIGs.



# Schoolwide Goal Achievement

## 7.3 Staff Goals

No Evidence	Basic	Developing	Mature	Sustaining
There is no evidence that staff WIGs have been established.	Many staff have developed a Personal Mission Statement and identify personal and/or professional WIGs written in a "From X to Y by When" format.	Most staff have developed a Personal Mission Statement and identify personal and/or professional WIGs written in a "From X to Y by When" format. Staff have identified lead measures for WIGs. WIGs and lead measures are routinely tracked on scoreboards.	All or almost all staff have developed a Personal Mission Statement and identify personal and professional WIGs written in a "From X to Y by When" format. Staff have identified lead measures for WIGs, which are tracked on scoreboards. Staff have Accountability Partners and have established a cadence of accountability.	The 4DX process is used by all or almost all staff to achieve their goals as part of the professional learning system. Staff identify WIGs written in a "From X to Y by When" format. Staff have identified lead measures for WIGs. WIGs and lead measures are routinely tracked on scoreboards. A system of staff Accountability Partners is in place, ensuring that each staff member have regular conversation around progress toward WIGs.



# Student-Led Achievement

#### 8.1 Student Goals

No Evidence	Basic	Developing	Mature	Sustaining
There is no evidence that students create goals.	Student academic and personal WIGs are identified and written in a "From X to Y by When" format.	Student academic and personal WIGs are identified and written in a "From X to Y by When" format. Students have identified lead measures for WIGs, which are tracked on scoreboards.	Students develop academic and personal WIGs written in a "From X to Y by When" format. At least one academic WIG is aligned with classroom academic WIGs. Specific strategies that directly impact student achievement are selected by students as lead measures. Classroom routines to collect, analyze, and share data are built into the weekly schedule. Students have peer-to-peer Accountability Partners.	A system is in place for students to routinely reflect on the progress and attainment of goals. Students develop academic and personal WIGs written in a "From X to Y by When" format. Academic WIGs are aligned with classroom academic WIGs. Specific strategies that directly impact student achievement are selected by students as lead measures. Classroom routines to collect, analyze, and share data are built into the weekly schedule. Students have peer- to-peer Accountability Partners.



# Student-Led Achievement

## 8.2 Leadership Notebooks

10	Basic	Developing	Mature	Sustaining
There is no evidence that students have Leadership Notebooks.	Many students have a Leadership Notebook.	Most students have a Leadership Notebook including, but not limited to, sections about themselves, WIGs, learning, leadership, and celebrations. Students demonstrate the ability to monitor and reflect on progress. Evidence exists that students use Leadership Notebooks as an empowerment tool.	All or almost all students have Leadership Notebooks including, but not limited to, sections about themselves, WIGs, learning, leadership, and celebrations. Students take primary ownership of updating, assessing, and reflecting on progress. Leadership Notebooks are an essential part of the reflective learning process around academic and personal development through regular classroom routines.	All or almost all students frequently use Leadership Notebooks through a continuously improving schoolwide system. Leadership Notebooks are aligned to the school's standards and highest leadership and curricular priorities. Students take primary ownership of updating, assessing, and reflecting on progress. Leadership Notebooks are an essential part of the reflective learning process around academic and personal development through regular classroom



# Student-Led Achievement

#### 8.3 Student-Led Conferences

No Evidence	Basic	Developing	Mature	Sustaining
There is no evidence that Student-Led Conferences take place.	Student-Led Conferences are held where teachers guide students through a conversation about their learning with their families or adult mentors.	Schoolwide, regularly scheduled Student-Led Conferences are held where students lead a goal-oriented conversation about their learning with their families or adult mentors.	Schoolwide, regularly scheduled formal and informal Student-Led Conferences are in place. Students use Leadership Notebooks to plan for and lead a goal- oriented, reflective conversation about progress toward leadership, academic, and personal goals with their families, adult mentors, or peers.	Schoolwide, regularly scheduled formal and informal Student-Led Conferences are an established part of the schoolwide culture. Students use Leadership Notebooks to plan for and lead a goal- oriented, reflective conversation about progress toward leadership, academic, and personal goals with their families, adult mentors, or peers. Continuous improvement of Student-Led Conferences takes place through stakeholder input.



# Empowering Instruction

## 9.1 Trusting Relationships

No Evidence	Basic	Developing	Mature	Sustaining
There is no evidence of teachers intentionally building trusting teacher-student relationships.	Some teachers intentionally build trusting teacher- student relationships through consistent use of the behaviors of high trust.	Many teachers intentionally build trusting teacher- student relationships through consistent use of the behaviors of high trust.	Most teachers intentionally build trusting teacher- student relationships through consistent use of the behaviors of high trust.	Teachers intentionally build trusting teacher-student relationships through consistent use of the behaviors of high trust. There is a system of professional development and support to develop staff high-trust behaviors.



# Empowering Instruction

## 9.2 Student-Led Learning

No Evidence	Basic	Developing	Mature	Sustaining
There is no evidence of Student-Led Learning, only teacher-directed lessons.	Many students are empowered through student-led learning experiences. Some classroom strategies and leadership tools involve a release of teacher control to empower students to lead their own learning.	Most students are empowered through student-led learning experiences. Many classroom strategies and leadership tools involve a release of teacher control to empower students to lead their own learning.	All or almost all students are empowered through student-led learning experiences. Almost all classroom strategies and leadership tools involve a release of teacher control to empower students to lead their own learning.	All or almost all students are routinely empowered through student-led learning experiences. The school systematically ensures opportunities for student-led learning experiences. Classroom strategies and leadership tools involve a release of teacher control to empower students to lead their own learning.



# **Empowering Instruction**

## 9.3 Collaborative Planning and Reflection

No Evidence	Basic	Developing	Mature	Sustaining
There is no evidence that teachers engage in collaborative planning and reflection.	Many teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Collaborative planning is based on teacher initiative and takes place sporadically.	Most teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative planning and reflection is centrally planned for many teachers but without clear expectations or accountability.	All or almost all teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative planning and reflection is centrally planned for most teachers, with some expectations and accountability. There is evidence that reflective collaboration leads to innovation and improved classroom learning.	All or almost all teachers collaboratively plan and reflect based on the effectiveness of their lessons and instructional techniques to impact student learning. Time for collaborative planning and reflection is centrally planned for all teachers with a system in place to ensure clear purpose, expectations, accountability, and alignment to school goals. There is evidence that reflective collaboration leads to innovation and improved classroom learning.



# Measurable Results

The school shows measurable outcomes that demonstrate significant gains in results using appropriate measures and indicators of student leadership skills, school culture, and academic performance.

	No Evidence	Basic	Developing	Mature	Sustaining
Leadership Results	The school does not measure or track progress regarding student leadership skills.	The school has experienced some growth in leadership indicators.	The school has experienced moderate growth in leadership indicators.	The school has experienced strong growth in leadership indicators.	The school has experienced very strong growth in leadership indicators or is sustaining extremely high performance in leadership indicators.
Culture Results	The school does not measure or track progress in school culture.	The school has experienced some growth in culture indicators.	The school has experienced moderate growth in culture indicators.	The school has experienced strong growth in culture indicators.	The school has experienced very strong growth in culture indicators or is sustaining extremely high performance in culture indicators.
Academic Results	The school has experienced no academic growth as indicated by state or local student assessments.	The school has experienced some academic growth as indicated by state or local student assessments.	The school has experienced moderate academic growth as indicated by state or local student assessments.	The school has experienced strong academic growth as indicated by state or local student assessments.	The school has experienced very strong growth academic growth or is sustaining extremely high academic performance as indicated by state student assessments.

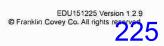


© Franklin Covey Co. | Rubric Version 3.1

**24** 

# Leaderin Me





**Appendix E** 

## 6 – 8 MLS – NGSS Crosswalk (Draft)

The following document represents the relationship between the Missouri Learning Standards Expectations and the Next Generation Science Standards. MLSEs are on the left and NGSS are on the right. The NGSS codes are hyperlinked to NGSS Evidence Statements for the respective expectation. This is still in draft form, so please advise if there are any issues with this document: john.kitchens@dese.mo.gov

Missouri Learning Standards: Grade-Level Expectations (Adopted April 2016 for implementation in the 2016 – 2017 school year, assessed beginning in the 2018 – 2019 school year.)			NGSS
Jose Working	Physical Science	Carlo Station	
S 20 8 10	PS1 - Matter and Its Interactions	State State	
1	A. Structure and Properties of Matter		
6-8.PS1.A.1	Develop models to describe the atomic composition of simple molecules and extended structures. [Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular- level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.]	<u>MS-PS1-1.</u>	Develop models to describe the atomic composition of simple molecules and extended structures. [Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular- level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.] [Assessment Boundary: Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete description of all individual atoms in a complex molecule or extended structure is not required.]
6-8.PS1.A.2	Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. [Clarification Statement: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride.]	<u>MS-PS1-2.</u>	Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. [Clarification Statement: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride.] [Assessment boundary: Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.]

6-8.PS1.A.3	Gather, analyze, and present information to describe that synthetic materials come from natural resources and how they impact society. [Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.]	<u>MS-PS1-3.</u>	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. [Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.] [Assessment Boundary: Assessment is limited to qualitative information.]
6-8.PS1.A.4	Develop a model that describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. [Clarification Statement: Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawings and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.]	<u>MS-PS1-4.</u>	Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. [Clarification Statement: Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawing and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.]
	PS1 - Matter, and Its Interactions		
Contraction of the	B. Chemical Reactions		
	D. Chemital Reactions		
6-8.PS1.B.1	Develop and use a model to describe how the total number of atoms remains the same during a chemical reaction and thus mass is conserved. [Clarification Statement: Emphasis is on law of conservation of matter and on physical models or drawings,	MS-PS1-5.	Develop and use a model to describe how the total number of ato does not change in a chemical reaction and thus mass is conserved. [Clarification Statement: Emphasis is on law of conservation of matter and on physical models or drawings,

	including digital forms that represent atoms.]		including digital forms, that represent atoms.] [Assessment Boundary: Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.]
6-8.PS1.B.2	Construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes. [Clarification Statement: Emphasis is on the design, controlling the transfer		
	of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.]	<u>MS-PS1-6.</u>	Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.* [Clarification Statement: Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.] [Assessment Boundary: Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.]
	C. Nuclear Process		
	c. nuclear riotess		
	PS2 - Motion and Stability: Forces and Interactions		
	A. Forces and Motion		이 방송을 통하는 것은 것은 것은 것은 것을 다 같이 같이 없는 것이 없다.
6-8.PS2.A.1	Apply physics principles to design a solution that minimizes the force of an object during a collision and develop an evaluation of the solution.		
		<u>MS-PS2-1.</u>	Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.* [Clarification Statement: Examples of practical problems could include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle.] [Assessment Boundary: Assessment is limited to vertical or horizontal interactions in one dimension.]



		Science	
6-8.PS2.A.2	Plan and conduct an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. [Clarification Statement: Emphasis is on balanced (Newton's First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton's Second Law), frame of reference, and specification of units.]	<u>MS-PS2-2.</u>	Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. [Clarification Statement: Emphasis is on balanced (Newton's First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton's Second Law), frame of reference, and specification of units.] [Assessment Boundary: Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time. Assessment does not include the use of trigonometry.]
	B. Types of Interaction		
6-8.PS2.B.1	Analyze diagrams and collect data to determine the factors that affect the strength of electric and magnetic forces. [Clarification Statement: Examples of devices that use electric and magnetic forces could include electromagnets, electric motors, or generators. Examples of data could include the effect of the number of turns of wire on the strength of an electromagnet, or the effect of increasing the number or strength of magnets on the speed of an electric motor.]		
		<u>MS-PS2-3.</u>	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. [Clarification Statement: Examples of devices that use electric and magnetic forces could include electromagnets, electric motors, or generators. Examples of data could include the effect of the number of turns of wire on the strength of an electromagnet, or the effect of increasing the number or strength of magnets on the speed of an electric motor.] [Assessment Boundary: Assessment about questions that require quantitative answers is limited to proportional reasoning and algebraic thinking.]

	5	Science	
6-8.PS2.B.2	Create and analyze a graph to use as evidence to support the claim that gravitational interactions depend on the mass of interacting objects. [Clarification Statement: Examples of evidence for arguments could include data generated from simulations or digital tools; and charts displaying mass, strength of interaction, distance from the Sun, and orbital periods of objects within the solar system.]		
		<u>MS-PS2-4.</u>	Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. [Clarification Statement: Examples of evidence for arguments could include data generated from simulations or digital tools; and charts displaying mass, strength of interaction, distance from the Sun, and orbital periods of objects within the solar system.] [Assessment Boundary: Assessment does not include Newton's Law of Gravitation or Kepler's Laws.]
6-8.PS2.B.3	Conduct an investigation and evaluate the experimental design to provide evidence that electric and magnetic fields exist between objects exerting forces on each other even though the objects are not in contact [Clarification Statement: Examples of this phenomenon could include the interactions of magnets, electrically-charged strips of tape, and electrically-charged pith balls. Examples of investigations could include first-hand experiences or simulations.]	<u>MS-PS2-5.</u>	Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. [Clarification Statement: Examples of this phenomenon could include the interactions of magnets, electrically-charged strips of tape, and electrically-charged pith balls. Examples of investigations could include first-hand experiences or simulations.] [Assessment Boundary: Assessment is limited to electric and magnetic fields, and limited to qualitative evidence for the existence of fields.]
Series 1	PS3 - Energy		
	A. Definitions of Energy	No. Constanting	
6-8.PS3.A.1	Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. [Clarification Statement: Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include riding a bicycle at different speeds, rolling different sizes of rocks downhill, and getting hit by a whiffle ball versus a tennis	<u>MS-PS3-1.</u>	Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. [Clarification Statement: Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include riding a bicycle at different speeds, rolling different sizes of rocks downhill, and getting hit by a wiffle ball versus a tennis ball.]
6-8.PS3.A.2	ball.] Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. [Clarification Statement: Emphasis is on relative amounts of potential energy, not on calculations of potential energy. Examples of objects within systems interacting at varying distances could include:	<u>MS-PS3-2.</u>	Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. [Clarification Statement: Emphasis is on relative amounts of potential energy, not on calculations of potential energy. Examples of objects within systems interacting at varying distances could include: the Earth and either a rother sogtem

	S	Science	
	the Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge being brought closer to a classmate's hair. Examples of models could include representations, diagrams, pictures, and written descriptions of systems.]		cart at varying positions on a hill or objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge being brought closer to a classmate's hair. Examples of models could include representations, diagrams, pictures, and written descriptions of systems.] [Assessment Boundary: Assessment is limited to two objects and electric, magnetic, and gravitational interactions.]
5-8.PS3.A.3	Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. [Clarification Statement: Examples of devices could include an		Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.* [Clarification Statement: Examples of devices could include an
	insulated box, a solar cooker, and a Styrofoam cup.]	<u>MS-PS3-3.</u>	insulated box, a solar cooker, and a Styrofoam cup.] [Assessment Boundary: Assessment does not include calculating the total amount o thermal energy transferred.]
6-8.PS3.A.4	Plan and conduct an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the temperature of the sample. [Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.]	<u>MS-PS3-4.</u>	Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. [Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.] [Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.]
地域の設置	B. Conservation of Energy and Energy Transfer		
6-8.PS3.B	Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. [Clarification Statement:	<u>MS-PS3-5.</u>	Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. [Clarification Statement: Examples of empirica

	Examples of empirical evidence used in arguments could include		evidence used in arguments could include an inventory or other
	an inventory or other representation of the energy before and after the transfer in the form of temperature changes or motion of object.]		representation of the energy before and after the transfer in the form of temperature changes or motion of object.] [Assessment Boundary: Assessment does not include calculations of energy.]
	C. Relationship Between Energy and Forces		
	PS4 - Waves and Their Applications in Technologies for Information Transfer		
	A. Wave Properties		
6-8.PS4.A.1	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. [Clarification Statement: Emphasis is on describing waves with both qualitative and quantitative thinking.]	<u>MS-PS4-1.</u>	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. [Clarification Statement: Emphasis is on describin waves with both qualitative and quantitative thinking.] [Assessment Boundary: Assessment does not include electromagnetic waves and is limited to standard repeating waves.]
6-8.PS4.A.2	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. [Clarification Statement: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.]	<u>MS-PS4-2.</u>	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials. [Clarification Statement: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.] [Assessment Boundary: Assessment is limited to qualitative applications pertaining to light and mechanical waves.]
		<u>MS-PS4-3.</u>	Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals. [Clarification Statement: Emphasis is on a basic understanding that waves can be used for communication purposes. Examples could include using fiber optic cable to transmit light pulses, radio wave pulses in wifi devices, and conversion of stored binary patterns to make sound or text on a computer screen.] [Assessment Boundary: Assessment does not include binary counting. Assessment does not include the specific mechanism of any given device.]
	B. Electromagnetic Radiation		

	LS1 - From Molecules to Organisms: Structure and Processes		
	A. Structure and Function		
6-8.LS1.A.1	Provide evidence that organisms (unicellular and multicellular) are made of cells and that a single cell must carry out all of the basic functions of life. [Clarification Statement: Emphasis is on developing evidence that living things are made of cells,		
	distinguishing between living and non-living things, and understanding that living things may be made of one cell or many and varied cells.]	<u>MS-LS1-1.</u>	Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. [Clarification Statement: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living things, and understanding that living things may be made of one cell or many and varied cells.]
6-8.LS1.A.2	Develop and use a model to describe the function of a cell as a whole and ways parts of the cells contribute to that function. [Clarification Statement: Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall.]	<u>MS-LS1-2.</u>	Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. [Clarification Statement: Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall.] [Assessment Boundary: Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.]
6-8.LS1.A.3	Develop an argument supported by evidence for how multicellular organisms are organized by varying levels of		
	complexity; cells, tissue, organs, organ systems.	<u>MS-LS1-3.</u>	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. [Clarification Statement: Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems.] [Assessment Boundary: Assessment does not include the mechanism of one body system independent of others. Assessment is limited to the circulatory, excretory, digestive, respiratory, muscular, and nervous systems.]
6-8.LS1.A.4	Present evidence that body systems interact to carry out key body functions, including providing nutrients and oxygen to calls, removing carbon dioxide and waste from calls and the		
	cells, removing carbon dioxide and waste from cells and the body, controlling body motion/activity and coordination, and protecting the body.	MS-LS1-3.	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. [Clarification Statement: Emphasis is on the conceptual understanding that cells



			form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems.] [Assessment Boundary: Assessment does not include the mechanism of one body system independent of others. Assessment is limited to the circulatory, excretory, digestive, respiratory, muscular, and nervous systems.]
	B. Growth and Development of Organisms		
6-8.LS1.B.1	Construct an explanation for how characteristic animal behaviors as well as specialized plant structures affect the probability of successful reproduction of animals and plants		
	respectively. [Clarification Statement: Examples of animal behaviors that affect the probability of animal reproduction could include nest building to protect young from cold, herding of animals to protect young from predators, and vocalization of animals and colorful plumage to attract mates for breeding. Examples of animal behaviors that affect the probability of plant reproduction could include transferring pollen or seeds; and, creating conditions for seed germination and growth. Examples of plant structures that affect the probability of plant reproduction could include bright flowers attracting butterflies that transfer pollen, flower nectar and odors that attract insects that transfer pollen, and hard shells on nuts that squirrels bury.]	<u>MS-LS1-4.</u>	Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. [Clarification Statement: Examples of behaviors that affect the probability of animal reproduction could include nest building to protect young from cold, herding of animals to protect young from predators, and vocalization of animals and colorful plumage to attract mates for breeding. Examples of animal behaviors that affect the probability of plant reproduction could include transferring pollen or seeds, and creating conditions for seed germination and growth. Examples of plant structures could include bright flowers attracting butterflies that transfer pollen, flower nectar and odors that attract insects that transfer pollen, and hard shells on nuts that squirrels bury.]
6-8.LS1.B.2	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. [Clarification Statement: Examples of local environmental conditions could include availability of food, light, space, and water. Examples of genetic factors could include large breed cattle and species of grass affecting growth of organisms. Examples of evidence could include drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in	<u>MS-LS1-5.</u>	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. [Clarification Statement: Examples of local environmental conditions could include availability of food, light, space, and water. Examples of genetic factors could include large breed cattle and species of grass affecting growth of organisms. Examples of evidence could include drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions, and fish

	Science			
	different conditions, and fish growing larger in large ponds than they do in small ponds.]		growing larger in large ponds than they do in small ponds.] [Assessment Boundary: Assessment does not include genetic mechanisms, gene regulation, or biochemical processes.]	
	C. Organization for Matter and Energy Flow in Organisms			
6-8.LS1.C	Construct a scientific explanation based on evidence for the role of photosynthesis and cellular respiration in the cycling of matter and flow of energy into and out of organisms.			
	inacter and now of energy into and out of organisms.	<u>MS-LS1-6.</u>	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. [Clarification Statement: Emphasis is on tracing movement of matter and flow of energy.] [Assessment Boundary: Assessment does not include the biochemical mechanisms of photosynthesis.]	
		<u>MS-LS1-7.</u>	Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. [Clarification Statement: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released.] [Assessment Boundary: Assessment does not include details of the chemical reactions for photosynthesis or respiration.]	
		<u>MS-LS1-8.</u>	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. [Assessment Boundary: Assessment does not include mechanisms for the transmission of this information.]	
	LS2 - Ecosystems: Interactions, Energy, and Dynamics			
人的以后有	A. Interdependent Relationships in Ecosystems			

#### 6-8.LS2.A.1 Analyze and interpret data to provide evidence for the effects of Analyze and interpret data to provide evidence for the effects of resource availability on individual organisms and populations of resource availability on organisms and populations of organisms in organisms in an ecosystem. [Clarification Statement: Emphasis an ecosystem. [Clarification Statement: Emphasis is on cause and MS-LS2-1. is on cause and effect relationships between resources and effect relationships between resources and growth of individual growth of individual organisms and the numbers of organisms in organisms and the numbers of organisms in ecosystems during ecosystems during periods of abundant and scarce resources.]. periods of abundant and scarce resources.] 6-8.LS2.A.2 Construct an explanation that predicts the patterns of Construct an explanation that predicts patterns of interactions interactions among and between the biotic and abiotic factors in among organisms across multiple ecosystems. [Clarification a given ecosystem. [Clarification Statement: Relationships may Statement: Emphasis is on predicting consistent patterns of MS-LS2-2. include competition, predation, and symbiosis.] interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.] B. Cycles of matter and Energy Transfer in Ecosystems 6-8.LS2.B Develop a model to describe the cycling of matter and flow of Develop a model to describe the cycling of matter and flow of energy energy among living and nonliving parts of an ecosystem. among living and nonliving parts of an ecosystem. [Clarification [Clarification Statement: Emphasis is on describing the Statement: Emphasis is on describing the conservation of matter and conservation of matter and flow of energy into and out of MS-LS2-3. flow of energy into and out of various ecosystems, and on defining various ecosystems, including food chains and food webs.] the boundaries of the system.] [Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.] C. Ecosystems Dynamics, Functioning and Resilience 6-8.LS2.C.1 Construct an argument supported by empirical evidence that Construct an argument supported by empirical evidence that explains how changes to physical or biological components of an changes to physical or biological components of an ecosystem affect ecosystem affect populations. [Clarification Statement: populations. [Clarification Statement: Emphasis is on recognizing Emphasis is on recognizing patterns in data and making MS-LS2-4. patterns in data and making warranted inferences about changes in inferences about changes in populations, defining the populations, and on evaluating empirical evidence supporting boundaries of the system, and on evaluating empirical evidence arguments about changes to ecosystems.] supporting arguments about changes to ecosystems.] 6-8.1.S2.C.2 Evaluate benefits and limitations of differing design solutions for maintaining an ecosystem. [Clarification Statement: Examples of design solutions could include water, land, and species protection, and the prevention of soil erosion. Examples of Evaluate competing design solutions for maintaining biodiversity design solution constraints could include scientific, economic, and ecosystem services.\* [Clarification Statement: Examples of and social considerations.] ecosystem services could include water purification, nutrient MS-LS2-5. recycling, and prevention of soil erosion. Examples of design solution constraints could include scientific. economic, and social considerations.]

(international)	LS3 - Heredity: Inheritance and Variation of Traits		
	A. Inheritance of Traits		
		MS-LS3-1.	Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. [Clarification Statement: Emphasis is on conceptual understanding that changes in genetic material may result in making different proteins.] [Assessment Boundary: Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.]
	B. Variation of Traits		
		<u>MS-LS3-2.</u>	Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. [Clarification Statement: Emphasis is on using models such as Punnett squares, diagrams, and simulations to describe the cause and effect relationship of gene transmission from parent(s) to offspring and resulting genetic variation.]
	LS4 - Biological Evolution; Unity and Diversity		
	A. Evidence of Common Ancestry and Diversity		
6-8.LS4.A	Analyze and interpret evidence from the fossil record to infer patterns of environmental change resulting in extinction and changes to life forms throughout the history of the Earth. [Clarification Statement: Examples of evidence include sets of fossils that indicate an environment, anatomical structures that indicate the function of an organism in the environment, and fossilized tracks that indicate behavior of organisms.]	<u>MS-LS4-1.</u>	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. [Clarification Statement: Emphasis is on finding patterns of changes in the level of complexity of anatomical structures in organisms and the chronological order of fossil appearance in the rock layers.] [Assessment Boundary: Assessment does not include the names of individual species or geological eras in the fossil record.]
		<u>MS-LS4-2.</u>	Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships. [Clarification Statement: Emphasis is on explanations of the



			evolutionary relationships among organisms in terms of similarity or differences of the gross appearance of anatomical structures.]
		<u>MS-LS4-3.</u>	Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy. [Clarification Statement: Emphasis is on inferring general patterns of relatedness among embryos of different organisms by comparing the macroscopic appearance of diagrams or pictures.] [Assessment Boundary: Assessment of comparisons is limited to gross appearance of anatomical structures in embryological development.]
	B. Natural Selection		
6-8.LS4.B.1	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. [Clarification Statement: Emphasis is on using simple probability statements and proportional reasoning to construct explanations.]	MS-LS4-4.	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. [Clarification Statement: Emphasis is on using simple probability statements and proportional reasoning to construct explanations.]
6-8.LS4.B.2	Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms. [Clarification Statement: Emphasis is on synthesizing information from reliable sources about the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, and farming practices).]	<u>MS-LS4-5.</u>	Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms. [Clarification Statement: Emphasis is on synthesizing information from reliable sources about the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, gene therapy); and, on the impacts these technologies have on society as well as the technologies leading to these scientific discoveries.]
	C. Adaptation		
6-8.LS4.C	Interpret graphical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	MS-LS4-6.	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. [Clarification Statement: Emphasis is on using mathematical models, probability statements, and proportional reasoning to support explanations of trends in changes to populations over time.] [Assessment Boundary: Assessment does not include Hardy Weinberg calculations.]

	ESS1 - Earth's Place in the Universe	建式化物	
	A. The Universe and its Stars		
6- 8.ESS1.A.1	Develop and use a model of the Earth-sun-moon system to explain the cyclic patterns of lunar phases and eclipses of the sun and moon. [Clarification Statement: Examples of models can be physical, graphical, or conceptual and should emphasize relative positions and distances.]	<u>MS-ESS1-1.</u>	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. [Clarification Statement: Examples of models can be physical, graphical, or conceptual.]
6- 8.ESS1.A.2	Develop and use a model of the Earth-sun system to explain the cyclical pattern of seasons, which includes the Earth's tilt and directional angle of sunlight on different areas of Earth across the year. [Clarification Statement: Examples of models can be physical, graphical, or conceptual.]		
6- 8.ESS1.A.3	Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. [Clarification Statement: Emphasis for the model is on gravity as the force that holds together the solar system and Milky Way galaxy and controls orbital motions within them. Examples of models can be physical or conceptual.]	MS-ESS1-2.	Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. [Clarification Statement: Emphasis for the model is on gravity as the force that holds together the solar system and Milky Way galaxy and controls orbital motions within them. Examples of models can be physical (such as the analogy of distance along a football field or computer visualizations of elliptical orbits) or conceptual (such as mathematical proportions relative to the size of familiar objects such as students' school or state).] [Assessment Boundary: Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of the planets as viewed from Earth.]
	B. Earth and the Solar System		
6-8.ESS1.B	Analyze and interpret data to determine scale properties of objects in the solar system. [Clarification Statement: Examples of scale properties include the sizes of an object's layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data include statistical information, drawings and photographs, and models.]	MS-ESS1-3.	Analyze and interpret data to determine scale properties of objects in the solar system. [Clarification Statement: Emphasis is on the analysis of data from Earth-based instruments, space-based telescopes, and spacecraft to determine similarities and differences among solar system objects. Examples of scale properties include the sizes of an object's layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data include statistical information, drawings and photographs, and models.] [Assessment Boundary: Assessment does not include recalling facts about properties of the planets and other solar system bodies.]
	C. The History of Planet Earth		
6-8.ESS1.C	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's history. [Clarification Statement: Emphasis is on how analyses of rock formations and the fossils they contain are used to establish relative ages of major events in Earth's history.	MS-ESS1-4.	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6- billion-year-old history. [Clarification Statement: Emphasis is on how analyses of rock formations and the fossils they contain are used to establish relative ages of major events in Earth's history.

240

	Examples of Earth's major events could range from being very recent (such as the last Ice Age or the earliest fossils of homo sapiens) to very old (such as the formation of Earth or the earliest evidence of life). Examples can include the formation of mountain chains and ocean basins, the evolution or extinction of particular living organisms, or significant volcanic eruptions.]		Examples of Earth's major events could range from being very recent (such as the last Ice Age or the earliest fossils of homo sapiens) to very old (such as the formation of Earth or the earliest evidence of life). Examples can include the formation of mountain chains and ocean basins, the evolution or extinction of particular living organisms, or significant volcanic eruptions.] [Assessment Boundary: Assessment does not include recalling the names of specific periods or epochs and events within them.]
	ESS2 - Earth's Systems		
	A. Earth Materials and Systems		
6- 8.ESS2.A.1	Develop and use a model to illustrate that energy from the Earth's interior drives convection which cycles Earth's crust leading to melting, crystallization, weathering and deformation of large rock formations, including generation of ocean sea floor		
	at ridges, submergence of ocean sea floor at trenches, mountain building and active volcanic chains. [Clarification Statement: The emphasis is on large-scale cycling resulting from plate tectonics that includes changes in rock types through erosion, heat and pressure.]	MS-ESS2-1.	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. [Clarification Statement: Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth's materials.] [Assessment Boundary: Assessment does not include the identification and naming of minerals.]
6- 8.ES\$2.A.2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. [Clarification Statement: Emphasis is on how processes change Earth's surface at time and spatial scales that can be large (such as slow plate motions or the uplift of large mountain ranges) or small (such as rapid landslides or microscopic geochemical reactions), and how many geoscience processes (such as earthquakes, volcanoes, and meteor impacts) usually behave gradually but are punctuated by catastrophic events. Examples of geoscience processes include surface weathering and deposition by the movements of water, ice, and wind. Emphasis is on geoscience processes that shape local geographic features, where appropriate.]	MS-ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. [Clarification Statement: Emphasis is on how processes change Earth's surface at time and spatial scales that can be large (such as slow plate motions or the uplift of large mountain ranges) or small (such as rapid landslides or microscopic geochemical reactions), and how many geoscience processes (such as earthquakes, volcanoes, and meteor impacts) usually behave gradually but are punctuated by catastrophic events. Examples of geoscience processes include surface weathering and deposition by the movements of water, ice, and wind. Emphasis is on geoscience processes that shape local geographic features, where appropriate.]
	B. Plate Tectonics and Large-Scale Systems		
6-8.ESS2.B	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. [Clarification Statement:	MS-ESS2-3.	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. [Clarification Statement: Examples of data

241

	Science					
	Examples of data include similarities of rock and fossil types on different continents, the shapes of the continents (including continental shelves), and the locations of ocean structures (such as ridges, fracture zones, and trenches).]		include similarities of rock and fossil types on different continents, the shapes of the continents (including continental shelves), and the locations of ocean structures (such as ridges, fracture zones, and trenches).] [Assessment Boundary: Paleomagnetic anomalies in oceanic and continental crust are not assessed.]			
	C. The Role of Water in Earth's Surface Processes					
6- 8.ESS2.C.1	Design and develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. [Clarification Statement: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.]	<u>MS-ESS2-4.</u>	Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. [Clarification Statement: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.] [Assessment Boundary: A quantitative understanding of the latent heats of vaporization and fusion is not assessed.]			
6- 8.ESS2.C.2	Research, collect, and analyze data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. [Clarification Statement: Emphasis is on how air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. Emphasis is on how weather can be predicted within possible ranges. Examples of data can be provided to students (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation).]	MS-ESS2-5.	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. [Clarification Statement: Emphasis is on how air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. Emphasis is on how weather can be predicted within probabilistic ranges. Examples of data can be provided to students (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation).] [Assessment Boundary: Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.]			
6- 8.ESS2.C.3	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. [Clarification Statement: Emphasis is on how patterns vary by latitude, altitude, and geographic land distribution. Emphasis of atmospheric circulation is on the sunlight-driven latitudinal banding, the Coriolis effect, and resulting prevailing winds; emphasis of ocean circulation is on the transfer of heat by the global ocean convection cycle, which is constrained by the Coriolis effect and the outlines of continents. Examples of models can be diagrams, maps and globes, or digital representations.]	MS-ESS2-6.	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. [Clarification Statement: Emphasis is on how patterns vary by latitude, altitude, and geographic land distribution. Emphasis of atmospheric circulation is on the sunlight-driven latitudinal banding, the Coriolis effect, and resulting prevailing winds; emphasis of ocean circulation is on the transfer of heat by the global ocean convection cycle, which is constrained by the Coriolis effect and the outlines of continents. Examples of models can be diagrams, maps and globes, or digital representations.] [Assessment Boundary: Assessment does not include the dynamics of the Coriolis effect.]			

D. Weather and Climate		
	(C) YE VER BY	
E. Biogeology		
ESS3 - Earth and Human Activity		
A. Natural Resources		
Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes and human activity. [Clarification Statement: Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are significantly changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).]	<u>MS-ESS3-1.</u>	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. [Clarification Statement: Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are significantly changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).]
B. Natural Hazards		
Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. [Clarification Statement: Emphasis is on how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable. Examples of natural hazards can be taken from interior processes (such as earthquakes and volcanic eruptions), surface processes (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of data can include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires) or local (such as building basements in tornadoprone regions or reservoirs to mitigate droughts).]	<u>MS-ESS3-2.</u>	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. [Clarification Statement: Emphasis is on how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable. Examples of natura hazards can be taken from interior processes (such as earthquakes and volcanic eruptions), surface processes (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of data can include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires) or local (such as building basements in tornado-prone regions or reservoirs to mitigate droughts).]
	E. Biogeology         ESS3 - Earth and Human Activity         A. Natural Resources         Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes and human activity. [Clarification Statement: Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are significantly changing as a result of removal by humans.         Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).]         B. Natural Hazards         Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. [Clarification Statement: Emphasis is on how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable. Examples of natural hazards can be taken from interior processes (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires) or local (such as building basements in tornado-	E. Biogeology         ESS3 - Earth and Human Activity         A. Natural Resources         Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes and human activity. [Clarification Statement: Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are significantly changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).]       MS-ESS3-1.         B. Natural Hazards       MS-ESS3-1.         Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. [Clarification Statement: Emphasis is on how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable. Examples of natural hazards can be taken from interior processes (such as mass wasting and tsunamis), or severe weather events (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of data can include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires) or local (such as building basements in tornadoprone region

relationship for how increases in -capita consumption of natural ystems. [Clarification Statement: grade-appropriate databases on e rates of consumption of food and freshwater, mineral, and energy). nclude changes to the appearance, e of Earth's systems as well as the e.] to design a method for monitoring mpact on the environment. xamples of the design process include mental impacts, assessing the kinds of and designing and evaluating e that impact. Examples of human usage (such as the withdrawal of quifers or the construction of dams ich as urban development, agriculture,	<u>MS-ESS3-4.</u> <u>MS-ESS3-3.</u>	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. [Clarification Statement: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth's systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.] Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.* [Clarification Statement: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts can include water
mpact on the environment. xamples of the design process include mental impacts, assessing the kinds of and designing and evaluating e that impact. Examples of human usage (such as the withdrawal of quifers or the construction of dams	<u>MS-ESS3-3.</u>	minimizing a human impact on the environment.* [Clarification Statement: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could
s), and pollution (such as of the air,		usage (such as the withdrawal of water from streams and aquifers o the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).]
e		
the past century. [Clarification ctors include human activities (such as nent production, and agricultural esses (such as changes in incoming activity). Examples of evidence can maps of global and regional c levels of gases such as carbon	MS-ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. [Clarification Statement: Examples of factors include human activities (such as fossil fuel combustion, cement production, and agricultural activity) and natural processes (such as changes in incoming solar radiation or volcanic activity). Examples of evidence can include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and the rates of human activities. Emphasis is on the major role that human activities play in causing the rise in global temperatures.]
	e ctors that have caused the change in the past century. [Clarification ctors include human activities (such as nent production, and agricultural esses (such as changes in incoming cactivity). Examples of evidence can d maps of global and regional ic levels of gases such as carbon the rates of human activities.]	ctors that have caused the change in the past century. [Clarification ctors include human activities (such as nent production, and agricultural esses (such as changes in incoming cactivity). Examples of evidence can d maps of global and regional ic levels of gases such as carbon

	ETS1 - Engineering Design		
	A. Defining and Delimiting Engineering Problems		
6-8.ETS1.A	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	MS-ETS1-1.	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
	B. Developing Possible Solutions		
6-8- ETS1.B.1	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	MS-ETS1-2.	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
6-8- ETS1.B.2	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	MS-ETS1-3.	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
6-8- ETS1.B.3	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	MS-ETS1-4.	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

# Appendix F Sample Math Unit/Lesson Plans



AF Math - Grade 1 - Common Core Unit 3 - 2017-

Unit Overview <sup>1</sup>					
Unit Title Story Problems			Duration	28 days	
Unit Designer Kristina Haag			IA Period	1	
Identify Desired Results: Identify the Stand					
		Standard	The second s		Standards / ted Standards
1.OA.1	to solve situation putting compar position drawing symbol	dition and subtraction within 20 word problems involving hs of adding to, taking from, together, taking apart, and ring, with unknowns in all s, e.g., by using objects, gs, and equations with a for the unknown number to nt the problem. (to 10 for IA2)	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings (no detail), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.5 Fluently add and subtract within 5.		
1.OA.2	addition whose s e.g., by equatio unknow	ord problems that call for n of three whole numbers um is less than or equal to 20, using objects, drawings, and ns with a symbol for the n number to represent the n. (to 10 for IA2)	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		act within 10,

<b>Enduring Understandings</b> <sup>i</sup> : What do you want students to know in 10 years about this topic? What does it look like, in this unit, for students to understand this?				
Grade Level Enduring Understandings	What it looks like – in this unit			
The whole numbers are in a particular order that represents their magnitude. There are patterns in the way we say and write the numbers.	<ul> <li>Students continue to use the counting sequence to help them solve addition and subtraction problems through the use of strategies including count all, count on, count up, and count back.</li> </ul>			
The same value can be shown in multiple ways.	<ul> <li>Students represent various parts of the story problem using manipulatives, pictures, and/or</li> </ul>			

<sup>1</sup> Copyright: Achievement First. Unless otherwise noted, all of the content in this resource is licensed under a <u>Creative</u>. <u>Commons Attribution International 4.0</u> (CC BY) license.



Students may begin to recognize the relationship between addition and subtraction as they move into the solve step of the story problem protocol. Teachers may choose to discuss this relationship when working on take from result unknown, addend unknown, and start or change unknown story problems. Two steps of the story problem protocol are devoted to this enduring understanding. Students represent every story problem they hear using manipulatives, pictures, or numbers, and they have opportunities to see, compare,
devoted to this enduring understanding. Students represent every story problem they hear using manipulatives, pictures, or numbers,
and critique others' representations in the introductions and discussions to story problem lessons. Additionally, as students move into solving, they use the strategy that makes sense to them, and they should regularly have opportunities to discuss these strategies with partners or whole-group. Teachers should push each student to use the most efficient strategy that he or she understands and is able to execute accurately.
n/α
While this unit is not about measuring, the concept of comparing objects of different lengths may be explored through compare difference unknown story problems.
n/a

In the beginning of this unit, students make significant progress toward fluency with addition and subtraction of numbers to 10 as they decompose and compose addends and total amounts within ten. Through the first 8 lessons, students continue to build on their representation of part/part/whole relationships by using number bonds and equations to show the composition and decomposition of numbers. Embedded in these lessons is also review of addition and subtraction strategies including count all, count on, count back, and using known facts. Students also begin to explore the relationship between addition and subtraction by using count up to solve for a missing part.



The number strings block aligns with this work on part/part/whole relationships and fluency with numbers by seeing them as parts, and manipulating them in order to efficiently find the total. It will work specifically with using the 5-and-10 structures visually to support fluency with numbers. Down the line, this will help students more comfortably apply strategies like make ten and compensate to solve problem efficiently.

Students then move on to tackle story problems. They review story problem types taught in Kindergarten (AT-RU, TF-RU, PT/TA-TU, PT/TA-BAU) and also grapple with new problem types (AT-CU, AT-SU, TF-CU, TF-SU). The focus of these lessons is on making meaning of the story problems by visualizing and representing. Students recognize and relate pictorial and abstract representations, including literal 1-to-1 pictures, tape diagrams and/or number bonds, and equations. For all of these story problem types, students should be able to represent with cubes or another manipulative, a 1:1 picture, a 1:1 tape diagram and/or number bond, a numerical tape diagram and/or number bond, and an equation. Further, students should be able to relate all of these representations to each other, articulating how they all represent the story.

Students should use their representations to begin to solve using a strategy that makes sense to them. While teachers should push for the most efficient strategy to solve, the emphasis of this unit is on visualizing and representing, as this must be mastered first; thus, most lessons focus on the representation strategies, rather than solution strategies (similar to the middle agenda in the Math Stories Block).

After PT/TA, AT and TF story problems are mastered, students move onto the more difficult compare story problems. Students spend several lessons developing an understanding of the language of "more," "less," and "fewer" outside the context of story problems. In these lessons, they should come to think of "more" as "the same and some more" (for example 2 more than 4 is the same as 4 and 2 more), and less or fewer as the same but some less (for example, 2 fewer than 4 is the same as 4 but 2 less). Further, how many more or less can be thought of as "How many does x have that y doesn't have?" To help with this thinking, teachers should break the thought process up. Instead of "How many more?" They should think of it in 2 parts: Which has more? How many more? Kids can similarly express their understanding by saying, "X has more. X has 2 more." (For an example of students using this language fluently to discuss a compare problem, see the first grade math stories video on comparing dog bones.)

Once the vocabulary of compare problems is familiar, students begin to represent and solve story problems concretely and then pictorially. While number bonds and tape diagrams are used interchangeably for other story problem types, tape diagrams should be used rather than number bonds for compare problems. The 1:1 tape diagram is especially helpful for compare problems to start. Abstract representations of compare scenarios are not introduced in this unit, as we want to ensure that students have a strong, concrete understanding of what it means to compare before they move into the abstract.

At the end of the unit, students are able to move fluidly through the story problem protocol and represent a number of story problem scenarios with pictures or numbers using tape diagrams, number bonds, and equations (with the exception of compare problems). They use these representations to solve in a way that makes sense to them.

Key strategies for representing story problems include:

	Concrete	Pictorial
Required	Cubes or other manipulative	1:1 drawing 1:1 tape diagram 1:1 number bond



			Cı
Cubes or Another Manipulative			
<ul> <li>Students use cubes or another</li> </ul>	er manipulative to represent the stor	у.	



PT/TA-RU There were 3 bananas and 4 aranges many pieces of full were there?	in the bowl. How		h fhe class. How many boys could Many gits could there be?	
	13			
AT-RU	AT-CU		AT-SU	
i had 5 books. My teacher gave me 3 mare, How many books do i have now?	I had 5 books. My some mare, New books. How many feacher are met	have à	Thad some books. My teacher gave me 3 mars. Now thave 8 books. How many books did thove to start!	
		0.00 C		
TF-RU	TF-CU		TF-SU	
scrah had 5 bahans. 2 popped. Haw many dees she have now?	Sorah had 5 batas popped. Now she popped?	nos 3. How many	Sarah had some balloons. 2 popped. Now she has 3 balloons. How did she have to start?	
C-DU	C-BU		C-SU	
There were 2 girls and 4 bays in the class. How many more bays were (here than gib?	There were 2 more the class, There we many boys were th	ne 2 gats, Now	There were 2 fewer gits than boys h the class. There were 4 boys. Hc.v many gits were there?	
0000	<u>ala (2)a</u>			
				111
Drawing				

represented one-to-one rather than numerically.



PT/TA-RU PT/TA-BAU There were 3 bananas and 4 aranges in the bowl. How There were 5 kids in the class. How many boys could many pleces of that were there? there be and how many alls could there be? 000 Girks 2 000 0000 manges ٠ baranas AT-RU AT-CU AT-SU Thed 5 books. My teacher gave me I had \$ books. My feacher gove me I had some books. My teacher gave 3 more. How many books do I have some more, Now I have a me 3 more. Now I have 8 acm8 books. How many books did my books. How many books did I have Neacher alve met to stort? 3 4 2 000 00000 0006 ant hod all UC. TF-RU TF-CU TF-SU Sarah had S balloons. 2 Sarah had 3 baltons. Some Sarah had some balloons. 2 popped. popped. How many does she have popped. Now she has 3. How many Now she has 3 balloons. How many did poppad? she have to start? now? 105 popped Papiped 1efa C-DU C-80 C-SU There were 2 gits and 4 boys in the There were 2 more boys than arts in There were 2 fewer girls than boy: h class. How many more boys were the class. There were 2 phis. How the closs. There were 4 boys. Ho w there than girls? mony boys were there? many aids were there? app ? 399 1. XX g 1 5000C 60000? 60000

#### 1:1 Tape Diagram or Number Bond

- Students use a tape diagram or number bond to represent the parts and whole in the story; quantities are represented one-to-one rather than numerically.
- For compare problems, students should represent with tape diagrams only, not with number bonds.



PT/TA-RU	PT/TA-BAU	PT/TA-BAU		
There were 3 bananas and 4 oranges it many places of full were there?		in the class. How many boys could many girls could there bet		
2 2 2 2 2 7		11 11 000 000 000 000 000 000 000 000 0		
AT-RU	AT-CU	AT-SU		
I had 5 books. My teacher gave me 3 more. How many books do I have naw?	thad 5 books. My leacher gave me some mare. Now I have 3 books. How many books did my leacher give met	I had some books. My teacher gave me 3 more. Now I have 9 books. Haw many books did I have to start?		
	000000	10000000000000000000000000000000000000		
TF-RU	TF-CU	TF-SU		
Sarah had 5 bolloons. 2 popped. How many does she have now?	Sarah had 5 balloons, Some popped, Now she has 3. How many popped?	Sarah had some balloons. 2 popped. Now she has 3 balloons. How many did she have to start?		
100000 (C) 100000 (C) 1000 1 1 1000 1 1 1000 1 1000 (C)	boooo C	Page Id4		
C-DU	C-8U	C-SU		
There were 2 gits and 4 boys in the class. How many more boys were there than girst	There were 2 mare boys than gits in the class. There were 2 phis. How many boys were thans?	There were 2 fewer girls than Doys In The class. There were 4 boys. How many girls were there?		
9007 [7] 10000	9 00 mule ?	9 [7] XX Aver D [3000]		

number bond.



PT/TA-IIU		PT/TA-BAU	
There were 3 banarios and 4 aranges	in the lacinit, How		n the closs. How many boys could
many pieces of thut were there?		there be and haw	many gra could there be
		<u>Sk</u> U g	
AT-RU	At-CU		AT-SU
Thed 5 books My leacher gave me	Thad S beaks. My	leact er dave me	I hard some books. My teacher gav
3 more. How many books do I have	some more, Now I		me 3 more, Now Ihave B
news	bocks How many		books, How many books aid I have
	reacher give me?		to start?
157137 (5) (8) 700 (8)	157 m	en Con	Part der Part d
TF-RU	TF-CU		17.50
Sorah had 5 bolloons. Popped. How many dues the nave now	Sarah had 5 ballad bopped. Now she bopped?		Sarah had some balloons. 2 popped. Now she has 3 balloons. How many die she have to start?
Part ide due est	1000 1713 191100	State State	177 20
C-DU	C-80	3.6	C-\$U
There were 2 gris and 4 boys in the	There were 2 more	boys that girs in	There were 2 fewer aits than boys h
class. How many more boys were	the class. There we		the closs There were a boys How
there than girk?	many bays were th		many grk were there?
G. [2] ?!	9121 H		9 27 12? Tente

#### Equation

- Students use a situation or solution equation to represent the story. (The examples provided are situation equations, since the solution equations are unlikely to come up at this point in the year.)
- Note: students may use a box, line, or question mark to represent the unknown in the equation. Students may also experiment with a letter connected to the unknown, but this should not be pushed.



PT/TA-RU		PT/TA-BAU	
There were 3 bandrics and 4 oranges many pieces of fruit were there?	in the bowl How	There were 5 kins in the class. How many boys could there be and how many gris could them be?	
$\frac{2}{2} + \frac{1}{2} = \frac{1}{\frac{1}{2}}$		2	+ []=5 g krds
AT-RU	AT-CU		AT-SU
I had 5 books. My leacher gave me 3 more: How many books do I have now?	Frad 5 books. My tome more. New backs. How many feacher give me?	hove 3	Lhad some books. My teachet gave me 3 mare, Now Lhave 8 books. Now many books did Lhave to start?
5+3= []	5+[] hold gar	anterio	Tod 3 = 8
TF-RU	TF-CU		Tre Sarah had some balloons. 2 popped
Soreh had 5 bolloons 2 papped. Haw many does she have	Sarah had 5 bailed	has 3. Hew many	Now she has 3 balloons. How many clid she have to start?
now?	DODDen?	Hes a men mony	bailoons. How clid she have to start!
5 - Z = 1	S- Lipp	]- 2) (注) (注)	- 2 - 3
C . DU	C-8U		C-50
There were 2 girls and 4 boys in the class, ifow many more boys were there than girls?	There were 2 more the class. There we many cays were th	ere 2 gvis. How	There were 2 fewer give in an bays in the class. There were 4 projections How many gifs were increase.
equations not recommended us a sept strate	Ray Ar when	5 40.4-	
y strategies for solving sto	ry problems	include:	<u> </u>
	Cor	crete	Pictorial
equired			cuses primarily on represent

	CONCIENE	ricional
Required	Since this unit focuses primarily on representation of story p required. Students should choose the most efficient strates	
Recommended Intervention/Extension	Count all with manipulatives Count on Count up	Count all Count on Count up Count back
	Count back	Make ten with 2 addends

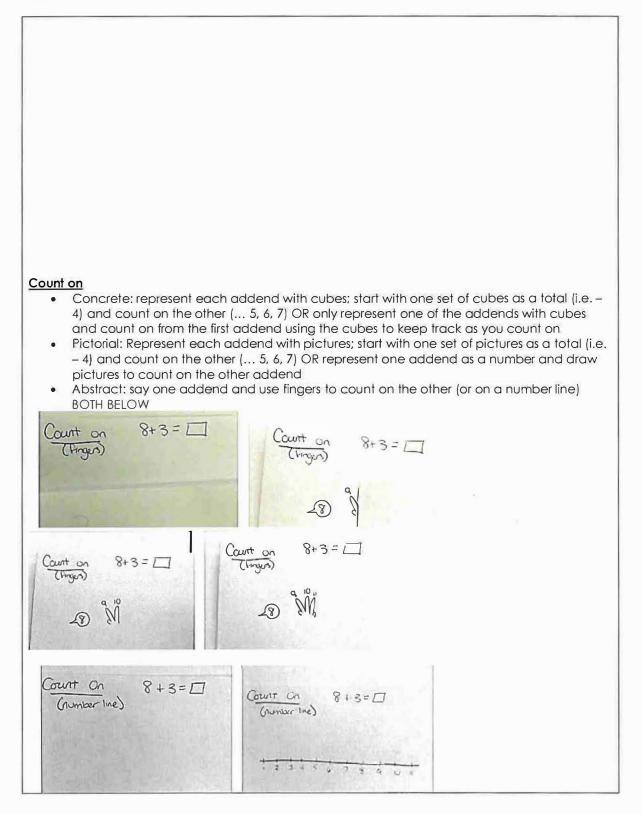
### Count all (addition)

- Concrete: represent both addends with cubes; count all of the cubes together.
- Pictorial: represent both addends with a picture; count all of the pictures together.

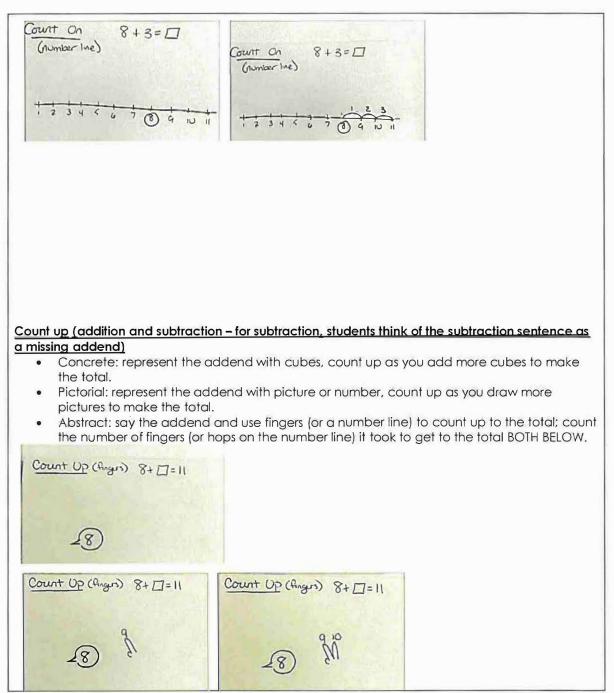
### Count all (subtraction)

- Concrete: represent the total with cubes; take away the subtrahend; count the remaining cubes
- Pictorial: represent the total with a picture; cross out the subtrahend; count the pictures that have not been crossed out.

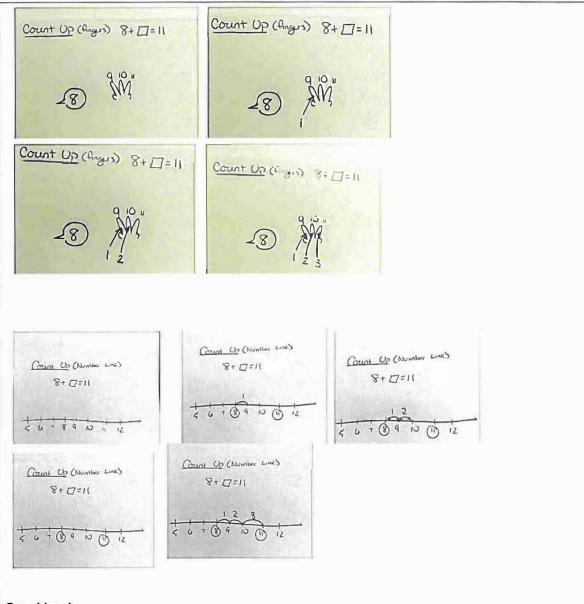








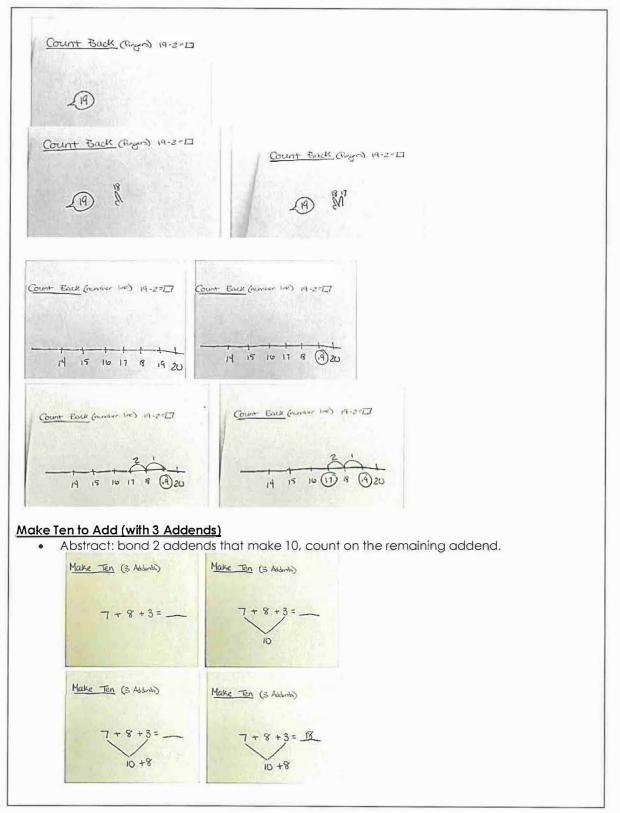
ACHIEVEMENT FIRST



### Count back

- Concrete: start with total number of cubes; count backward as each cube is removed.
- Pictorial: start with the total represented as a picture; count backward as pictures are crossed out.
- Abstract: say the total, use fingers (or a number line) to count backward (can be to count backward the number of times specified by the subtrahend: 19-4 would be 19... 18, 17, 16, 15, putting up 4 fingers, or count backward to the known subtrahend: 19-16 would be 19... 18, 17, 16, putting up 3 fingers and then count the fingers to find the difference). BOTH BELOW:



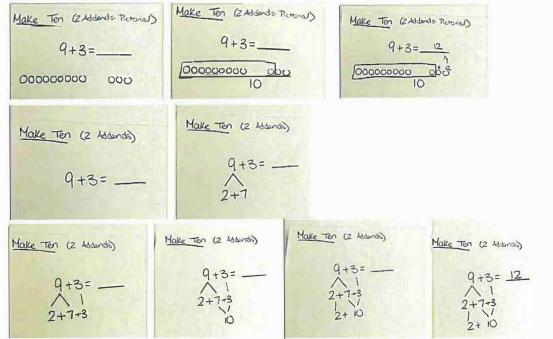






#### Make Ten to Add (with 2 Addends)

- Pictorial: draw pictures to represent each addend, box off 10 and count on the remaining.
- Abstract: decompose one addend into two numbers, one of which can be combined with the other addend to make 10 (for 9+3, 3 could be decomposed into 1+2 because 9+1=10 or, alternatively, 9 could be decomposed into 7 and 2 because 7+3=10); make ten and then count on the remaining addend.



#### Make Ten to Subtract

 Abstract: decompose the subtrahend into two numbers, one of which can be taken from the total to make ten (in 12-3, 3 is decomposed into 2+1 so that the equation is thought of as 12-2-1; 12-2=10, and you are left with one more to subtract); then subtract the other number from ten.

Make Ten to Subvicid	Make Ten to Subtract	Make Ten to Subtract	Make Ten to Subtract
12-3 = 🗔	12-3=	12-3=□ ↓ ∧ 12-2-1	$12 - 3 = \square$ $+ \land$ 12 - 2 - 1 10 - 1
Make Ten to Subtract			
12 - 3 = [9] 12 - 3 = [9] 12 - 3 - [9] 12 - 3 - [9] 10 - 1 - 9			
Just know			



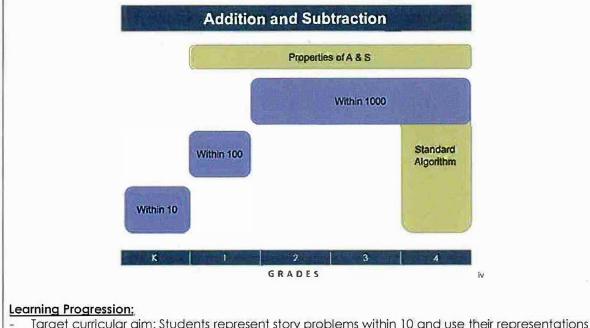
# • Abstract: you just know the math fact

### Linking:

Looking ahead to the remainder of first grade, students will begin adding and subtracting larger numbers within 20 (for which fluency within 10 will be helpful). They will continue to use the strategies for addition and subtraction that they have developed in this unit to solve addition and subtraction problems more efficiently and to begin to explore other strategies. Students will continue to work on story problems following the story problem protocol for the remainder of the year in the math stories block. The story problem types that they are exposed to in this unit will continue throughout the year with larger numbers, and by the end of the year, students will have mastered all story problem types within twenty except start-unknown, compare-bigger unknownfewer, and compare-smaller unknown- more.

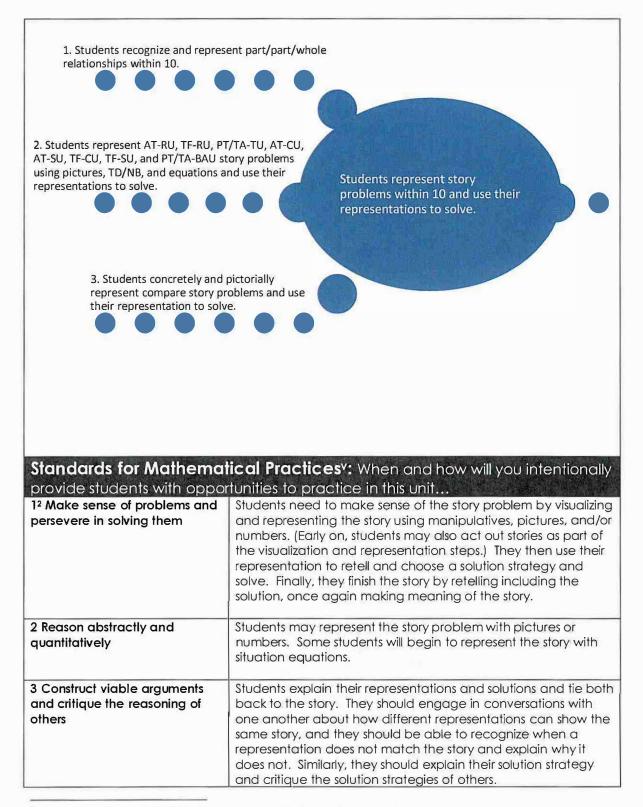
In the rest of elementary school, students will continue to work with story problems following the protocol taught and practiced in this unit. In second grade, students will master the start unknown, compare-bigger unknown-fewer, and compare-smaller unknown- more problem types that they were exposed to in this unit, and they will begin to solve two-step story problems. They will continue to expand their bank of representation and solution strategies.

In upper elementary, students continue to work with story problems, now including multiplication and division in third grade and multi-step with all four operations in fourth. While the language of the protocol changes slightly in the upper grades, the steps of visualizing, representing and retelling, and solving taught in first grade and introduced in kindergarten continue throughout elementary school.



- Target curricular aim: Students represent story problems within 10 and use their representations to solve.
- Building Blocks: Students recognize and represent part/part/whole relationships within 10; students represent AT-RU, TF-RU, PT/TA-TU, AT-CU, AT-SU, TF-CU, TF-SU, and PT/TA-BAU story problems using pictures, TD/NB, and equations, and use their representations to solve; students concretely and pictorially represent compare story problems and use their representation to solve.

2018



<sup>&</sup>lt;sup>2</sup> Bolded SMP are the Focal SMP for the unit identified in the Scope and Sequence.



4 Model with mathematics	Students represent addition and subtraction situations with number sentences and/or picture equations.
5 Use appropriate tools strategically	Students use representation and solution strategies that make sense to them. For many students in this unit, this will mean using connecting cubes or pictures.
6 Attend to precision	Students give clear and precise explanations of their representations and solutions. Students also must be precise in their solving strategy.
7 Look for and make use of structures	
8 Look for and express regularity in repeated reasoning	

Prerequisite skills:	ccurately, and with flexibility?
	d subtract within 5
	tion and subtraction with objects, pictures, and equations
	solve AT-RU, TF-RU, PT/TA-TU and BAU story problems
In this unit:	
<ul> <li>Fluently add an</li> </ul>	d subtract within 10.
	w the steps of the Story Problem Protocol.
<ul> <li>Visualize a story</li> </ul>	problem that is read to them or that they read to themselves (AT-RU, AT-
	J, TF-CU, TF-SU, PT/TA-RU, PT/TA-BAU, C-DU, C-BU, C-SU).
	tory with objects, pictures, or numbers. Explain their representation with
	e story, and use their representations to retell the story problem (AT-RU, AT-
	J, TF-CU, TF-SU, PT/TA-RU, PT/TA-BAU, C-DU, C-BU, C-SU).
	problem using a strategy that makes sense to them (AT-RU, AT-CU, AT-SU, T , PT/TA-RU, PT/TA-BAU, C-DU, C-BU, C-SU}.
Working towards:	(1)(1)(1)(1)(1)(1)(1)(1)(1)(1)(1)(1)(1)(
	oblems within 20.
CONTRACTOR OF A	Aajor Misconceptions & Clarifications <sup>vii</sup>
Misconception	Clarification
Students don't know	-Reread problem; say, "listen carefully; make your mind movie." (May
how to translate the	narrate what you see, particularly if story problem type is newer.)
story problem into a	-Ask, "What happened in the story? How could you show that?"
representation with	-If students are working with numbers, ask them to draw a picture; if
objects, pictures, or	working with pictures, ask them to show what is happening with objec
numbers.	(back up on the CPA continuum).
	-May want to act out story problem before representing, particularly
	with struggling students or with story problem types that are newer to students.



	-If necessary, model of the action of the story problem.
Representation is incomplete or does not match the story.	<ul> <li>Remind students to point to their representation as they retell. Ask,</li> <li>"Does that match the story?"</li> <li>Prompt to touch the part of your representation that shows</li> </ul>
Students skip steps in the protocol.	-Ask, "What do we do after we make a mind movie/represent/retell/solve?"
Students miscount when calculating the answer to the story problem.	<ul> <li>Ask, "can you show me how you figured that out?"</li> <li>Model (or show examples of) carefully counting each object by touching or touching and moving objects/pictures when counting. Ask, "What did you notice? Why do you think we found different answers?"</li> </ul>
Both Addend Unknown Story Problems	<ul> <li>If students find only one solution, ask them "what if there were [2, 3, 4] reds? How many greens would there be then?"</li> <li>If students forget to decrease one addend as the other addend increases, ask them how many there are all together and tell them to check their total.</li> <li>If students are not organizing their work in a meaningful way, go back to using manipulatives. Ask them what they notice they have to do each time in order to maintain the total.</li> <li>If students are unsure whether or not to include 0 as an addend, ask them to reread &amp; retell the story and ask questions to guide them to understand the context: <ul> <li>In stories where there must be "some" of each, say, "So in your retell, you told me that there are some red and some blue. So we have to have some red and some blue. If I have some recand zero blue, do I have some of each?"</li> <li>In stories where there are 2 vases and I have put all of the flowers into the vases. If I have 10 flowers in one vase and zero in the other, do all 10 flowers have a vase?"</li> </ul> </li> <li>This is a K standard so kids who have had K Common Core Instruction should already be proficient in this.</li> </ul>
Compare story problems – meaning of more/fewer	<ul> <li>Encourage students to think of more as "the same as and some more" and fewer as "the same as but some fewer/less" (so 2 more than 5 is 5 and 2 more and 2 fewer than 5 is 5 but 2 fewer/less).</li> <li>Define the question of "how many more/fewer" as how many does x have that y doesn't</li> <li>Break the thinking into 2 parts. (For example, the story problem says Mary has 3 more than Claire, ask: Who has more? How many more? Students should say, "Mary has more. She has 3 more," instead of "Mary has 3 more.") Students should then represent the problems in steps, first showing that Mary has more and then showing that she has 3 more.</li> </ul>
<ul> <li>Represent – sho</li> </ul>	Unit Vocabulary viii ture in your brain of what is happening in the story wing what happened in the story with manipulatives, pictures, or numbers e story again, using the representation to guide you and ending with "we

263



need to figure out..."

- Finish the story retell the story including the solution
- Tape Diagram a visual model that uses rectangles to show the parts of a ratio.
- Number Bond a visual model that shows the relationships between a number and the parts that combine to make it.
- Equation a number sentence that shows two values that are equal (using the = sign).

# Lesson Sequenceix:

March 1 (1997)	im Assessment Two Three: Story Problems 1
2 m	사람은 가슴에 가슴에 가슴 사람이 있는 것은 것을 가슴을 다 있는 것을 통해 있는 것을 통해 있는 것을 하는 것을 수 있다. 것을 수 있는 것을 하는 것을 하는 것을 하는 것을 하는 것을 하는 것을 수 있는 것을 수 있는 것을 수 있다. 것을 수 있는 것을 수 있다. 것을 수 있는 것을 수 있다. 것을 수 있는 것을 것을 수 있는 것을 것을 수 있는 것을 수 있는 것을 수 있는 것을 수 있는 것을 것을 것을 것 같이 않는 것을 것 같이 없다. 것을 것 같이 것 같이 않는 것 같이 없다. 것 같이 것 같이 않는 것 않 않는 것 같이 없다. 것 같이 않는 것 같이 없는 것 같이 없다. 것 같이 것 같이 없는 것 같이 없다. 것 같이 것 같이 않는 것 같이 없다. 것 같이 없는 것 같이 없다. 것 않는 것 같이 않는 것 같이 않는 것 같이 않는 것 같이 않다. 것 하는 것 같이 않는 것 같이 않는 것 않는 것 않는 것 않는 것 같이 않는 것 않는
1	Number Bonds: Concrete
	Given a set of objects, SWBAT represent the whole and parts using a number bond.
	Introduction: Intro Number Bond Game.
	Workshop: Scholars will represent sets of objects using number bonds.
	Discussion: Analyze class data to determine if you need to follow the misconception
	protocol, strategy share, or extension problem.
2	Roll and Record Addition Number Bonds
	Given 2 addends, SWBAT find the total and represent the whole and parts using a number bond.
b - b	<ul> <li>SWBAT use a number bond to write an addition equation.</li> <li>Introduction: Introduce Roll and Record.</li> </ul>
	Workshop: Students play Roll and Record and record with number bonds and     aquations
	equations.
	<ul> <li>Discussion: Analyze class data to determine if you need to follow the misconception protocol, strategy share, or extension problem.</li> </ul>
3	Investigations: 5 in a Row
5	SWBAT find the total of two numbers by using a strategy that makes sense (count all, count
	on, just know).
	SWBAT represent part-part-whole relationships by using a number bond.
	<ul> <li>Introduction: Introduce 5 in a Row game.</li> </ul>
	<ul> <li>Workshop: Students play 5 in a Row game (draw two cards, find the total, represent</li> </ul>
	with a number bond and equation).
	<ul> <li>Discussion: Analyze class data to determine if you need to follow the misconception</li> </ul>
	protocol, strategy share, or extension problem.
4	Roll and Record Subtraction
<u> </u>	SWBAT find the difference between two numbers by using a strategy that makes sense
	(pictures, count back, count up, use a known fact).
	Introduction: Intro Roll and Record Subtraction game.
	Workshop: Students play Roll and Record Subtraction (roll 2 dot cubes, subtract
	smaller amount from the larger amount, record).
	• Discussion: Analyze class data to determine if you need to follow the misconception
	protocol, strategy share, or extension problem.
5	Parts and Wholes; Relating Operations
	SWBAT represent addition and subtraction scenarios with number bonds.
	SWBAT use a number bond to generate addition and subtraction equations.
	<ul> <li>Introduction: Introduce Draw and Record.</li> </ul>
	<ul> <li>Workshop: Students play Draw and Record (draw two cards, find the total or</li> </ul>
	difference, represent with a number bond and equation).
	• Discussion: Analyze class data to determine if you need to follow the misconception
	protocol, strategy share, or extension problem.
6	Heads and Tails



	SWBAT find combinations of ten and represent with a number bond and equation by using a strategy that makes sense to them.
	Introduction: Intro Heads and Tails Game.
	<ul> <li>Workshop: Students play Heads and Tails Game (get 10 coins in a cup, pour the</li> </ul>
	coins out, how many on heads and tails, record using a number bond and
	equation).
	Discussion: Analyze class data to determine if you need to follow the misconception
	protocol, strategy share, or extension problem.
7	Mystery Number
	Given a part and a whole, SWBAT represent with a number bond and addition equation
	and solve for the unknown by counting up.
	Introduction: Introduce Mystery Number Game.
	Workshop: Students play Mystery Number Game (draw a part and a whole; solve for
	missing part)
	• Discussion: Analyze class data to determine if you need to follow the misconception
-	protocol, strategy share, or extension problem.
8	Mystery Number
	Given a part and a whole, SWBAT represent with a subtraction equation and solve for the
	unknown by counting up or back (emphasis on count up).
	<ul> <li>Introduction: Introduce Mystery Number Game.</li> </ul>
	Workshop: Students play Mystery Number Game (draw a part and a whole; solve for
	missing part)
	<ul> <li>Discussion: Analyze class data to determine if you need to follow the misconception</li> </ul>
	protocol, strategy share, or extension problem.
9	Dot Addition
7	
	Given a total, SWBAT determine two parts that make that total by using a strategy that
	makes sense to them (count all, count on, use a known fact).
	Introduction: Intro Dot Addition Game.
	Workshop: Students play Dot Addition Game (Pick a total card, which parts make
	that whole?, represent using a number bond and equation).
	• Discussion: Analyze class data to determine if you need to follow the misconception
	protocol, strategy share, or extension problem.
10	Rekenrek Bracelets
	SWBAT determine all combinations of numbers to make ten by using a rekenrek bracelet.
	SWBAT represent a part/part/whole relationship by using a tape diagram.
	Introduction: Intro rekenrek bracelets.
	<ul> <li>Workshop: Students make rekenrek bracelets (get 10 beads, move one bead at a</li> </ul>
	time to find all of the possible ways to decompose 10, record using a tape diagram).
	Discussion: Analyze class data to determine if you need to follow the misconception
	protocol, strategy share, or extension problem.
11	AT-RU, PT-TU Story Problems
	SWBAT solve story problems (AT-RU, PT-TU with 2 and 3 addends) by visualizing and
	representing in a way that makes sense to them.
	• Introduction: Story problem protocol. AT-RU with 3 addends. Middle agenda with
	focus on representing the problem (1-to-1 picture, number bond, tape diagram,
	equation).
	<ul> <li>Workshop: Students independently solve AT-RU, PT-RU story problems.</li> </ul>
	<ul> <li>Discussion: Analyze class data to determine it you need to follow the misconception.</li> </ul>
	protocol, strategy share, or extension problem.
12	





_								
	sense to them.							
	<ul> <li>Introduction: Story problem protocol. AT-CU. Early agenda including act it out.</li> </ul>							
	Representations include a 1-to-1 picture, tape diagram, number bond, equation.							
	Workshop: Students independently solve AT-CU story problems and review AT-RU, PT-							
	RU problems.							
	• Discussion: Analyze class data to determine if you need to follow the misconception							
	protocol, strategy share, or extension problem.							
13	AT-SU Story Problems							
	SWBAT solve story problems (AT-SU) by visualizing and representing in a way that makes							
	sense to them.							
	<ul> <li>Introduction: Story problem protocol. AT-SU. Early agenda including act it out.</li> </ul>							
	Representations include a 1-to-1 picture, tape diagram, number bond, equation.							
	<ul> <li>Workshop: Students independently solve AT-SU story problems and review AT-CU, AT-</li> </ul>							
	RU, PT-RU problems.							
	• Discussion: Analyze class data to determine if you need to follow the misconception							
	protocol, strategy share, or extension problem.							
14	TF-SU, TF-CU Story Problems							
	SWBAT solve story problems (TF-SU, TF-CU) by visualizing and representing in a way that							
	makes sense to them.							
	<ul> <li>Introduction: Story problem protocol. TF-CU. Early agenda including act it out.</li> </ul>							
	Representations include a 1-to-1 picture, tape diagram, number bond, equation.							
	<ul> <li>Workshop: Students independently solve TF-CU, TF-SU story problems and review AT-</li> </ul>							
	RU, PT-RU, AT-CU, AT-SU, TF-RU problems.							
	• Discussion: Analyze class data to determine if you need to follow the misconception							
	protocol, strategy share, or extension problem.							
15	PT/TA-TU Story Problems							
	SWBAT solve story problems (PT/TA-RU) by visualizing and representing in a way that makes							
	sense to them.							
	Introduction: Story problem protocol. PT/TA-RU. Early agenda including act it out.							
	Representations include a 1-to-1 picture, tape diagram, number bond, equation.							
	<ul> <li>Workshop: Students independently solve PT/TA-RU story problems and review AT-RU,</li> </ul>							
	PT-RU, AT-CU, AT-SU, TF-RU, TF-CU, TF-SU problems.							
	Discussion: Analyze class data to determine if you need to follow the misconception							
	protocol, strategy share, or extension problem.							
16	Peas and Carrots (PT/TA-BAU Story Problems- concrete)							
	SWBAT solve BAU story problems by using cubes to represent and solve.							
	<ul> <li>Introduction: Intro Peas and Carrots story problem. PT/TA-BAU. Early agenda</li> </ul>							
	including act it out. Represent with cubes.							
	<ul> <li>Workshop: Students independently solve PT/TA-BAU story problems with concrete</li> </ul>							
	manipulatives.							
	• Discussion: Analyze class data to determine if you need to follow the misconception							
	protocol, strategy share, or extension problem.							
17	Peas and Carrots (PT/TA-BAU Story Problems- pictorial)							
	SWBAT solve BAU story problems by using pictures to represent and solve.							
	<ul> <li>Introduction: Review Peas and Carrots story problem from the previous day. PT/TA-</li> </ul>							
	BAU. Discuss pictorial representations.							
	<ul> <li>Workshop: Students independently solve PT/TA-BAU story problems with pictures.</li> </ul>							
	Discussion: Analyze class data to determine if you need to follow the misconception     protocol strategy above or outproject problem							
10	protocol, strategy share, or extension problem.							
18	Peas and Carrots (PT/TA-BAU Story Problems- equation)							
	SWBAT solve BAU story problems by using an equation to represent and solve.							
	<ul> <li>Introduction: Review Peas and Carrots story problem from the previous days. PT/TA-</li> </ul>							



	BAU. Discuss abstract representations (equations).										
	Workshop: Students independently solve PT/TA-BAU story problems with equations.										
	Discussion: Analyze class data to determine if you need to follow the misconception										
10	protocol, strategy share, or extension problem.										
19	TC - Comparing Cube Towers										
	SWBAT compare quantities by using cubes to represent.										
	Introduction: Intro Comparing Cube Towers Game.										
	Workshop: Students play Comparing Cube Towers Game (Partner 1 picks a card										
	and builds a tower, Partner 2 picks a card and builds a tower, who has more? How										
	many more? Who has less? How many less?)										
	• Discussion: Analyze class data to determine if you need to follow the misconception										
00	protocol, strategy share, or extension problem.										
20	TC - Comparing Cube Towers										
	SWBAT compare quantities by using cubes to represent.										
	Introduction: Intro Comparing Cube Towers Game-Remix.										
	Workshop: Students play Comparing Cube Towers Game (Pick a card- card tells										
	how many each partner has, build towers, who has more? How many more? Who										
	has less? How many less?)										
	• Discussion: Analyze class data to determine if you need to follow the misconception										
01	protocol, strategy share, or extension problem.										
21	Variation of Contexts for Learning: Capture Five										
	SWBAT compare two quantities and determine what is needed to make them equivalent by										
	subtracting on their fingers, counting on, using known facts.										
	Introduction: Intro Capture Five.     Workshapp: Students play: Capture Five (Partner ) piper a part Partner 2 piper a part										
	Workshop: Students play Capture Five (Partner 1 picks a card, Partner 2 picks a card,     Partners determine who has more and who has loss i.e. "I have 8 and you have 2										
	Partners determine who has more and who has less, i.e. "I have 8 and you have 3, I have 5 more," Partners each record (i.e. "I have 5 more" or "I have 5 less").										
	<ul> <li>Discussion: Analyze class data to determine if you need to follow the misconception</li> </ul>										
	protocol, strategy share, or extension problem.										
	protocol, sindregy sindre, or extension problem.										
22	Contexts for Learning: Capture Five (day 2)										
	SWBAT compare two quantities and determine what is needed to make them equivalent by										
	subtracting on their fingers, counting on, using known facts.										
	<ul> <li>Introduction: Intro Capture Five – addressing any gaps from the previous day as</li> </ul>										
	needed – with the addition of recording using the tape diagram.										
	• Workshop: Students play Capture Five as they did in the previous day's lesson.										
	Today, students record using a tape diagram.										
	• Discussion: Analyze class data to determine if you need to follow the misconception										
	protocol, strategy share, or extension problem.										
23	Compare DU (concrete)										
	SWBAT solve compare story problems (C-DU) by using cubes to represent.										
	Introduction: Story problem protocol. C-DU. Early agenda. Represent with cubes.										
	• Workshop: Students independently solve C-DU problems using cubes to represent.										
	• Discussion: Analyze class data to determine if you need to follow the misconception										
	protocol, strategy share, or extension problem.										
24	Compare DU (pictorial)										
	SWBAT solve compare story problems (C-DU) by using pictures to represent.										
	Introduction: Story problem protocol. C-DU. Middle agenda. Represent with										
	pictures.										
	• Workshop: Students independently solve C-DU problems using pictures to represent.										
	• Discussion: Analyze class data to determine if you need to follow the misconception										
	protocol, strategy share, or extension problem.										



25	<ul> <li>Compare BU/SU (concrete)</li> <li>SWBAT solve compare story problems (C-BU/SU) by using cubes to represent.</li> <li>Introduction: Story problem protocol. C-BU/SU. Early agenda. Represent with cubes.</li> </ul>							
	<ul> <li>Workshop: Students independently solve C-BU/SU problems using cubes to represent.</li> <li>Discussion: Analyze class data to determine if you need to follow the misconception</li> </ul>							
	protocol, strategy share, or extension problem.							
26	<ul> <li>Compare BU/SU (pictorial)</li> <li>SWBAT solve compare story problems (C-BU/SU) by using pictures to represent.</li> <li>Introduction: Story problem protocol. C-BU/SU. Early agenda. Represent with pictures.</li> <li>Workshop: Students independently solve C-BU/SU problems using pictures to represent.</li> <li>Discussion: Analyze class data to determine if you need to follow the misconception protocol, strategy share, or extension problem.</li> </ul>							
27	TC – Extension problems (may be used as mixed practice of problem types instead if data calls for it) Exemplars: Recycling, Bean Plans, Cans of Paint, Books/Books/Books							
28	Unit Assessment							



# Assessments: Pre and Post Unit Assessments<sup>x</sup>

Note:

• The end of unit assessment is 11 story problem questions long. Schools may choose to either give the whole assessment or choose fewer questions based on time of year and student stamina.

Pre-Assessment:

- Questions 1, 3, & 5
  - o All 3 are K story problem types
  - Schools that give math stories assessments may already have data on these 3 story problem types.
- Questions 6 & 8
  - These story problem types may have been introduced in the math stories blocks.
  - Schools that give math stories assessments may already have data on these 2 story problem types.



# Story Problems 1 - Unit Assessment

Standard	Questions	LMH	1	%
Signature	Questions	LIVIII		70
1.OA.1 Use addition and subtraction within 20 to solve word problems	1 – L			Car -
involving situations of adding to, taking from, putting together, taking	2 – L	5 – L		
apart, and comparing, with unknowns in all positions, e.g., by using	3 – L	6 - H		
objects, drawings, and equations with a symbol for the unknown	4 – H			
number to represent the problem.	5 – L	2.09	/11	
	6 – H			
L – AT-RU, TF-RU, PT/TA-TU, AU, and BAU	7 – H			
M/H – Compare, AT-CU, TF-CU (these are rated H given the time of the	8-H			
year; some of these types may be rated M later in the year)	9 – H			
	10 – L			
	12 -H			
1.OA.2 Solve word problems that call for addition of three whole	11 - M			
numbers whose sum is less than or equal to 20, e.g., by using objects,		1 M	/1	
drawings, and equations with a symbol for the unknown number to			/1	
represent the problem.		2.0		
l and l and have				
L – small numbers				
M – larger numbers, identify equation				
		1		
Total		2.05	/12	

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Maya had 3 books. Sean had 5 books. How many books did they have in all?



AF Math - Grade 1 - Common Core Unit 3 - 2017-2018

2. Mr. Alese has 6 ties. 2 are red and the rest are blue. How many blue ties does he have?

3. Javien had 10 cookies. He ate 6 of them. How many cookies does he have now?



4. Ms. Cassidy read 5 books. Mrs. Ochs read 7 books. How many more books did Mrs. Ochs read than Ms. Cassidy?

5. 4 kids were swimming in the pool. 3 more kids hopped in. How many kids are in the pool now?



6. There were 5 boys at Jake's party. Some more came after basketball practice. Then there were 9. How many boys came to Jake's party after basketball practice?



7. Mr. Hogan has 7 clown suits. Mr. Woodarek has 5 fewer clown suits than Mr. Hogan. How many clown suits does Mr. Woodarek have?

8. Mrs. Lee had 9 stickers. She gave some to her students. Now, she has 3 stickers. How many stickers did she give to her students?



9. Shana has 3 hats. Johnny has 4 more hats than Shana. How many hats does Johnny have?

10. There were 6 apples on the table. Some were green and some were red. How many of each could there be?



11. Which equation could you use to represent the problem:

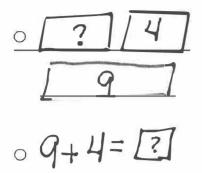
My teacher gave me 3 star stickers, 5 heart stickers, and 2 smiley face stickers. How many stickers do I have all together?

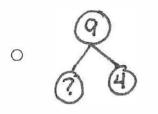
3+2+\_\_\_=5
5+3+1\_\_\_
3+5+2=\_\_\_
-\_\_+3+5=2

12. Jason had some books in his backpack. He got 4 more from the library. Now he has 9 books. How many books did he have in his backpack to start?

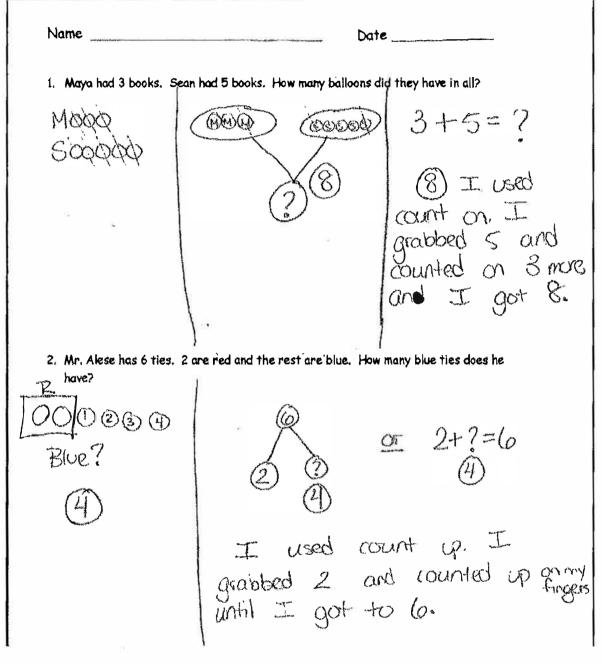
Which of the following does NOT represent the story?



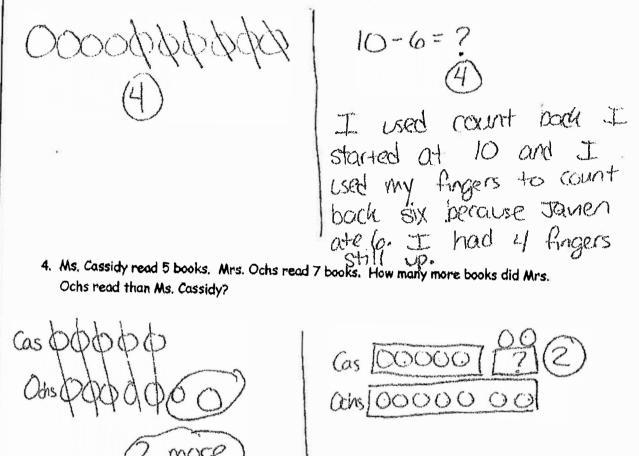




# Evaluatina Student Learnina Outcomes



3. Javien had 10 cookies. He ate 6 of them. How many cookies does he have now?

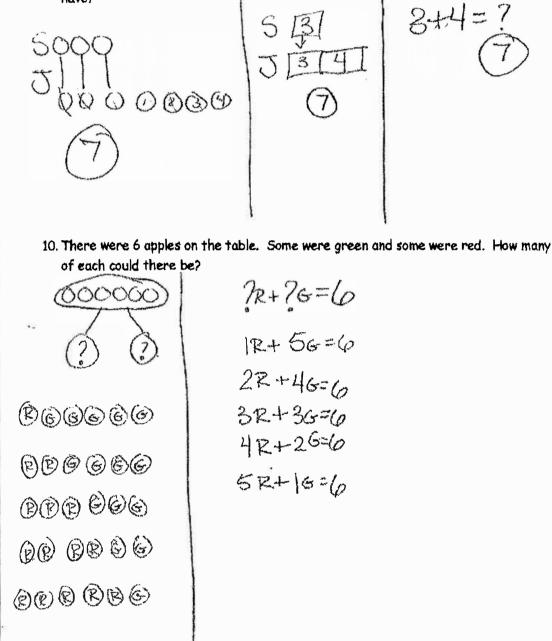


5. 4 kids were swimming in the pool. 3 more kids hopped in. How many kids are in the pool now? 4+3=?  $\gamma 0000 + 000 = ?$  $(\partial \dot{\partial} \partial \dot{\partial})$ 600 I used count on. I sturted with 4 kids in the pool. Then I counted on 3 because 3 kids hopped n. I 7 Kids in all. aut 6. There were 5 boys at Jake's party. Some more came after basketball practice. Then there were 9. How many boys came to Jake's party after basketball practice? 00000 800000 8?= 9 5+?=9  $(\alpha \alpha \alpha)$ bolet I used count up It started with 5 because there were 5 bops to start. Then I used my fingers to count on until 9 because there were 9 boys in the end, I put up 4 fingers, so 4 boys joined.

280

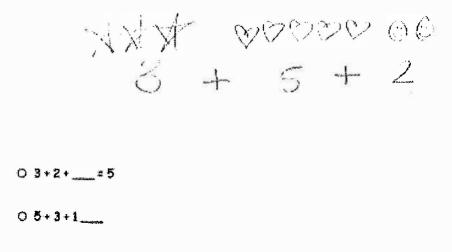
7. Mr. Hogan has 7 clown suits. Mr. Woodarek has 5 fewer clown suits than Mr. Hogan. How many clown suits does Mr. Woodarek have? 7-5=? HOO 5-Pener I used my Angers to count back I Knew Mr. Hugan had 7 so I started with ? I put durn 5 because 114r. Uccularele, had 5-feuer, got 2. 8. Mrs. Lee had 9 stickers. She gave some to her students. Now, she has 3 stickers. How many stickers did she give to her students? (DOI) DOI gave away? DODP DUDD (6) 9. I started with 3 and 3 reft, gave away? I put up my fragers as rossed out until I counted to 9. I put nere 3 reft. I UP 6 fingers. I crossed out until there were 3 left. I counted how mony I

9. Shana has 3 hats. Johnny has 4 more hats than Shana. How many hats does Johnny have?



11. Which equation could you use to represent the problem:

My teacher gave me 3 star stickers, 5 heart stickers, and 2 smiley face stickers. How many stickers do I have all together?

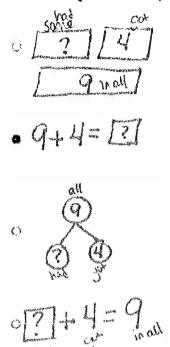


• 3+5+2 = .....

0 +3+5=2

12. Jason had some books in his backpack. He got 4 more from the library. Now he has 9 books. How many books did he have in his backpack to start?

Which of the following does NOT represent the story?



### Assessment by Story Problem Type

#	1	2	3	4	5	6	7	8	9	10	11	12
Туре	PT/TA-TU	PT/TA-AU	TF- RU	C- DU	AT-RU	AT-CU	C-SU	TF-CU	C-BU	PT/TA-BAU	Multi- addend	AT-SU

**Parent Letter** (to distribute at the beginning of the unit): Dear families,

We are so excited to start our next math unit on Story Problems! During this unit, your child will tackle new types of story problems. The Common Core 1<sup>st</sup> Grade standards that scholars will be working on are below.

Common Core 1 <sup>st</sup> Grade Standards	
1.OA.1 Use addition and subtraction within 20 to solve word	1.OA.2 Solve word problems that call for addition of three
problems involving situations of adding to, taking from,	whole numbers whose sum is less than or equal to 20, e.g., by
putting together, taking apart, and comparing, with unknowns	using objects, drawings, and equations with a symbol for the
in all positions, e.g., by using objects, drawings, and equations	unknown number to represent the problem (to 10 by the end
with a symbol for the unknown number to represent the	of this unit).
problem (to 10 by the end of this unit).	

The best way for you to support your child is by giving them story problems and asking them to follow the protocol to solve them. A description of the story problem protocol and an example of each problem type from the unit is below.

Story Problem Protocol	Description	
Visualize	-Say to your child, "Make a mind movie."	
	-Read the story problem twice.	
Represent	-Say to your child, "Represent the story."	
	-Your child should use pictures or math diagrams to show what is happening in the story.	
Retell	-Say to your child, "Use your picture to retell the story."	
	-Your child should retell what happened in the story (i.e. "First, Next, We need to figure	
	out").	
Solve	-Say to your child, "Okay, now solve it."	
	-Your child should use a strategy to figure out the answer.	
Finish the Story	-Say to your child, "Now finish the story."	
	-Your child should retell the whole story with the answer in it (i.e. "First, Next, Last").	

Story Problem Type	Example Problem	
Add to- Result Unknown	I had 4 books. My teacher gave me 3 more books. How many books do I have now?	
Put together-Total Unknown	I had 4 non-fiction books and 3 fiction books. How many books do I have?	
Put together/Take Apart-	I had 5 books. Some were fiction and some were non-fiction. How many could be fiction and how	
Both Addends Unknown	many could be non-fiction? Show all of the combinations.	
Add to- Change Unknown	I had 4 books. My teacher gave me some more books. Now I have 7 books. How many books did my teacher give me?	
Add to- Start Unknown	I had some books. My teacher gave me 3 more books. Now I have 7 books. How many books did I start with?	
Take from- Result Unknown	I had 8 balloons. 3 balloons popped. How many balloons do I have now?	
Take from- Change Unknown	I had 8 bailoons. Some balloons popped. Now I have 5 balloons. How many balloons popped?	
Take from-Start Unknown	I had some balloons. 3 balloons popped. Now I have 5 balloons. How many balloons did I start with?	
Compare-Difference	There were 6 girls and 8 boys in class. How many more boys were there than boys?	
Unknown		
Compare-BU	There were 2 more boys than girls in class. There were 6 girls. How many boys were there?	
Compare-SU	There were 2 fewer girls than boys in class. There were 8 boys. How many girls were there?	

We will assess your child's progress toward mastering the standard throughout the unit and all scholars will take a unit assessment in about 6 weeks. Please let us know if you have any questions! Thank you for your support!

The First Grade Teachers

*.* 

286

#### Aligned Taskxi

https://www.illustrativemathematics.org/illustrations/160 1.0A At the Park

Alignments to Content Standards

<sup>&</sup>lt;sup>3</sup> Author and Source Unknown. Achievement First does not own the copyright in "Parent Letter" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

Alignment: 1.0A.A.1

Tags
• This task is not yet tagged.

- a. There were 7 children at the park. Then 4 more showed up. How many children were at the park all together?
- b. There were 7 children at the park. Some more showed up. Then there were 11 children in all. How many more children came?
- c. There were some children at the park. Four more children showed up. Then there were 11 children at the park. How many children were at the park to start with?

#### Commentary

This task includes three different problem types using the "Add To" context with a discrete quantity; see "1.OA The Pet Snake" for an "Add To" problem with a continuous quantity. Table 1 in the glossary of the CCSSM offers a succinct overview of all addition and subtraction problem types.

Although students should experience and practice with all three problem types, they would not necessarily be introduced at the same time. Please see the <u>K. Counting and Cardinality: K-5</u>. Operations and Algebraic ThinkingProgressions Document for in-depth information about issues related to students' learning of these kinds of problems.

While students are expected to add and subtract fluently within 10 in first grade (1.OA.6), they are not expected to add and subtract fluently within 20 until second grade (2.OA.2).

#### Solutions

#### Solution: Classifications included

Students may use objects, pictures, or equations to represent their solutions. The solutions show equations with a question mark representing the unknown value, but other symbols are often used. For example, 4 + ? = 11 might also be written

 $4 + \_\_= 11 \text{ or } 4 + \Box = 11.$ 

- a. Total Unknown: There were 1 1 children in all. Possible equation: 7+4=?
- Addend Unknown: 4 more children came.
   Possible equation: 7+ ? =1 1
- c. Start Unknown: There were 7 children in the park to start with.
   Possible equation: ?+4=11

#### https://www.illustrativemathematics.org/illustrations/162xii

1.OA Maria's Marbles Alignments to Content Standards

Alignment: 1.OA.A.1 Tags
This task is not yet tagged.

- Ali had 9 marbles. Maria had 5 marbles. How many more marbles did Ali have than Maria?
   Ali had 9 marbles. Maria had 5 marbles. How many fewer marbles did Maria have than Ali?
- b. Ali had 4 more marbles than Maria. Maria had 5 marbles. How many marbles did Ali have? Maria had 4 fewer marbles than Ali. Maria had 5 marbles. How many marbles did Ali have?
- c. Ali had 4 more marbles than Maria. Ali had 9 marbles. How many marbles did Maria have? Maria had 4 fewer marbles than Ali. Ali had 9 marbles. How many marbles did Maria have?

#### Commentary

This task includes problem types that represent the Compare contexts for addition and subtraction (see Table 1 in the glossary of the CCSSM for all all addition and subtraction problem types). There are three types of comparison problems – those with an unknown difference and two known numbers; those with a known difference and a bigger unknown number; and those with a known difference and smaller unknown number. Each of these problem types can be solved using addition or subtraction, although the language in specific problems tends to favor one approach over another.

Please see the <u>K. Counting and Cardinality: K-5. Operations and Algebraic Thinking</u> Progressions Document for in-depth information about issues related to students' learning of these kinds of problems.

Students benefit from encountering one problem type limited to small numbers and to develop strategies for that type of problem before encountering mixed sets of problems and larger numbers that distract the student from the problem itself. Over time they will be able to distinguish between types of problems in mixed sets and apply the appropriate strategy to solve each.

#### Solutions

#### Solution: Classifications included

This solution is written in teacher language. Students may use objects, pictures, or equations to represent their solutions. While students are expected to add and subtract fluently within 10 at grade 1 (1.OA.6), they are not expected to add and subtract fluently within 20 until second grade; see 2.OA.2. The solutions show equations with a question mark representing the unknown value, but other symbols are often used. For example, 4 + ? = 9 might also be written  $4 + \_\_= 9$  or  $4 + \square = 9$ .

a. Difference Unknown:

Ali had 4 more marbles than Maria. (or) Maria had 4 fewer than than Ali. Possible equations: 5 + ? = 9; 9 - 5 = ?

- b. Bigger Unknown: Ali had 9 marbles. Possible equations: 5 + 4 = ?; ? - 4 = 5
- c. Smaller Unknown: Maria had 5 marbles. Possible equations: ? + 4 = 9; 9 - 4 = ?

#### https://www.illustrativemathematics.org/illustrations/163

1.0A Sharing Markers<sup>xiii</sup> Alignments to Content Standards

• Alignment: I.OA.A.1

Tags

· This task is not yet tagged.

- a. Char had 10 markers. She gave 3 to a friend. How many did she have left?
- b. Char had 10 markers. She gave some to a friend. Now she has 7 left. How many markers did she give to her friend?
- c. Char had some markers. She gave 3 to a friend. Then she had 7 left. How many markers did she have to start with?

#### Commentary

These tasks types represent the Take From contexts for addition and subtraction (see Table 1 in the glossary of the CCSSM for all all addition and subtraction problem types). This task includes the three different problem types using the Take From context: result unknown, change unknown, and start unknown. Students need experience and practice with all three types.

Result unknown problems (a) and change unknown problems (b) are both fairly easy for most students, since they can be acted out directly. Start unknown problems (c) are the most difficult of the three for most children because they involve thinking about a situation in reverse ("undoing" the action in a situation). Guessing an initial amount then trying it out to see if it works is another possible strategy.

Please see the <u>K</u>, <u>Counting and Cardinality: K-5</u>, <u>Operations and Algebraic Thinking</u> Progressions Document for in-depth information about issues related to students' learning of these kinds of problems.</u>

The solutions below are written in teacher language. Students may use objects, pictures, or equations to represent their solutions. While students are expect to add and subtract fluently within 10 at grade 1 (1.OA.6), they are not expected to add and subtract fluently within 20 until second grade; see 2.OA.2.

The solutions show equations with a question mark representing the unknown value, but other symbols are often used. For example, 10 - ? = 7 might also be written  $10 - \_\_ = 10$  or  $10 - \Box = 7$ .

#### Solutions

Solution: Classifications included

- a. Result Unknown: Char had 7 markers left. Possible equation: 10 - 3 = ?
- b. Change Unknown: Char gave 3 markers to her friend. Possible equation: 10 - ? = 7
- c. Start Unknown: Char had 10 markers to start with.
   Possible equation: ? 3 = 7

https://www.illustrativemathematics.org/illustrations/194 1.0A Finding a Chair<sup>siv</sup> Alignments to Content Standards

- Alignment: 1.OA.A.1 Tags
   This task is not yet tagged.
- a. There are 8 children and 6 chairs. A child sits in each chair. How many children won't have a chair?

- b. There are 8 children and some chairs. A child sits in each chair. 2 children don't have a chair. How many chairs are there?
- c. There are some children and 6 chairs. A child sits in each chair. 2 children don't have a chair. How many children are there?
- d. There are 8 children and 10 chairs. A child sits in each chair. How many empty chairs are there?
- e. There are 8 children and some chairs. A child sits in each chair. Two chairs are empty. How many chairs are there?
- f. There are some children and 10 chairs. A child sits in each chair. Two chairs are empty. How many children are there?

#### Commentary

These tasks types represent Compare contexts for addition and subtraction (see Table 1 in the glossary of the CCSSM for all addition and subtraction problem types).

These problems explicitly describe one-to-one correspondences without using comparison language. Such problems are easier for students to solve than problems that use comparison language such as "How many more?" or "How many fewer." Please see the <u>K</u>, <u>Counting and Cardinality: K–5</u>. <u>Operations and Algebraic ThinkingProgressions</u> Document for in-depth information about issues related to students' learning of these kinds of problems.

#### Solutions

- Solution: Answers
- a. 2 children will not have a chair.
- b. There are 6 chairs.
- c. There are 8 children.
- d. There are 2 empty chairs.
- e. There are 10 chairs.
- f. There are 8 children.

#### https://www.illustrativemathematics.org/illustrations/195 .OA Boys and Girls, Variation 2<sup>sv</sup>

Alignments to Content Standards

Alignment: I.OA.A.1

Tags

• This task is not yet tagged.

9 *children were in the class. How many boys and how many girls could have been in the class?* Solve the problem. Write an equation. Draw a picture and use it to explain your answer.

#### Commentary

This task represents the Put Together/Take Apart with both addends unknown context for addition and subtraction (see Table 1 in the glossary of the CCSSM for all addition and subtraction problem types). Once a student finds one correct answer, he/she can be encouraged to find another. Ask the student to use objects, pictures, or equations to represent each answer.

Please see the <u>K</u>, <u>Counting and Cardinality</u>; <u>K-5</u>. <u>Operations and Algebraic Thinking</u> Progressions Document for in-depth information about issues related to students' learning of these kinds of problems.</u>

#### Solutions

#### Solution: Answers

Listing the possible pairings of boys and girls in a systematic way might help the student show that s/he has found all of the possible pairings. There are 10 possible solutions. Students can select a number between 0 and 9 to represent the number of boys (or girls) and then find the number of girls (or boys, resp).

Possible equations:

- 9=0+9
- 9=1+8
- 9=2+7
- 9=3+6
- 9=4+5
- 9=5+4
- 9=6+3
- 9=7+2
- 9=8+1
- 9=9+0

Note that students may write the total on either side of the equation.

https://www.illustrativemathematics.org/illustrations/2 1.OA School Supplies<sup>xvi</sup>

Alignments to Content Standards

- Alignment: 1.OA.A.1 Tags
  - This task is not yet tagged.

Pia takes some money to the store to buy school supplies. She buys some paper for \$3 and a pen for \$2. After she buys these supplies, she has \$7 left. How much money did Pia bring to the store?

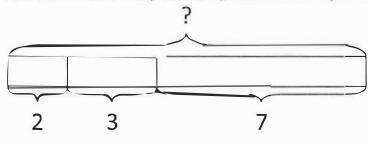
#### Commentary

This task could be used for either instructional or assessment purposes, depending on where students are in their understanding of addition and how the teacher supports them. The solution shown is very terse; students' solution strategies are likely to be much more varied.

#### Solutions

#### Solution: Tape diagram

Students who are familiar with tape diagrams might use them to solve the problem by first drawing a picture:



and then reasoning, "If she spent \$2 + \$3 dollars and had \$7 left over, then she had \$2+\$3+\$7=\$12 to start."

There are many more strategies that students might use.

Solution: Using Addition with Objects

Students could use objects to add

2+3=5 5+7=12

Students who have mastered fluent addition for numbers up to 12 could also add these two quantities in their head.

#### https://www.illustrativemathematics.org/illustrations/1650 1.0A Link-Cube Addition<sup>svii</sup>

Alignments to Content Standards

 Alignment: 1.OA.A.1 Tags

• This task is not yet tagged.

#### MATERIALS

- Link-cubes or snap-cubes (2 colors for each student or pair of students)
- A die
- Paper and pencil

ACTIONS

- a. Roll the die.
- b. Using a single color, snap together the same number of cubes as is shown on the die.
- c. Roll the die again.
- d. Using the other color, snap together the same number of cubes as is shown on the die.
- e. Snap the two groups of cubes together.
- f. Write an addition equation that uses the number of each color of cube and the total number of cubes.
- g. Write as many addition and subtraction equations as possible using the same three numbers.

#### Commentary

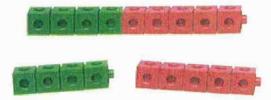
The purpose of this task is for students to identify and represent related addition and subtraction equations with objects and equations. While there are eight possible equations for every pair of numbers rolled that are different, students do not need to write all eight equations every time. A task that explicitly asks students to write all eight equations is <u>1.OA Fact Families with Pictures</u>. A good follow-up to this task is <u>1.OA Fact Families</u>. This task would work well as a station if there is an adult to help explain the steps that students should follow. Alternatively, the teacher can show students what to do and then have them work individually or in pairs. The teacher may want to use different colored dice to correspond to the different colored link- or snap-cubes.

The advantage of using link- or snap-cubes is that they can help students understand length; see cluster 1.MD.A.

#### Solutions

Solution: 1

Suppose the first number rolled is a 4 and the second number rolled is a 5. Then the cubes might look like this:



Then one equation could be 4+5=9. Flipping the linked cubes around so the red ones are on the left and the green ones are on the right makes it easy to see another equation:

5+4=9
The other equations are:
9=4+5
9=5+4
9-4=5
9-5=4
5=9-4
4=9-5 xviii

#### Appendix: Teacher Background Knowledge

from the OA Progression\*ix:

Students extend their work in three major and interrelated ways, by:

- Representing and solving a new type of problem situation (Compare);
- Representing and solving the subtypes for all unknowns in all three types;
- Using Level 2 and Level 3 methods to extend addition and subtraction problem solving beyond 10, to problems within 20. In particular, the OA progression in Grade 1 deals with adding two single-digit addends, and related subtractions.<sup>6</sup>

Representing and solving a new type of problem situation (Compare) In a Compare situation, two quantities are compared to find "How many more" or "How many less."<sup>KCCE,KCC7</sup> One reason Compare problems are more advanced than the other two major types is that in Compare problems, one of the quantities (the difference) is not present in the situation physically, and must be conceptualized and constructed in a representation, by showing the "extra" that when added to the smaller unknown makes the total equal to the bigger unknown or by finding this quantity embedded within the bigger unknown.

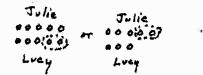
The language of comparisons is also difficult. For example, 'lulie has three more apples than Lucy' tells both that Julie has more apples and that the difference is three. Many students "hear" the part of the sentence about who has more, but do not Initially hear the part about how many more; they need experience hearing and saying a separate sentence for each of the two parts in order to comprehend and say the one-sentence form. Another language Issue is that the comparing sentence might be stated in either of two related ways, using "more" or "less," Students need considerable experience with "less" to differentiate it from "more"; some children. think that "less" means "more." Finally, as well as the basic "How many more/less' question form, the comparing sentence might take an active, equalizing and counterlactual form (e.g., 'How many more apples does Lucy need to have as many as Julie?") or might be stated in a static and factual way as a question about how many things are unmatched (e.g., "If there are 8 trucks and 5 drivers, how many trucks do not have a driver?). Extensive experience with a variety of contexts is needed to master these linguistic and situational complexities. Matching with objects and with drawings, and labeling each quantity (e.g., ) or Julie and L or Lucy) is helpful. Later in Grade 1, a tape diagram can be used. These comparing diagrams can continue to be used for multi-digit numbers, fractions, decimals, and variables, thus connecting understandings of these numbers in  Other Grade 1 problems within 20, such as 14 + 6, are best viewed in the consect of place value, i.e., associated with 1,NBT.4.
 See the NBT Progression.

 Compare problems build upon Kirch-genten <u>comparisons</u>, in which students identified "Which is more?" or "Which is less?" without accertaining the difference between the numbers.

K.CC.8 identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

K.CC.7 Compare two numbers between 1 and 10 presented as writen numerals.

Representing the difference in a Compare problem



Compare problem solved by matching

Compare problem represented in tape diagram

296

comparing situations with such situations for single-digit numbers. The labels can get more detailed in later grades.

Some textbooks represent all Compare problems with a subtraction equation, but that is not how many students think of the subtypes. Students represent Compare situations in different ways, often as an unknown addend problem (see Table 1). If textbooks and teachers model representations of or solution methods for Compare problems, these should reflect the variability students show. In all mathematical problem solving, what matters is the explanation a student gives to relate a representation to a context, and not the representation separated from its context.

Representing and solving the subtypes for all unknowns in all three types. In Grade 1, students solve problems of all twelve subtypes (see Table 2) including both language variants of Compare problems. Initially, the numbers in such problems are small enough that students can make math drawings showing all the objects in order to solve the problem. Students then represent problems with equations, called situation equations. For example, a situation equation for a Take From problem with Result Unknown might read  $14 - 8 = \Box$ .

Put Together/Take Apart problems with Addend Unknown afford students the opportunity to see subtraction as the opposite of addition in a different way than as reversing the action, namely as finding an unknown addend.<sup>1,0,4,4</sup> The meaning of subtraction as an unknown-addend addition problem is one of the essential understandings students will need in middle school in order to extend arithmetic to negative rational numbers.

Students next gain experience with the more difficult and more "algebraic" problem subtypes in which a situation equation does not immediately lead to the answer. For example, a student analyzing a Take From problem with Change Unknown might write the situation equation  $14 - \square = 8$ . This equation does not immediately lead to the answer. To make progress, the student can write a related equation called a solution equation—in this case, either  $8 + \square = 14$  or  $14 - 8 = \square$ . These equations both lead to the answer by Level 2 or Level 3 strategies (see discussion in the next section).

Students thus begin developing an algebraic perspective many years before they will use format algebraic symbols and methods. They read to understand the problem situation, represent the situation and its quantitative relationships with expressions and equations, and then manipulate that representation if necessary, using properties of operations and/or relationships between operations. Linking equations to concrete materials, drawings, and other representations of problem situations affords deep and flexible understandings of these building blocks of algebra. Learning where the total is in addition equations (alone on one side of the equal sign) and in subtraction equations (to the left of the minus sign) helps stu-

XX

1.0A.4 Understand subtraction as an unknown-addend problem.

dents move from a situation equation to a related solution equation,

Because the language and conceptual demands are high, some students in Grade 1 may not master the most difficult subtypes of word problems, such as Compare problems that use language opposite to the operation required for solving (see the unshaded subtypes and variants in Table 2). Some students may also still have difficulty with the conceptual demands of Start Unknown problems. Grade 1 children should have an opportunity to solve and discuss such problems, but proficiency on grade level tests with these most difficult subtypes should wait until Grade 2 along with the other extensions of problem solving.

Using Level 2 and Level 3 strategles to extend addition and subtraction problem solving beyond 10, to problems within 20 As Grade 1 students are extending the range of problem types and subtypes they can solve, they are also extending the range of numbers they deal with<sup>1,OA,6</sup> and the sophistication of the methods they use to odd and subtract within this larger range.<sup>1,OA,1,1,OA,8</sup>

The advance from Level 1 methods to Level 2 methods can be clearly seen in the context of situations with unknown addends.<sup>1</sup> These are the situations that can be represented by an addition equation with one unknown addend, e.g.,  $9 + \Box = 13$ . Students can solve some unknown addend problems by trial and error or by knowing the relevant decomposition of the total. But a Level 2 counting on solution involves seeing the 9 as part of 13, and understanding that counting the 9 things can be "taken as done" if we begin the count from 9: thus the student may say.

"Nilline, ten, eleven, twelve, thirteen." 1 2 3 4

Students keep track of how many they counted on (here, 4) with fingers, mental images, or physical actions such as head bobs. Elongating the first counting word ("Niiiline...") is natural and indicates that the student differentiates between the first addend and the counts for the second addend. Counting on enables students to add and subtract easily within 20 because they do not have to use fingers to show totals of more than 10 which is difficult. Students might also use the commutative property to shorten tasks, by counting on from the larger addend even if it is second (e.g., for 4 + 9, counting on from 9 instead of from 4).

Counting on should be seen as a thinking strategy, not a rote method. It involves seeing the first addend as embedded in the total, and it involves a conceptual interplay between counting and the cardinality in the first addend (shifting from the cardinal meaning of the first addend to the counting meaning). Finally, there is a level of abstraction involved in counting on, because students are counting 1.CA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $3 + 6 = 8 + 2 + 4 = 10 \pm 4 = 14$ ; decomposing a number leading to a ten (e.g., 13 = 4 = 13 = 3 = 1 = 10 - 1 = 9; using the stationarity between addition and subtraction (e.g., tonowing that 8 + 4 = 12, one knows 12 = 8 = 4); and creating quivalent but equivalent  $6 \pm 6 \pm 1 = 12 + 1 = 13$ ).

1.CA.1 Use addition and aubtraction within 20 to solve word problems involving elevations of adding to, taking from, putting together, taking spart, and comparing, with unknowns in all poellions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

 CASpetermine the unknown whole number in an addition or extraction equation relating three whole numbers...

xx

the words rather than objects. Number words have become objects to students.

Counting on can be used to add (find a total) or subtract (find an unknown addend). To an observer watching the student, adding and subtracting look the same. Whether the problem is 9 + 4 or 13 - 9, we will hear the student say the same thing: "Nilline, ten, eleven, twelve, thirteen" with four head bobs or four fingers unfolding. The differences are in what is being monitored to know when to stop, and what gives the answer.

Students in many countries learn counting forward methods of subtracting, including counting on. Counting on for subtraction is easter than counting down. Also, unlike counting down, counting on reinforces that subtraction is an unknown-addend problem. Learning to think of and solve subtractions as unknown addend problems makes subtraction as easy as addition (or even easier), and it emphasizes the relationship between addition and subtraction. The taking away meaning of subtraction can be emphasized within counting on by showing the total and then taking away the objects that are at. the beginning. In a drawing this taking away can be shown with a horizontal line segment suggesting a minus sign. So one can think of the  $9 + \square = 13$  situation as 'I took away 9. I now have 10, 11, 12, 13 [stop when I hear 13], so 4 are left because I counted on 4 from 9 to get to 13." Taking away objects at the end suggests counting down, which is more difficult than counting on. Showing 13 decomposed in groups of five as in the illustration to the right also supports students seeing how to use the Level 3 make-a-ten method; 9 needs 1 more to make 10 and there are 3 more in 13, so 4 from 9 to 13.

Level 3 methods involve decomposing an addend and composing it with the other addend to form an equivalent but easier problem. This relies on properties of operations.<sup>1,DA,3</sup> Students do not necessarily have to justify their representations or solution using properties, but they can begin to learn to recognize these properties in action and discuss their use after solving.

There are a variety of methods to change to an easier problem. These draw on addition of three whole numbers 1.0A2 A known addition or subtraction can be used to solve a related addition or subtraction by decomposing one addend and composing it with the other addend. For example, a student can change 8+6 to the easier 10 + 4 by decomposing 6 = 2 + 4 and composing the 2 with the 8 to make 10: 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14.

This method can also be used to subtract by finding an unknown addend: 14-8 = 0, so 8+0 = 14, so 14 = 8+2+4 = 8+6, that is 14-8 = 6. Students can think as for adding above (stopping when they reach 14), or they can think of taking 8 from 10, leaving 2 with the 4, which makes 6. One can also decompose with respect to ten: 13-4 = 13-3-1 = 10-1 = 9, but this can be more difficult than the forward methods.

These make-a-ten methods\* have three prerequisites reaching

```
Counting on to add and subtract 9+4
"Nilsino, ten, eloven, twelve, thirteen."
1 2 3 4
13--9
"Nillino, ten, eloven, twelve, thirteen."
1 . 2 3 4
```

When counting on to add 9 + 4, the student is counting the Angels of head bobs to know when is stop counting elaud, and the fast counting word said gives the shawer. For counting on to subtract 13 - 9, the opposite is inver the student is fistening to counting words to know when to stop, and the accurrulated impare or head bobs give the angels.

"Taking away" indicated with horizor tal line segment and solving by counting on to 13

13-9=1 15 9+1=13

Take away 9. 10, 11, 12, 13 :4 to make 13.

1.0A.3 Apply properties of operations as strategies to add and subtract.

1.0A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

\* Computing 8 + 6 by making a ten

- a. S's partner to 10 is 2, so decompose 6 as 2 and its partner.
   b. Shattar to 8 is 4
- b. 2's partner to 6 is 4.

back to Kindergarten:

- a. knowing the partner that makes 10 for any number (K.OA.4 sets the stage for this),
- knowing all decompositions for any number below 10 (K.OA.3 sets the stage for this), and
- c. knowing all teen numbers as 10 + n (e.g., 12 = 10 + 2, 15 = 10 + 5, see K.NBT,1 and 1.NBT.2b).

The make-a-ten methods are more difficult in English than in East Astan languages in which teen numbers are spoken as *ten, ten one, ten two, ten three,* etc. In particular, prerequisite c is harder in English because of the irregularities and reversals in the teen number words.<sup>o</sup>

Another Level 3 method that works for certain numbers is a doubles  $\pm 1$  or  $\pm 2$  method: 6+7 = 6+(6+1) = (6+6)+1 = 12+1 = 13. These methods do not connect with place value the way make-a-ten methods do.

The Add To and Take From Start Unknown situations are particularly challenging with the larger numbers students encounter in Grade 1. The situation equation  $\Box + 6 = 15$  or  $\Box - 6 = 9$  can be rewritten to provide a solution. Students might use the commutative property of addition to change  $\Box + 6 = 15$  to  $6 + \Box = 16$ , then count on or use Level 3 methods to compose 4 (to make ten) plus 5 (ones in the 15) to find 9. Students might reverse the action in the situation represented by  $\Box - 6 = 9$  so that it becomes  $9 + 6 = \Box$ . Or they might use their knowledge that the total is the first number in a subtraction equation and the last number in an addition equation to rewrite the situation equation as a solution equation:  $\Box - 6 = 9$ becomes  $9 + 6 = \Box$  or  $6 + 9 = \Box$ .

The difficulty levels in Compare problems differ from those in Put Together/Take Apart and Add To and Take From problems. Difficultles arise from the language issues mentioned before and especially from the opposite language variants where the comparing sentence suggests an operation opposite to that needed for the solution.\*

As students progress to Level 2 and Level 3 methods, they no longer need representations that show each quantity as a group of objects. Students now move on to diagrams that use numbers and show relationships between these numbers. These can be extensions of drawings made earlier that did show each quantity as a group of objects. Add To/Take From situations at this point can continue to be represented by equations. Put Together/Take Apart situations can be represented by the example drawings shown in the margin. Compare situations can be represented with tape diagrams showing the compared quantities (one smaller and one larger) and the difference. Other diagrams showing two numbers and the unknown can also be used. Such diagrams are a major step forward because the same diagrams can represent the adding and subtracting situations

for all of the kinds of numbers students encounter in later grades (multi-digit whole numbers, fractions, decimals, variables). Students can also continue to represent any situation with a situation equation and connect such equations to diagrams.<sup>MP1</sup> Such connections can help students to solve the more difficult problem situation sub-types by understanding where the totals and addends are in the equation and rewriting the equation as needed.

X. Un. 4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

K.OA.3 Decompose numbers besitian or equal to 10 into pairs in more time near the composition by a drawing or equation (e.g., 5 = 2+3 and 5 = 4 + 1).

K:NBT-1 Compose and decompose rumbers from 11 to 19 into term ones and some further onset, e.g., by using objects or drawings, and record sech composition or decomposition by a drawing or solution (e.g., 18 = 10 + 8); understand that mass numbers are composed of ten ones and one, two, three, tour, live, six, swen, eight, or nine ones.

1.NBT.25 Understand that the two clipts of a two-digit rismber represent encounts of tens and ones. Understand the following as special cases:

b The numbers from 11 to 19 are composed of a len and one, two, three, four, five, six, even, eight, or nine ones.

 For example, "jour" is epoken linstlin "jourteen," but this order is reversed in the numeral 14.

 Bigger Unixonm: "Fewer version augusts wrang operation. Lucy has 8 lever apples than Julie. Lucy has A apples, How many apples does Julie have?

Smaller Unknown, "More" version suggests wrong operation, Julie has B more apples than Luck Julie has C apples. How many apples does Lucy have?

#### Addive resistential p shown in tape, part-whole, and



The laps discrem shows the actionals as the lapse and the total (indicated by a bracket) as a composition of shoes lapse. The part whole displant and number-bond disparts capture the somposing distinguishing action to allow the representation of the total at the log and the action to allow the representation of the total at the log and the action do at the bottom either as drawn quantities or as numbers.

Additive relationships shown in static disgrams

total		total
Q#### 00		7
	••	4 3
ead green		red green

Students sometimes have trouble with static part whole clagrams because these display a double representation of the total and the addends (the total 7 above and the addende 4 and 5 balow), but at a given time in the addition or subtraction situation not al three quantities are present. The addition of moving from the total to the addends (or from the addende to the total) in the number-bond degram reduces the conceptual distances.

\_\_\_\_XX

MP1 By relating equations and diagrams, students work toward ithis espect of MP1: Mathematically profident students can explain correspondences between equations, vertal descriptions, lables, and graphs.

#### from First Steps:

# KEY UNDERSTANDING 1 Adding and subtracting numbers are useful when we: change a quantity by adding more or taking some away think of a quantity as combined of parts equalise or compare two quantities.

This Key Understanding is about the meaning of the addition and subtraction operations and when to use them, rather than how to carry out calculations. Students should learn to recognise a wide range of problem types to which addition and subtraction apply. These should include change situations (add some or take some away), combine situations, and compare and equalise situations. Examples of each of these problem types are provided in the Background Notes on page 87. Students should be helped to see how these types of problems can all be thought of in terms of part-part-whole, and can be solved using the same operations.

Students will gain full command of some problem types earlier than others. However, this does not mean that they should only deal with one type at a time. A wide range of addition and subtraction problems should be posed from the early school years, although the numbers involved may be quite small to begin with. Initially, students should solve problems by acting them out, modelling them with materials and diagrams, and imagining them in their 'mind's eye'. Students who have achieved Level 1 can do this for selfgenerated or orally presented stories involving small, easily visualised numbers.

Many students have always come to school recognising and naming numbers, even if they do not fully understand them. Nowadays they will often meet the operation symbols simply by playing with calculators. They should be provided with a calculator from the earliest primary years and encouraged to explore its functions. When they do so, they will want to name various operation keys. Rather than meeting the concepts and attaching the symbols to the xxiv

xxv

concepts later, they are more likely to meet the symbols and, over time, develop and enrich the meanings they attach to them.

The goal is for students to build connections between dramatic, physical, diagrammatic and verbal forms of problems and the symbolic representations of them. Students who have achieved Level 2 represent problems involving whole numbers in a variety of ways. They can link various problem situations to the addition and subtraction operations and the symbols. They link the various addition situations to the part-part-whole notion, so they understand why the addition symbol works in each case. Similarly, they link various subtraction situations to part-part-whole and to the subtraction symbol. They write suitable number sentences.

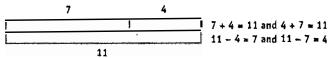
At Level 3, students deal with all the problem types in contexts involving large whole numbers. At Level 4, they also do this in situations where there are no obvious verbal cues to suggest which operation is required, where intuition about the size of the answer may not help choose an operation, and where measured quantities including decimals and fractions are involved.

and the set of the factor of the set of the set of the set of the

#### **KEY UNDERSTANDING 2**

Partitioning numbers into part-part-whole helps us relate addition and subtraction and understand their properties.

A quantity, while being thought of as a whole, can also be thought of as composed of parts. That is:



The part-part-whole relationship shows how addition and subtraction are related, with subtraction being the inverse of addition. If the whole quantity is unknown, addition is required. If one of the other quantities is unknown, subtraction is required. This enables students to see why a problem that they think of as about adding, but with one of the addends unknown, could be solved by subtracting or vice-versa. (See Key Understanding 7, page 66, and Background Notes, page 91.) Linking the joining and separating of the parts that make the whole to a variety of situations also helps students to see why subtraction can be used to solve a take-away problem and also a comparison problem. Understanding part-part-whole relationships to represent a problem in different ways, so they can choose the most helpful.

The part-part-whole relationship is also the key to students seeing why addition is commutative and why subtraction is not. The commutativity of addition is of obvious practical use in calculating, but knowing that, and understanding why, addition is commutative and subtraction is not, helps students represent word problems with appropriate addition and subtraction sentences.

Students who have achieved Level 1 of the outcome can solve simple addition and subtraction problems for whole numbers, mostly by modelling strategies (see Key Understanding 1, page 12, and Background Notes, page 89). However, they may not link addition to subtraction or the types of subtraction to each other At Level 2 they link the types of addition (from Key Understanding 1) to the part-part-whole idea and so understand why the addition symbol works in each case.

Similarly, they link subtraction types to the part-part-whole idea and to the subtraction symbol. With the aid of diagrams, they can use part-part-whole relationships to link addition to subtraction and so, given  $16 + \square = 34$ , they could work out a related subtraction and so find the 'hidden number' on their calculator.

At Level 3, students use the inverse relationship between addition and subtraction routinely for large whole numbers, e.g. they readily say that if 35 + 65 = 100, then 100 - 65 must be 35, although they may still rely on imagining it in diagrams. At Level 4 this relationship has been generalised so that students can use the inverse relationship in an abstract way for any numbers including decimals and fractions. Students at Level 5 can use the relationship to solve more abstract 'algebraic' problems such as: half my number, add one, is 43, what is my number? xxvi

Enduring Understandings combine CCSS-M critical overview, cluster standards, <u>"Grade 1 Module 2 and Module 4"</u> by by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA), <u>First Steps in Mathematics</u>" by Department of Education – Western Australia licensed under <u>Creative Commons Attribution 4.0</u> International, and <u>"Investigations</u>" by Pearson. Achievement First does not own the copyright in "Enduring Understandings" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

<sup>ii</sup> This work, "Narrative," is a revision of <u>"Grade 1 Module 2 and Module 4</u>" by by Engage NY licensed under <u>Creative Commons</u> <u>Attribution International 4.0</u> (CC BY-NC-SA) and <u>"Investigations"</u> by Pearson. Achievement First does not own the copyright in "Narrative" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

<sup>iii</sup> Author and Source Unknown. Achievement First does not own the copyright in "Kay Strategies" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

<sup>iv</sup> <u>"Turn On CC Math"</u> by NC State University. Achievement First does not own the copyright in the "Structural Overview progression chart" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

<sup>v</sup> This work, "Standards for Mathematical Practices," is a revision of <u>"Grade 1 Module 2 and Module 4"</u> by by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA) and <u>"Investigations</u>" by Pearson. Achievement First does not own the copyright in "Standards for Mathematical Practices" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

<sup>vi</sup> Author and Source Unknown. Achievement First does not own the copyright in "Skills & Procedural Knowledge" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S.

Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

<sup>vii</sup> Author and Source Unknown. Achievement First does not own the copyright in "Major Misconceptions & Clarifications" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

<sup>viii</sup> Author and Source Unknown. Achievement First does not own the copyright in "Unit Vocabulary" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

<sup>is</sup> This work, "Interim Assessment Two," is a revision of <u>"Grade 1 Module 2 and Module 4"</u> by by EngageNY licensed under <u>Creative</u> <u>Commons Attribution International 4.0</u> (CC BY-NC-SA) and <u>"Investigations"</u> by Pearson. Achievement First does not own the copyright in "Interim Assessment Two" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

<sup>\*</sup> This work, 'Pre and Post Assessments," is a revision of <u>First Steps in Mathematics</u>" by Department of Education – Western Australia licensed under <u>Creative Commons Attribution 4.0 International "Grade 1 Module 2 and Module 4</u>" by by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA), and <u>"Investigations</u>" by Pearson. Achievement First does not own the copyright in "Pre and Post Assessments" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

<sup>si</sup> <u>"Illustrative Mathematics</u>" Achievement First does not own the copyright in "Aligned Tasks" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

<sup>xii</sup> <u>"Illustrative Mathematics</u>" Achievement First does not own the copyright in "Aligned Tasks" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

xiii <u>"Illustrative Mathematics</u>" Achievement First does not own the copyright in "Aligned Tasks" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

<sup>xiv</sup> <u>"Illustrative Mathematics</u>" Achievement First does not own the copyright in "Aligned Tasks" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

<sup>xv</sup> <u>"Illustrative Mathematics"</u> Achievement First does not own the copyright in "Aligned Tasks" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

<sup>xvi</sup> <u>"Illustrative Mathematics"</u> Achievement First does not own the copyright in "Aligned Tasks" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

<sup>xvii</sup> <u>"Illustrative Mathematics"</u> Achievement First does not own the copyright in "Aligned Tasks" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

<sup>xviii</sup> <u>"Illustrative Mathematics"</u> Achievement First does not own the copyright in "Aligned Tasks" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

xix <u>Progressions for the Common Core State Standards in Mathematics</u>" by The University of Arizona. Achievement First does not own the copyright in "Teacher Background Knowledge" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

<sup>xx</sup> <u>Progressions for the Common Core State Standards in Mathematics</u>" by The University of Arizona. Achievement First does not own the copyright in "Teacher Background Knowledge" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

<sup>xxi</sup> <u>Progressions for the Common Core State Standards in Mathematics</u>" by The University of Arizona. Achievement First does not own the copyright in "Teacher Background Knowledge" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

<sup>xxii</sup> <u>Progressions for the Common Core State Standards in Mathematics</u>" by The University of Arizona. Achievement First does not own the copyright in "Teacher Background Knowledge" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

<sup>xxiii</sup> <u>Progressions for the Common Core State Standards in Mathematics</u>" by The University of Arizona. Achievement First does not own the copyright in "Teacher Background Knowledge" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

xxiv <u>First Steps in Mathematics</u>" by Department of Education – Western Australia licensed under <u>Creative Commons Attribution 4.0</u> International, Achievement First does not own the copyright in "Teacher Background Knowledge" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws, The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

<sup>XXV</sup> <u>First Steps in Mathematics</u>" by Department of Education – Western Australia licensed under <u>Creative Commons Attribution 4.0</u> International, Achievement First does not own the copyright in "Teacher Background Knowledge" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

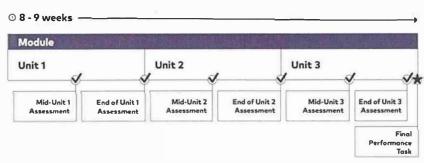
<sup>sxvi</sup> <u>First Steps in Mathematics</u>" by Department of Education – Western Australia licensed under <u>Creative Commons Attribution 4.0</u> <u>International</u>, Achievement First does not own the copyright in "Teacher Background Knowledge" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

Assessment	Grades	Selection/Development	Ригрозе	Design and Format	How Teachers Can Use Data
Missouri Assessment Program (MAP)	3-8 English Language Aris, 3-8 Mathematics, 5, 8 Science	As stated in R.S.Mo 160.518, the MAP is a state requirement.	Summative: To understand how well students are learning and retaining Missouri Learning Standards (beginning in 2022-23 with 3rd grade).	The MAP will be administered according to all state-mandated protocols.	Administrators and teachers will gain an understanding of class mastery of standards, as well as which students may need extra support and which should receive enrichment.
NWEA Measurements of Academic Progress (MAP) Growth Assessment	K-8	The NWEA MAP is a computer-based adaptive formative assessment aligned to Missouri state standards.	Summative/Formative: To determine how competitive our students are nationally, to track growth/impact of interventions and to report academic progress to families. The NWEA MAP will be administered three times per year (September, January, May).	NWEA MAP assessments are administered individually using computers. As students respond to questions, the tests respond to each student, adjusting up or down in difficulty as needed.	Within 24 hours of each testing window, our teachers will know exactly what skills and standards individual students have mastered, making intervention and enrichment possible.
Fountas & Pinnell (F & P) Benchmark Assessment	K-5	F & P is a nationally recognized and widely used assessment system. It includes a strong comprehension component and is benchmarked against the F & P book-leveling system, which will work to provide students, families and teachers with independent reading levels.	Summative/Formative: To assess students' independent reading readiness and reading in the following areas: comprehension within, beyond, and about the text, writing about reading, fluency, phonemic awareness, letter names, early literacy behaviors, phonics and word analysis, high frequency word reading, and vocabulary knowledge. The BAS will be administered four times per year (August, November, February, and May).	F & P is administered one-on-one. Teachers select a book along a 26-level continuum (levels A-Z) and assess how accurately students can read. The teacher then conducts a comprehension conversation to see how well the scholar has understood the story.	Teachers will use data to differentiate instruction and pair scholars with proper books for independent reading. Teachers will additionally understand which students need additional interventions.
Curricular Based Assessments	ELA - EL Education Math - Achievement First Science - Amplify Science Social Studies - TBD	Each of our chosen curricula provides a robust set of assessments that teachers will utilize to formally and informally assessment student progress. As part of our adoption and internalization process, our teachers will thoroughly prepare to administer all necessary assessments.	Formative: To assess students' progress towards academic goals, to stretch students' thinking and to show teachers where knowledge breakdowns occur in student thinking and understanding. For kindergarten through second grade students, end-of- year assessments from our curricular resources will also serve as the primary summative assessment for ELA and Math.	Assessment are incorporated into our unit and quarterly plans. At times this will include, whole-class assessments that incorporate multiple-choice and open- ended questions.	Teachers will see how well students are mastering state standards and learning skills through our rigorous academic program. Assessments will be particularly helpful for interventions and differentiation.
Panorama Education Feedback Surveys: Student Voice, School Climate, Family & Community Engagement, and Teacher & Staff Engagement	K-8	Panorama has a library of research- backed survey instruments to collect valid and reliable perception data. Their surveys are designed and tested to gather feedback from students, family members, and teachers and staff.	Formative: We will capture data towards our efforts to build a positive school climate by collecting valid and reliable feedback about what matters most — from belonging and teacher-student relationships to engagement and school safety. The surveys will give us feedback from our primary stakeholders; students, teachers and families	complete Surveys will be administered	Reports can be shared at classroom and building levels to support teacher and leader to analyze data for specific groups. Teachers and leaders can make immediate changes based on the data. Reports are easily shared with our board, families and other
Conscious Discipline Skills Rubric and Coaching for Teachers Rubric	K-8	Conscious Discipline is an evidence- based, trauma-informed approach to classroom management, and provides a transformational, whole-school solution for social-emotional learning, discipline and self-regulation.	Formative: We will assess our implementation of hte seven skillson a four-point scale, using descriptions, perceptual shifts and specific verbiage to determine level of proficiency for the Seven Skills of Discipline, We will use the coaching for teacher rubric to determine necessary levels of support for teachers.	The rubrics are ideal for self-evaluation, peer evaluation or administrative use. Teachers will complete self-assessments quartertly, and have peer and administrator assessments biannually.	Both teachers and leaders will be able to see how teachers are progressing toward their development of the CD skills, and make corrections/seek additional support as needed. All teachers will integrate social-emotiona learning, discipline and self-regulation to be more effective for our children.
Leader in Me (LiM) Measurable Results Assessment (MRA)	K-8	MRA is a rigorously developed tool used to annually collect, analyze, and report student-, stafT-, and school- level outcomes related to the focus on improving leadership, culture, and academics.	Formative/Summative: As a LiM school, we will use these results to monitor progress toward LightHouse status, and to improve upon our school's culture and climate based on results.		The MRA measures are aligned with the highly effective practices outlined in the LiM Framework, which will allow our team to take insights from the data to create action plans and leverage our limited time and resources to meet our goals.

#### Appendix H – Sample 3rd Grade English Language Arts Assessment

The Leadership School intends to use EL Education's K-5 Language Arts Curriculum. The attached documents show the mid- and end-of-unit assessments for the first module in third grade. In addition, at the end of each module students will complete a performance task that brings together the learning standards for the entire quarter-long module.

#### Figure A1. EL Education Assessment Structure



Grades 3–5 Module Lessons and Assessment Structure

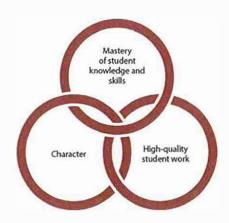
As described on the EL Education website:

At the heart of the curriculum—at all grade levels—are the hour-long module lessons. Each grade level includes four modules, which span a full school year. The four modules allow students to build important content knowledge based on a compelling topic related to science, social studies, or literature. Each module uses rich, authentic text throughout.

The EL Curricular resources provide in-depth assessments of the content standards as well as transferable skills. We believe that the dimensions of student achievement that align well with the following primary tenets: Sense of Belonging and Rigorous Academic Experiences.

- 1. **Mastery of knowledge and skills.** Students demonstrate proficiency and deeper under- standing, apply their learning, think critically, and communicate clearly.
- Character. Students work to become effective learners, to become ethical people, and to contribute to a better world.
- 3. High-quality work. Students create complex work, demonstrate craftsmanship, and create authentic work.

#### Figure A2. EL Education Dimensions of Student Achievement.



These three dimensions are the aspirational outcomes for the entire Grades K-5Language Arts curriculum. Achievement is more than mastery of knowledge and skills or students' scores on a test. Habits of character and high-quality work are also taught and prized.

Additionally, the EL Education ELA curriculum is also perfectly aligned to our final primary tenet: Authentic Leadership.

From the earliest grades, students using EL Education's curriculum learn to see themselves as active learners with agency in their own education. With teachers' guidance, they articulate specific learning targets ("I can...") for every lesson. They learn to set goals, assess their own learning, and use feedback from peers, themselves, and their teachers to make progress.

# **F**Education

# Language Arts Curriculum

### MODULE LESSONS Grade 3: Module 1 Assessment Overview

© 2016 EL Education Inc.

Except where otherwise noted, EL Education's Language Arts Curriculum is published under a Creative Commons Antibution 4.0 International (CC BY 4.0) License. To view a copy of this license, visit https://creativecommons.org/licenses/by/4.0/.

Licensed third party content noted as such in this curriculum is the property of the respective copyright owner and not subject to the CC BY 4.0 License. Responsibility for securing any necessary permissions as to such third party content rests with parties desiring to use such content. For example, certain third party content may not be reproduced or distributed (outside the scope of fair use) without additional permissions from the content owner and it is the responsibility of the person seeking to reproduce or distribute this curriculum to either secure those permissions or remove the applicable content before reproduction or distribution.

309



#### **Reading Strategies Bookmark**

In this performance task, students synthesize their thinking about their reading challenges and possible strategies to overcome those challenges by creating an eyecatching bookmark listing the strategies described in their End of Unit 3 Assessment reading contracts. The strategies are written in bullet points so students can access them quickly when reading. This task centers on CCSS ELA W.3.4 and W.3.5.

#### Mid-Unit 1 Assessment

#### Collaborative Discussions about Independent Reading Books

This assessment centers on CCSS ELA SL.3.1a, SL.3.1b, SL.3.1c, SL.3.3, and SL.3.6. In small groups, students follow discussion norms and use notes prepared in the previous lesson to discuss what they like about their independent reading books so far, and what they find challenging. They question one another to check for understanding and to gather additional information using provided guiding questions, demonstrating their ability to participate actively and respectfully in collaborative discussions.

#### End of Unit 1 Assessment

#### Answering Questions about a Literary Text

This assessment centers on CCSS RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.10, and L.3.4. Students read a new literary text, "Elephant Library." They answer text-dependent, multiple choice, and short answer questions, demonstrating their ability to use evidence, determine the lesson or message, and describe the impact of the character's actions on the sequence of events through the lens of the challenge and how it is overcome.

#### Mid-Unit 2 Assessment

Answering Questions and Identifying the Main Idea of an Informational Text This assessment centers on CCSS ELA RI.3.1, RI.3.2, RI.3.4, RI.3.10, and L.3.4. Students read an unfamiliar adapted passage from *My Librarian Is a Camel* about Mongolia. Students answer selected response and short response questions about unfamiliar vocabulary, the main idea, and supporting details in order to demonstrate deep understanding of the text.

#### End of Unit 2 Assessment

#### Informative Paragraph: The Challenge of Accessing Books

This assessment centers on CCSS ELA RI.3.1, RI.3.2, W.3.2a, W.3.2b, W.3.2d, W.3.4, W.3.8, and W.3.10. Students return to the passage about Mongolia from *My Librarian Is a Camel.* They write a paragraph describing the challenge of accessing books and how it is overcome, demonstrating their ability to write an informative/explanatory piece that refers explicitly to details in the text.

#### Mid-Unit 3 Assessment

#### Informative Paragraph: The Lesson of More Than Anything Else

This assessment centers on CCSS ELA RL.3.1, RL.3.2, RL.3.3, RL.3.10, W.3.2, and W.3.10. Students use notes from the previous lesson to write an informative paragraph that answers the question: What is the lesson in *More Than Anything Else*? Students demonstrate deep understanding of the main idea and main character in the text by describing the lessons learned from Booker's struggle to overcome the challenge of learning to read.

#### End of Unit 3 Assessment

#### Recording an Audiobook and Revising Reading Contract

This assessment centers on CCSS ELA RF.3.3, RF.3.4, SL.3.5, W.3.2, and W.3.5 and has two parts. In Part I, small groups of students work together to record an audiobook of either *Rain School* or *Nasreen's Secret School*. Students are required to practice and read an allocated excerpt aloud independently. In Part II, students revise and write a final draft of the reading contracts written throughout Unit 3 using both peer and teacher feedback.

# **F**Education

# Language Arts Curriculum

### MODULE LESSONS Grade 3: Module 1: Unit 1 Overcoming Learning Challenges Near and Far — Mid-Unit Assessment

© 2016 EL Education Inc.

Except where otherwise noted, EL Education's Language Arts Curriculum is published under a Creative Commons Attribution 4.0 International (CC BY 4.0) License. To view a copy of this license, visit https://creativecommons.org/licenses/by/4.0/.

Licensed third party content noted as such in this curriculum is the property of the respective copyright owner and not subject to the CC BY 4.0 License. Responsibility for securing any necessary permissions as to such third party content rests with parties desiring to use such content. For example, certain third party content may not be reproduced or distributed (outside the scope of fair use) without additional permissions from the content owner and it is the responsibility of the person seeking to reproduce or distribute this curriculum to either secure those permissions or remove the applicable content before reproduction or distribution.

#### Mid-Unit 1 Assessment: Collaborative Discussions about Independent Reading Books

#### (For Teacher Reference)

This assessment centers on CCSS ELA **SL.3.1a**, **SL.3.1b**, **SL.3.1c**, **SL.3.3**, and **SL.3.6**. In small groups, students follow discussion norms and use notes prepared in the previous lesson to discuss what they like about their independent reading books so far, and what they find challenging. They question one another to check for understanding and to gather additional information using provided guiding questions, demonstrating their ability to participate actively and respectfully in collaborative discussions.

#### **CCSS** Assessed:

- SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

#### **Collaborative Discussion Checklist**

Student Name	Prepares with evidence and draws on evidence during discussion	Follows agreed- upon rules for discussion (SL.3.1b)	Asks questions to check under- standing of information (SL.3.1c	Stays on topic (SL.3.1c)	Links comments to the remarks of others (SL.3.1c)	Explains own ideas and under- standing in light of the discussion (SL.3.1d)	Speaks in complete sentences in order to provide requested detail or clarification (SL.3.6)	Teacher comments
						N/A		
	-							

#### Mid-Unit 1 Assessment: Collaborative Discussions about Independent Reading Books

Name:	Date:

At the beginning of this unit, you discussed, in a small group, why you chose your independent reading books. For this assessment, you are going to return to the same discussion groups to discuss what you think of your book so far. You will discuss two questions:

- What are some things you like about your book?
- What is one thing you find challenging about your book?

Remember to speak in full sentences so that you are clearly understood.

Throughout the discussion, refer to:

- Discussion Norms anchor chart
- Research Reading Review Form from the previous lesson

# **F**Education

# Language Arts Curriculum

# **MODULE LESSONS**

### Grade 3: Module 1: Unit 1 Overcoming Learning Challenges Near and Far — End-of-Unit Assessment

© 2016 EL Education Inc.

Except where otherwise noted, EL Education's Language Arts Curriculum is published under a Creative Commons Attribution 4.0 International (CC BY 4.0) License. To view a copy of this heense, visit https://creativecommons.org/licenses/by/4.0/.

Lacensed third party content noted as such in this curriculum is the property of the respective copyright owner and not subject to the CC BY 4.0 Lacense. Responsibility for securing any necessary permissions as to such third party content rests with parties desiring to use such content. For example, certain third party content may not be reproduced or distributed (outside the scope of fair use) without additional permissions from the content owner and it is the responsibility of the person seeking to reproduce or distribute this curriculum to either secure those permissions or remove the applicable content before reproduction or distribution.

#### End of Unit 1 Assessment: Answering Questions about a Literary Text

#### (For Teacher Reference)

This assessment centers on CCSS **RL.3.1**, **RL.3.2**, **RL.3.3**, **RL.3.4**, **RL.3.10**, and **L.3.4**. Students read a new literary text, "Elephant Library." They answer textdependent, multiple choice, and short answer questions, demonstrating their ability to use evidence, determine the lesson or message, and describe the impact of the character's actions on the sequence of events through the lens of the challenge and how it is overcome.

#### **CCSS** Assessed:

- RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4a: Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- L.3.4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- L.3.4d: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

#### End of Unit 1 Assessment: Answering Questions about a Literary Text

Name:	Date:	
		_

In this assessment, you will read a new story about a very unusual library. Read the text carefully, and answer the questions that follow.

#### **Elephant Library**

I woke up very early this morning. Even the pitter-patter of the rain couldn't **dampen** my excitement! I had been counting the days. Soon, the elephant team would arrive soon with more books. I really hoped it would be today!

My family and I live in a very small village in the mountains. The only way to get here is by foot, up steep mountain trails. It can be quite dangerous. During the rainy season the ground is slippery and there are mudslides. We don't have a school or a library, but we are **fortunate** because a team of elephants brings us books. The team stays here for two or three days to teach us reading and writing on metal slates. My sister and I look forward to them coming because we both love to read and learn!

The morning dragged by painfully slowly. By mid-afternoon, I started to think that they were not going to arrive today after all. I was disappointed and snapped **disagreeably** at my sister when she tried to ask me a question. "Perhaps they will come tomorrow," Mom said, sensing the cause of my short temper and bad mood.

I had just about given up all hope, when I heard a shout in the distance. When the elephant team arrives, the first person in the village to see them coming up the mountain always shouts. This quickly becomes a **din** as we all shout with excitement and run to greet them.

I ran out hoping to see the elephants arriving. There were no elephants to be seen. The word spread quickly. The elephants were having trouble getting up the last steep trail on the slippery mud! My heart sank. Would they go on without stopping for us? My brain was working quickly. I wanted those books! The elephants couldn't get to us, but perhaps we could make it down to the elephants. I suggested the idea and everyone agreed. My sister and I, and our village friends walked very carefully down the slippery, muddy trail to the elephants. It took us a long time because we had to move slowly not to slip. We were all tired, wet, and muddy when we got there. But it was worth it!

The elephant handlers greeted us with big, warm smiles. The elephants lifted their trunks to say hello. They were happy we had worked so hard to see them. My sister and I didn't waste any time choosing books to bring back to the village. I chose one about elephants because we love the library school elephants so much!

Written by EL Education 700L

This note-catcher is not assessed, but it might help you organize your thinking about the gist of the story before you answer questions.

Overcoming Challenges in	(text)
Author	
Somebody (character)	
in (setting)	
wanted (motivation)	
but (challenge)	
so (solution)	

Education | Language Arts Curriculum

1

- 1. What does dampen mean in this context? (RL.3.4)
  - A. make slightly wet
  - B. make less strong
  - C. make much worse
  - D. make more dry
- 2. If agreeably means pleasingly or pleasantly, what does **disagreeably** mean? (L.3.4b, L.3.4c)
  - A. more pleasingly
  - B. unpleasantly
  - C. incorrectly
  - D. impossibly
- 3. What does **fortunate** mean in this passage? Use a dictionary and write the definition in your own words. (RL.3.4, L.3.4d)

- 4. Using clues in the text, what do you think **din** means? (RL.3.4, L.3.4a)
  - A. a loud prolonged noise or sound
  - B. a small dinner-like meal
  - C. a large animal that lived millions of years ago
  - D. a sound like a bell

- 5. What part of the text gave you a clue about the meaning of **din**? (RL.3.1, RL.3.4, L.3.4a)
  - A. "as we all shout with excitement"
  - B. "I had just about given up all hope, when I heard a shout in the distance."
  - C. "I was disappointed and snapped disagreeably at my sister"
  - D. "the first person in the village to see them coming up the mountain always shouts"

This note-catcher is not assessed, but it might help you organize your thinking about how details in the text convey the message or lesson.

Lesson/Message/Moral:		
Detail from the text	How does it help communicate the lesson/message/moral?	
1.		
2.		

Education | Language Arts Curriculum



6. In no more than three sentences, answer the following question: What was a lesson or message in this story, and how is it conveyed through details in the text? (RL.3.2)

Education | Language Arts Curriculum

.

 $\hat{\mathbf{x}}$ 



This note-catcher is not assessed, but it might help you organize your thinking about the challenges and how they are overcome.

Challenge (facts and details)	How the Challenge Is Overcome (facts and details)
	28.

₹Education | Language Arts Curriculum

7. In no more than two sentences, answer the following question: What was the challenge in this story, and how did the main character overcome it? Use details from the text to support your answer. (RL.3.3)

325

## End of Unit 1 Assessment: Answering Questions about a Literary Text

### (Answers, for Teacher Reference)

In this assessment, you will read a new story about a very unusual library. Read the text carefully, and answer the questions that follow.

#### **Elephant Library**

I woke up very early this morning. Even the pitter-patter of the rain couldn't **dampen** my excitement! I had been counting the days. Soon, the elephant team would arrive soon with more books. I really hoped it would be today!

My family and I live in a very small village in the mountains. The only way to get here is by foot, up steep mountain trails. It can be quite dangerous. During the rainy season the ground is slippery and there are mudslides. We don't have a school or a library, but we are **fortunate** because a team of elephants brings us books. The team stays here for two or three days to teach us reading and writing on metal slates. My sister and I look forward to them coming because we both love to read and learn!

The morning dragged by painfully slowly. By mid-afternoon, I started to think that they were not going to arrive today after all. I was disappointed and snapped **disagreeably** at my sister when she tried to ask me a question. "Perhaps they will come tomorrow," Mom said, sensing the cause of my short temper and bad mood.

I had just about given up all hope, when I heard a shout in the distance. When the elephant team arrives, the first person in the village to see them coming up the mountain always shouts. This quickly becomes a **din** as we all shout with excitement and run to greet them.

I ran out hoping to see the elephants arriving. There were no elephants to be seen. The word spread quickly. The elephants were having trouble getting up the last steep trail on the slippery mud! My heart sank. Would they go on without stopping for us? My brain was working quickly. I wanted those books!

The elephants couldn't get to us, but perhaps we could make it down to the elephants. I suggested the idea and everyone agreed. My sister and I, and our village friends walked very carefully down the slippery, muddy trail to the elephants. It took us a long time because we had to move slowly not to slip. We were all tired, wet, and muddy when we got there. But it was worth it!

The elephant handlers greeted us with big, warm smiles. The elephants lifted their trunks to say hello. They were happy we had worked so hard to see them. My sister and I didn't waste any time choosing books to bring back to the village. I chose one about elephants because we love the library school elephants so much!

Written by EL Education 700L

This note-catcher is not assessed, but it might help you organize your thinking about the gist of the story before you answer questions.

Overcoming Challenges in		(text)	
Author			
Somebody (character)	Responses will vary.		
in (setting)	Responses will vary.		
wanted (motivation)	Responses will vary.		
but (challenge)	Responses will vary.		
so (solution)	Responses will vary.		

FEducation | Language Arts Curriculum

.

- 1. What does dampen mean in this context? (RL.3.4)
  - A. make slightly wet
  - B. make less strong
  - C. make much worse
  - D. make more dry
- 2. If agreeably means pleasingly or pleasantly, what does **disagreeably** mean? (L.3.4b, L.3.4c)
  - A. more pleasingly
  - B. unpleasantly
  - C. incorrectly
  - D. impossibly
- 3. What does **fortunate** mean in this passage? Use a dictionary and write the definition in your own words. (RL.3.4, L.3.4d)

Answers may vary, but the following is an example: Fortunate means very lucky.

- 4. Using clues in the text, what do you think din means? (RL.3.4, L.3.4a)
  - A. a loud prolonged noise or sound
  - B. a small dinner-like meal
  - C. a large animal that lived millions of years ago
  - D. a sound like a bell

- 5. What part of the text gave you a clue about the meaning of **din**? (RL.3.1, RL.3.4, L.3.4a)
  - A. <u>"as we all shout with excitement"</u>
  - B. "I had just about given up all hope, when I heard a shout in the distance."
  - C. "I was disappointed and snapped disagreeably at my sister"
  - D. "the first person in the village to see them coming up the mountain always shouts"

**Please note:** The note-catchers are to help students organize their thoughts before writing short constructed responses. They should be used only to assess the corresponding standards if student short-constructed responses do not do so adequately.

This note-catcher is not assessed, but it might help you organize your thinking about how details in the text convey the message or lesson.

Lesson/Message/Moral:		
Detail from the text	How does it help communicate the lesson/message/moral?	
1. Responses will vary		
2. Responses will vary		

REducation | Language Arts Curriculum

6. In no more than three sentences, answer the following question: What was a lesson or message in this story, and how is it conveyed through details in the text? (RL.3.2)

Responses will vary, but the following is an example: The lesson is that challenges can be overcome if you think carefully and work hard. The narrator explains that his/her brain was working quickly to think of a way to get the books, which conveys the idea of thinking carefully when there is a problem or challenge. The narrator also explains that going to the elephants took a long time and made them tired and muddy, which conveys working hard to overcome a challenge. This note-catcher is not assessed, but it might help you organize your thinking about the challenges and how they are overcome.

Overcoming Learning Challenges		
Challenge (facts and details)	How the Challenge Is Overcome (facts and details)	
Responses will vary	Responses will vary	
	1.8E	
92		

7. In no more than two sentences, answer the following question: What was the challenge in this story, and how did the main character overcome it? Use details from the text to support your answer. (RL.3.3)

Responses will vary, but the following is an example: The challenge was to get the books even though the elephant library couldn't get up the mountain. The main character overcame the challenge by going down the mountain to the elephants. She got the books!

# **F**Education

# Language Arts Curriculum

# MODULE LESSONS Grade 3: Module 1: Unit 2 Overcoming Learning Challenges Near and Far — Mid-Unit Assessment

© 2016 EL Education Inc.

Except where otherwise noted, EL Education's Language Arts Curriculum is published under a Creative Commons Attribution 4.0 International (CC BY 4.0) License. To view a copy of this license, visit https://creativecommons.org/licenses/by/4.0/.

Licensed third party content noted as such in this curriculum is the property of the respective copyright owner and not subject to the CC BY 4.0 License. Responsibility for securing any necessary permissions as to such third party content rests with parties desiring to use such content. For example, certain third party content may not be reproduced or distributed (outside the scope of fair use) without additional permissions from the content owner and it is the responsibility of the per. on seeking to reproduce or distribute this curriculum to either secure those permissions or remove the applicable content before reproduction or distribution.

### Mid-Unit 2 Assessment: Answering Questions and Identifying the Main Idea of an Informational Text

### (For Teacher Reference)

This assessment centers on CCSS ELA **RI.3.1, RI.3.2, RI.3.4, RI.3.10**, and **L.3.4**. Students read an adapted version of an unfamiliar passage from *My Librarian Is a Camel* about Mongolia. Students answer selected response and short response questions about unfamiliar vocabulary, the main idea, and supporting details in order to demonstrate deep understanding of the text.

### CCSS Assessed:

- RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
- L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4a: Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- L.3.4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- L.3.4d: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

### Mid-Unit 2 Assessment: Answering Questions and Identifying the Main Idea of an Informational Text

Name:	Date:

Read the text using the glossary below to help you. Then answer the questions.

#### Mongolia

For centuries, people in Mongolia have led a **nomadic** lifestyle. Many people still herd livestock. They move across the **steppe**, a vast grass-covered plain, with their herds as they graze. The life of the nomads has not changed very much, but some things are different. In the old days the herders used horses, but today they like to use "iron horses," meaning motorbikes. Very few people have telephones, television, or access to computers. But most people can read! There is almost no **illiteracy** in this country.

Jambyn Dashdondog is a well-known writer of children's books in Mongolia. He was looking for a way to bring books to the many children in herders' families. These families live scattered across the Gobi Desert. A horse-drawn wagon (as well as a camel) is used to carry books into the desert.

Together with the Mongolian Children's Cultural Foundation, Mr. Dashdondog was able to obtain a minibus and ten thousand books. Most donations came from Japan. The Japanese books are being translated into Mongolian. Mr. Dashdondog makes trips with the minibus to bring the books to children in the countryside.

The book tour is called Amttai Nom, which means "candy books." Why? Because before they share the books, the children are given food, including some sweets. After the children listen to stories and choose books, Mr. Dashdondog asks: "Which was sweeter: books or candies?" And the children always answer, "BOOKS!"

"I just returned from a trip to visit herders' children in the Great Gobi Desert," said Mr. Dashdondog. "We covered some fifteen hundred kilometers in two weeks. And this was in winter, so it was cold and snowy. We had no winter fuel for our bus. So we had to use summer fuel, and the fuel froze at night, making the bus stall. But we weren't cold: the stories and their heroes kept us warm!" Mr. Dashdondog has visited nearly ten thousand children in the past two years.

Adapted from: *My Librarian Is a Camel* by Margriet Ruurs. Copyright © 1994 by Nancy Springer. Published by Boyds Mills Press. Reprinted by permission. 680L

Glossary for pages 20 and 21

**nomad:** a person or animal that moves from place to place without a fixed home **literacy:** the state of being able to read or write

vast: very large in size or area

**livestock:** cows, horses, sheep, or other animals raised or kept on a farm or ranch

Reread the section and answer the following questions:

"For centuries, people who live in Mongolia have led a **nomadic** lifestyle, moving across the **steppe**, a vast grass-covered plain, with their herds. Many people are still herders of livestock, moving with their herds as they graze."

- 1. Using clues in the text, what do you think steppe means? (R1.3.4, L.3.4a)
  - A. an area of land covered by snow
  - B. a sandy desert
  - C. a large area of flat grassland
  - D. an area of land with lots of hills and mountains
- 2. What part of the text gave you a clue about the meaning of **steppe**? (RI.3.1, RI.3.4, L.3.4a)
  - A. "And this was in winter, so it was cold and snowy."
  - B. "... a vast grass-covered plain ..."
  - C. "... who live scattered across the Gobi desert."
  - D. "... to bring the books to children in the countryside."

REducation | Language Arts Curriculum

- 3. What does nomadic mean? Use the glossary to help you. (RI.3.4, L.3.4d, L.3.4c)
  - A. rounding up cattle
  - B. moving from place to place
  - C. reading books on a wagon
  - D. traveling by horse

"Very few people have telephones, television, or access to computers. But most people can read! There is almost no **illiteracy** in this country."

- 4. What do you think illiteracy means? Use the glossary to help you. (RI.3.4, L.3.4b, L.3.4c)
- 5. What is the main idea of this text? (RI.3.2)
  - A. Children of nomads in Mongolia prefer books to candy.
  - B. There is almost no illiteracy in Mongolia because of the minibus.
  - C. Nomads move with their herds of livestock as they graze on the steppe in Mongolia.
  - D. Mr. Dashdondog helps the children of nomads in the Gobi Desert in Mongolia by taking them books.
- 6. Which of the following details support the main idea? Underline all that apply: (RI.3.2, RI.3.1)
  - A. "He was looking for a way to bring books to the many children in herders' families. These families live scattered across the Gobi Desert."
  - B. "After the children listen to stories and choose books, Mr. Dashdondog asks, 'Which was sweeter: books or candies?' And the children always answer: 'BOOKS!'"
  - C. "... Mr. Dashdondog makes trips with the minibus to bring the books to children in the countryside."
  - D. "'I just returned from a trip to visit herders' children in the Great Gobi Desert,'" said Mr. Dashdondog."

### Mid-Unit 2 Assessment: Answering Questions and Identifying the Main Idea of an Informational Text

### (Answers, for Teacher Reference)

Read the text using the glossary below to help you. Then answer the questions.

#### Mongolia

For centuries, people in Mongolia have led a **nomadic** lifestyle. Many people still herd livestock. They move across the **steppe**, a vast grass-covered plain, with their herds as they graze. The life of the nomads has not changed very much, but some things are different. In the old days the herders used horses, but today they like to use "iron horses," meaning motorbikes. Very few people have telephones, television, or access to computers. But most people can read! There is almost no **illiteracy** in this country.

Jambyn Dashdondog is a well-known writer of children's books in Mongolia. He was looking for a way to bring books to the many children in herders' families. These families live scattered across the Gobi Desert. A horse-drawn wagon (as well as a camel) is used to carry books into the desert.

Together with the Mongolian Children's Cultural Foundation, Mr. Dashdondog was able to obtain a minibus and ten thousand books. Most donations came from Japan. The Japanese books are being translated into Mongolian. Mr. Dashdondog makes trips with the minibus to bring the books to children in the countryside.

The book tour is called Amttai Nom, which means "candy books." Why? Because before they share the books, the children are given food, including some sweets. After the children listen to stories and choose books, Mr. Dashdondog asks: "Which was sweeter: books or candies?" And the children always answer, "BOOKS!"

"I just returned from a trip to visit herders' children in the Great Gobi Desert," said Mr. Dashdondog. "We covered some fifteen hundred kilometers in two weeks. And this was in winter, so it was cold and snowy. We had no winter fuel for our bus. So we had to use summer fuel, and the fuel froze at night, making the bus stall. But we weren't cold: the stories and their heroes kept us warm!" Mr. Dashdondog has visited nearly ten thousand children in the past two years.

Adapted from: *My Librarian Is a Camel* by Margriet Ruurs. Copyright © 1994 by Nancy Springer. Published by Boyds Mills Press. Reprinted by permission. 680L

Glossary for pages 20 and 21

nomad: a person or animal that moves from place to place without a fixed home
literacy: the state of being able to read or write
vast: very large in size or area
livestock: cows, horses, sheep, or other animals raised or kept on a farm

or ranch

Reread the section and answer the following questions:

"For centuries, people who live in Mongolia have led a **nomadic** lifestyle, moving across the **steppe**, a vast grass-covered plain, with their herds. Many people are still herders of livestock, moving with their herds as they graze."

- 1. Using clues in the text, what do you think steppe means? (RI.3.4, L.3.4a)
  - A. an area of land covered by snow
  - B. a sandy desert
  - C. a large area of flat grassland
  - D. an area of land with lots of hills and mountains
- 2. What part of the text gave you a clue about the meaning of **steppe**? (RI.3.1, RI.3.4, L.3.4a)
  - A. "And this was in winter, so it was cold and snowy."
  - B. <u>"... a vast grass-covered plain ..."</u>
  - C. "... who live scattered across the Gobi desert."
  - D. "... to bring the books to children in the countryside."

- 3. What does **nomadic** mean? Use the glossary to help you. (RI.3.4, L.3.4d, L.3.4c)
  - A. rounding up cattle
  - B. moving from place to place
  - C. reading books on a wagon
  - D. traveling by horse

"Very few people have telephones, television, or access to computers. But most people can read! There is almost no **illiteracy** in this country."

4. What do you think illiteracy means? Use the glossary to help you. (RI.3.4, L.3.4b, L.3.4c)

Answers will vary, but the following is an example: Illiteracy means not being able to read or write.

- 5. What is the main idea of this text? (RI.3.2)
  - A. Children of nomads in Mongolia prefer books to candy.
  - B. There is almost no illiteracy in Mongolia because of the minibus.
  - C. Nomads move with their herds of livestock as they graze on the steppe in Mongolia.
  - D. <u>Mr. Dashdondog helps the children of nomads in the Gobi Desert in</u> <u>Mongolia by taking them books.</u>
- 6. Which of the following details support the main idea? Underline all that apply: (RI.3.2, RI.3.1)
  - A. <u>"He was looking for a way to bring books to the many children in herders'</u> families. These families live scattered across the Gobi Desert."
  - B. "After the children listen to stories and choose books, Mr. Dashdondog asks, 'Which was sweeter: books or candies?' And the children always answer: 'BOOKS!'"
  - C. <u>"... Mr. Dashdondog makes trips with the minibus to bring the books to children in the countryside."</u>
  - D. <u>"'I just returned from a trip to visit herders' children in the Great Gobi</u> <u>Desert,'" said Mr. Dashdondog."</u>

# **F**Education

# Language Arts Curriculum

# MODULE LESSONS Grade 3: Module 1: Unit 2 Overcoming Learning Challenges Near and Far — End-of-Unit Assessment

@ 2016 El. Education Inc.

Except where otherwise noted, EL Education's Language Arts Curriculum is published under a Creative Commons Attribution 4.0 International (CC BY 4.0) License. To view a copy of this license, visit https://creativecommons.org/licenses/by/4.0/.

Licensed third party content noted as such in this curriculum is the property of the respective copyright owner and not subject to the CC BY 4.0 License. Responsibility for securing any necessary permissions as to such third party content rests with parties desiring to use such content. For example, certain third party content may not be reproduced or distributed (outside the scope of fair use) without additional permissions from the content owner and it is the responsibility of the person seeking to reproduce or distribute this curriculum to either secure those permissions or remove the applicable content before reproduction or distribution.

## End of Unit 2 Assessment: Informative Paragraph: The Challenge of Accessing Books

### (For Teacher Reference)

This assessment centers on CCSS ELA **RI.3.1**, **RI.3.2**, **W.3.2a**, **W.3.2b**, **W.3.2d**, **W.3.4**, **W.3.8**, and **W.3.10**. Students return to the passage about Mongolia from *My Librarian Is a Camel.* They write a paragraph describing the challenge of accessing books and how it is overcome, demonstrating their ability to write an informative/ explanatory piece that refers explicitly to details in the text.

### CCSS Assessed:

- RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
- W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b: Develop the topic with facts, definitions, and details.
- W.3.2d: Provide a concluding statement or section.
- W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### End of Unit 2 Assessment: Informative Paragraph: The Challenge of Accessing Books

Name:				Date:

**Directions:** Throughout Unit 2, you have been reading texts about the challenges faced by children accessing books in other places in the world and how those challenges are overcome. On the Mid-Unit 2 Assessment, you read a text about children in Mongolia. Reread pages 20 and 21 of *My Librarian Is a Camel*. Then, write a paragraph to answer the following question: What challenges do children in Mongolia face when accessing books, and how are these challenges overcome?

#### A well-written paragraph:

- Introduces the topic by describing the geography of Mongolia
- Has a clear topic sentence
- Describes the challenges faced when accessing books and how those challenges are overcome
- Uses facts, and details from My Librarian Is a Camel: pages 20 and 21
- Follows rules of writing (spelling, punctuation, and grammar)

Now, begin work on your paragraph. Manage your time carefully so that you can:

- 1. Reread pages 20 and 21 of My Librarian Is a Camel.
- 2. Plan the paragraph using the Close Read: *My Librarian Is a Camel:* Mongolia note-catcher.
- 3. Write the paragraph.
- 4. Check the Informational Texts anchor chart to be sure your piece meets all the criteria.

### Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Research Question:** What are the challenges people face when learning, and how are they overcome?

Focus Statement:

Source:

Geograp	ohical Features
Challenge What challenge(s) are faced?	How the Challenge Is Overcome How do the people in the text overcom those challenges?
Importan	ce of the Library

Education | Language Arts Curriculum

Name:	Date:
u	
-	

€ Education | Language Arts Curriculum

## End of Unit 2 Assessment: Informative Paragraph: The Challenge of Accessing Books

#### (Sample Proficient Response: Scorepoint 3, for Teacher Reference)

Answers will vary, but the following is an example:

**Research Question:** What are the challenges people face when learning, and how are they overcome?

**Focus Statement:** Getting books to children in the desert can be challenging, but a Mongolian author named Jambyn Dashdondog has found a way to overcome this challenge.

Source: My Librarian Is a Camel by Margriet Ruurs, pages 20 and 21

Geographical Features
mountain ranges, desert plains
ChallengeHow the Challenge Is Overcomehat challenge(s) are faced?How do the people in the text overcome those challenges?access to computers or television adic life (move around a lot); can'tMr. D. got donations: a minibus, ten thousand books
Delivers books in horse-drawn wagon and the minibus
Importance of the Library
Children have books to read—

Education | Language Arts Curriculum

Use rows A–H on the Informative Writing: Grade 3 Rubric and the sample response below to assess student writing.

northeast Asia, with mountain ranges, desert plains, and lots of empty space. <sup>2</sup>Getting books to children in the desert can be challenging, but a Mongolian author named Jambyn Dashdondog has found a way to overcome this challenge. The people who live in the Gobi Desert don't have access to computers or television. They live a nomadic life and are constantly moving with their livestock across the grassy plains of the Gobi Desert, making it hard for them to get books. Mr. Dashdondog got people to donate a minibus and ten thousand books! <sup>3</sup>He travels around delivering <sup>3</sup>Develops the topic with facts and details from books to nomadic children in a horse- the text that explain why accessing books is children all enjoy the books so much that they say they prefer the books to candy! Because of librarians like Mr. Dashdondog, children in Mongolia have books to read.<sup>4</sup>

<sup>1</sup>Mongolia is a large country in <sup>1</sup>Introduces the topic by providing context about the geography of Mongolia that helps the reader understand why getting books is challenging and stating a main idea

> <sup>2</sup>Uses linking words and phrases (but, that) to connect ideas

drawn wagon and the minibus. The challenging and how that challenge is overcome

<sup>4</sup>Provides a concluding statement that restates the main idea and reflects on the importance of the information provided

# **F**Education

# Language Arts Curriculum

# **MODULE LESSONS**

# Grade 3: Module 1: Unit 3 Overcoming Learning Challenges Near and Far — Mid-Unit Assessment

© 2016 EL Education Inc.

.

Except where otherwise noted, EL Education's Language Arts Curriculum is published under a Creative Commons Attribution 4.0 International (CC BY 4.0) License. To view a copy of this license, visit https://creativecommons.org/licenses/by/4.0/.

Licensed third party content noted as such in this curriculum is the property of the respective copyright owner and not subject to the CC BY 4.0 License. Responsibility for securing any necessary permissions as to such third party content rests with parties desiring to use such content. For example, certain third party content may not be reproduced or distributed (outside the scope of fair use) without additional permissions from the content owner and it is the responsibility of the person seeking to reproduce or distribute this curriculum to either secure those permissions or remove the applicable content before reproduction or distribution.

## Mid-Unit 3 Assessment: Informative Paragraph: The Lesson of *More Than Anything Else*

### (For Teacher Reference)

This assessment centers on CCSS ELA **RL.3.1, RL.3.2, RL.3.3, RL.3.10, W.3.2,** and **W.3.10**. Students use notes from the previous lesson to write an informative paragraph that answers the question: What is the lesson in *More Than Anything Else*? Students show a deep understanding of the main idea and main character in the text by describing the lessons learned from Booker's struggle to overcome the challenge of learning to read.

### **CCSS** Assessed:

- RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  - B. Develop the topic with facts, definitions, and details.
  - C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
  - D. Provide a concluding statement or section.
- W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Mid-Unit 3 Assessment: Informative Paragraph: The Lesson of *More Than Anything Else*

Name:	Date:

**Directions:** Throughout Units 1 and 2, you have been reading text to identify the challenges and how those challenges were overcome. At the beginning of this unit, you listened to a read-aloud of *More Than Anything Else* by Marie Bradby, took notes, and closely read a key excerpt from the text. Now you are going to write an informative paragraph to answer the question: What is the lesson in *More Than Anything Else*? Use details from the notes you color-coded in class to explain your thinking.

#### A well-written paragraph:

- Introduces the book and the author and briefly explains what the book is about
- Contains a topic sentence about the lesson in the story
- Includes details from the text and explains how each detail conveys the lesson in the story
- Provides a concluding sentence that restates the topic
- Follows the rules of writing (spelling, punctuation, and grammar)

#### While you are working, refer to:

- Reading for Gist and Recounting the Story: *More Than Anything Else* note-catcher
- Close Reading note-catcher

#### Now, begin work on your paragraph. Manage your time carefully so that you can:

- 1. Look over your notes and think about the lesson in the story.
- 2. Plan the paragraph and think about what you are going to say.
- 3. Write the paragraph.

Name:	Date:
x	

€ Education | Language Arts Curriculum

## Mid-Unit 3 Assessment: Informative Paragraph: The Lesson of More Than Anything Else

#### (Sample Proficient Response: Scorepoint 3, for Teacher Reference)

Use rows A–H on the Informative Writing: Grade 3 Rubric and the sample response below to assess student writing.

<sup>1</sup>More Than Anything Else by Marie Bradby is a book about a nine-year-old boy named Booker who really wants to learn how to read. <sup>2</sup>This story teaches us that practice and perseverance can help someone overcome big challenges and achieve his or her goals. <sup>3</sup>Booker does not go to school and has to work during the day at the salt works. <sup>4</sup>One day, Booker sees a man reading a newspaper aloud, and tells his mother that he wants to learn to read, so she gives him a small alphabet book. He draws the letters and tries to figure out the sounds, but the letters still don't make sense. Learning to read is very hard, but Booker does not give up! <sup>5</sup>He finds the man who was reading the newspaper and asks for help. The man teaches him, and he learns how to read. This story shows us that practice, perseverance, and asking for help can help us overcome even the biggest challenges.<sup>6</sup>

<sup>1</sup>Introduces the topic by stating the title and author of the book and providing a brief summary

<sup>2</sup>Clearly states the lesson in the story

<sup>3</sup>Uses linking words and phrases (and, so, but) to connect ideas

<sup>4</sup>Groups related information together, first discussing the challenges, then how they are overcome

<sup>5</sup>Develops the topic with facts and details from the text that explain how Booker practices and perseveres to achieve his goals.

#### <sup>6</sup>Provides a concluding

statement that restates the main idea and reflects on the importance of the information provided



# **F**Education

# Language Arts Curriculum

# **MODULE LESSONS**

# Grade 3: Module 1: Unit 3 Overcoming Learning Challenges Near and Far — End-of-Unit Assessment

© 2016 EL Education Inc.

Except where otherwise noted, EL Education's Language Arts Curriculum is published under a Creative Commons Attribution 4.0 International (CC BY 4.0) License. To view a copy of this license, visit https://creativecommons.org/licenses/by/4.0/.

Licensed third party content noted as such in this curriculum is the property of the respective copyright owner and not subject to the CC BY 4.0 License. Responsibility for securing any necessary permissions as to such third party content rests with parties desiring to use such content. For example, certain third party content may not be reproduced or distributed (outside the scope of fair use) without additional permissions from the content owner and it is the responsibility of the person seeking to reproduce or distribute this curriculum to either secure those permissions or remove the applicable content before reproduction or distribution.



## End of Unit 3 Assessment: Recording an Audiobook and Revising Reading Contract

### (For Teacher Reference)

This assessment centers on CCSS ELA **RF.3.3**, **RF.3.4b**, **SL.3.5**, **W.3.2**, and **W.3.5** and has two parts. In Part I, small groups of students work together to record an audiobook of either *Rain School* or *Nasreen's Secret School*. Students are required to practice and read an allocated excerpt aloud independently. In Part II, students revise and write a final draft of the reading contracts written throughout Unit 3 using both peer and teacher feedback. As students are working to revise and write their final draft, use the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist to gather phonics and word analysis data.

### **CCSS** Addressed:

- RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.3.4: Read with sufficient accuracy and fluency to support comprehension.
- RF.3.4b: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- SL.3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b: Develop the topic with facts, definitions, and details.
- W.3.2c: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- W.3.2d: Provide a concluding statement or section.
- W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### End of Unit 3 Assessment, Part I: **Recording an Audiobook**

Name: Date:

**Directions:** In this unit, you have been discussing reading challenges. One strategy you have identified that might help students who find it difficult to read a new text is listening to an audio version of a text. For Part I of this assessment, you will work with a group to record an audio version of either Rain School or Nasreen's Secret School. Each student in your group will be responsible for reading a different excerpt of the book. When you put these together, they will tell the whole story.

You have been assigned pages \_\_\_\_\_\_ and \_\_\_\_\_ of Rain School/Nasreen's Secret School.

Refer to the criteria you recorded on the Fluent Readers Do These Things anchor chart as you prepare and read your excerpt aloud.

### End of Unit 3 Assessment, Part II: **Revising Reading Contract: Drafting**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Earlier in this unit, after reading *More Than Anything Else* and *Thank* You, Mr. Falker, you discussed reading challenges and how to overcome them. You have written a reading contract describing two particular reading challenges that you face and strategies for overcoming them. Your reading contract will hold you accountable for working to overcome your reading challenges, and will help people know how they can best support you.

For this assessment, you will revise your reading contract based on teacher and peer feedback in order to create a final copy. Peer feedback will be focused on linking words and phrases, while your teacher's feedback will be focused on the content of each part of your contract. Look at the feedback on your piece and use it to improve your writing.

_

### End of Unit 3 Assessment, Part I: Recording an Audiobook

#### (For Teacher Reference)

**Directions:** In this unit, you have been discussing reading challenges. One strategy you have identified that might help students who find it difficult to read a new text is listening to an audio version of a text. For Part I of this assessment, you will work with a group to record an audio version of either *Rain School* or *Nasreen's Secret School*. Each student in your group will be responsible for reading a different excerpt of the book. When you put these together, they will tell the whole story.

You have been assigned pages \_\_\_\_\_\_ and \_\_\_\_\_ of *Rain School/Nasreen's* Secret School.

Refer to the criteria you recorded on the **Fluent Readers Do These Things** anchor chart as you prepare and read your excerpt aloud.

Notes:

To prepare the activity: Allow students to choose the book they will be working with. Divide the book into sections based on the number of students sharing the reading in each group. Be sure that each child has at least a two-page spread to read, assigning longer sections to students who are more competent readers.

To assess the activity: Copy the reading fluency checklist on the next page for each student. Listen to students read live or listen to the audio recording to assess each student's ability to read grade-level prose orally with accuracy, appropriate rate, and expression on successive readings.

6

## End of Unit 3 Assessment, Part I: **Recording an Audiobook**

### **Reading Fluency Checklist**

Student Na	ame:	Reading Fluency Checklist:						
Standard	Characteristics of Fluent Reading	Yes? No?	Teacher Comments					
RF.3.4a	Gives a grade-appropriate summary of the text to demonstrate comprehension and understanding.	N/A						
RF.3.4b, RF.3.4c	Reads with 99-100% accuracy.							
RF.3.4c	Uses context to confirm or self- correct word recognition and understanding, rereading as necessary.	N/A						
RF.3.4a, RF.3.4b, RF.3.4c	Reads at a rate that is appropriate for the piece.							
RF.3.4a, RF.3.4b, RF.3.4c	Reading flows smoothly, without many breaks.							
RF.3.4a, RF.3.4b	Reads groups of related words and phrases together.							
RF.3.4a, RF.3.4b,	Notices and reads punctuation (e.g., pauses after a comma; questions sound like questions).							
RF.3.4b	(For prose or poetry) Tone expresses the author's meaning (e.g., surprise, grief, anger, joy, etc.).							
RF.3.4b	(For prose or poetry) Facial expressions and body language match expression in voice.							



### End of Unit 3 Assessment, Part II: Revising Reading Contract

#### (For Teacher Reference)

**Directions:** Earlier in this unit, after reading *More Than Anything Else* and *Thank You, Mr. Falker*, you discussed reading challenges and how to overcome them. You have written a reading contract describing two particular reading challenges that you face and strategies for overcoming them. Your reading contract will hold you accountable for working to overcome your reading challenges, and will help people know how they can best support you.

For this assessment, you will revise your reading contract based on teacher and peer feedback in order to create a final copy. Peer feedback will be focused on linking words and phrases, while your teacher's feedback will be focused on the content of each part of your contract. Look at the feedback on your piece and use it to improve your writing.

Notes: Use the following rubric to assess the student's ability to strengthen writing by responding to feedback.

As students are working to revise and write their final draft, meet with individual students and use the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist to gather phonics and word analysis data.

8

4 - Advanced	3 - Proficient	2 - Developing	1 - Beginning
Revisions clearly and comprehensively reflect feedback from peers and significantly strengthen the piece	Revisions clearly and comprehensively reflect feedback from peers and improve the piece	Revisions reflect some feedback from peers and improve the piece	No revisions made, or revisions made do not reflect peer feedback
Revisions clearly and comprehensively reflect feedback from the teacher and significantly strengthen the piece	Revisions clearly and comprehensively reflect feedback from teacher and improve the piece	Revisions reflect some feedback from the teacher and improve the piece	No revisions made, or revisions made do not reflect teacher feedback

W 3.5. With guidance and support from peers and adults, develop and

# **F**Education

# Language Arts Curriculum

# **MODULE LESSONS**

# Grade 3: Module 1 Overcoming Learning Challenges Near and Far — Performance Task

© 2016 EL Education Inc.

Except where otherwise noted, EL Education's Language Arts Curriculum is published under a Creative Commons Attribution 4.0 International (CC BY 4.0) License. To view a copy of this license, visit https://creativecommons.org/licenses/by/4.0/.

Licensed third party content noted as such in this curriculum is the property of the respective copyright owner and not subject to the CC BY 4.0 License. Responsibility for securing any necessary permissions as to such third party content rests with parties desiring to use such content. For example, certain third party content may not be reproduced or distributed (outside the scope of fair use) without additional permissions from the content owner and it is the responsibility of the person seeking to reproduce or distribute this curriculum to either secure those permissions or remove the applicable content before reproduction or distribution.



### Summary of Task

#### **Reading Strategies Bookmark**

In this performance task, students synthesize their thinking about their reading challenges and possible strategies to overcome those challenges by creating an eyecatching bookmark listing the strategies described in their End of Unit 3 Assessment reading contracts. The strategies are written in bullet points so students can access them quickly when reading. This task addresses CCSS ELA W.3.4 and W.3.5.

### Format

Bookmark (created template or cardstock)

### **Standards Assessed through This Task**

- W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### Student-Friendly Writing Invitation/Task Description

Now that you have written a reading contract describing two of your challenges and some strategies to overcome those challenges, you are going to make an eye-catching reading strategies bookmark to help you remember those strategies as you read independently. Your bookmark should include your reading challenges and strategies to overcome those challenges written clearly and concisely so you can see them quickly. It should also be eye-catching so that as you read independently, you are reminded of your strategies.

# Key Criteria for Success

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a criteria list by which their work will be critiqued and formally assessed. Each piece of work should be assessed as it is created, using the rubric in the resource section of the unit or other student-generated criteria.

#### Your bookmark will include:

- Two reading challenges
- Two strategies to overcome each of the challenges
- An eye-catching design

#### **Options for Students**

- Extension: Students may create general reading strategies bookmarks for students in grade 2.
- Students could use technology or craft materials to create bookmarks.

#### **Options for Teachers**

• Students may share their bookmarks and reading strategies with a grade 2 or another grade 3 class.

#### **Performance Task Anchor Chart**

W.3.4, W.3.5

Now that you have written a reading contract describing two of your reading challenges and some strategies to overcome those challenges, you are going to make an eye-catching reading strategies bookmark to help you remember those strategies as you read independently.

#### Your bookmark will include:

- Two reading challenges
- Two strategies to overcome each of the challenges
- An eye-catching design

## **Performance Task Anchor Chart**

#### W.3.4, W.3.5

Now that you have written a reading contract describing two of your reading challenges and some strategies to overcome those challenges, you are going to make an eye-catching reading strategies bookmark to help you remember those strategies as you read independently.

#### Your bookmark will include:

- Two reading challenges
- Two strategies to overcome each of the challenges
- An eye-catching design

## **Bookmark Template**

W.3.5

Name: \_\_\_\_\_ Date: \_\_\_\_\_



# Appendix I - Draft Calendar for Year 1



The Leadership School

Opening Year: 2021-22

Updated draft: October 16, 2020															
			Jul	y 20	)21				Ja	anu	ary	202	2		
	Su	Мо	Tu	We	Th	Fr	Sa	Su	Мо	Tu	We	Th	Fr	Sa	
5 - Fourth of July (observed) / School Closed					1	2	3							1	3 Classes resume
	4	5	6	7	8	9	10	2	3	4	5	6	7	8	13 Qtr 2 ends 10 wk/45 days
July 12 - Aug 20 Opening Year Professional	11	12	13	14	15	16	17	9	10	11	12	13]	14	15	14 Professional Development /No Students
Development for all faculty/staff	18	19	20	21	22	23	24	16	17	[18	19	20	21	22	17 MLK Day / School Closed
	25	26	27	28	29	30	31	23	24	25	26	27	28	29	18-21 Student-Led Conferences
T - 15								30	31						T - 20; S - 19
		1		ust 2							<u> </u>	202			
	Su	Мо	Tu	We	Th	Fr	Sa	Su	Мо	Tu	We	Th	Fr	Sa	
July 12 - Aug 20 Opening Year Professional	1	2	3	4	5	6	7		-	1	2	3	4	5	
Development for all faculty/staff	8	9	10	11	12	13	14	6	7	8	9	10	11	12	
23 First day of school	15	16	17	18	19	20	21	13	14	15	16	17	18	19	
	22 29	<b>[23</b>	24 31	25	26	27	28	20	21 28	22	23	24	25	26	21 Presidents' Day / School Closed
T - 22; S - 7	29	30	51					27	20						T - 19; S - 19
1 - 22, 5 - 7															1 - 17, 3 - 17
		Sei	nter	nbe	r 20	21				Maro	ch 2	022			
	Su	Mo	-	We		Fr	Sa	Su	Mo	Tu			Fr	Sa	
	54	1110	1 u	1	2	3	4	54	1110	1	2	3	4	5	11 Professional Development/No Students
6 Labor Day / School Closed	5	6	7	8	9	10	11	6	7	8	9	10	11	12	
	12	13	14	15	16	17	18	13	14	15	16	17	18		14-17 Spring Break / School Closed
	19	20	21	22	23	24	25	20	21	22	23	24	25]	26	25 Qtr 3 ends 9 wk/42 days
	26	27	28	29	30			27	[28	29	30	31			28-31 Student-Led Conferences
T - 21; S - 20									-						T - 18; S - 17
		0	cto	ber	202	1		April 2022							
	Su	Мо	Tu	We	Th	Fr	Sa	Su	Мо	Tu	We	Th	Fr	Sa	
14-18 Fall Break for Students/No School						1	2						1	2	
14-15 Professional Development /No Students	3	4	5	6	7	8	9	3	4	5	6	7	8	9	
18 Fall Break/School Closed	10	11	12	13	14	15	16	10	11	12	13	14	15	16	15-18 Spring weekend / School Closed
22 Qtr 1 ends 9 wk/40 days	17	18	19	20	21	22]	23	17	18	19	20	21	22	23	
25-29 Student-Led Conferences	24	[25	26	27	28	29	30	24	25	26	27	28	29	30	
T - 20; S - 18	31														T - 19; S - 19
	November 2021					May 2022									
	Su	Mo		We		Z I Fr	Sa	Su	Мо	Tu	í		Fr	Sa	
	Ju	1	2	3	4	5	6	<u> </u>	2	3	4	5	6	7	
	7	8		10			13	8							20 Professional Development/No Students
	, 14	15	16	17	18	19	20	15	16	17	18	12		21	
24-26 Thanksgiving Break / School Closed	21	22	23	24	25	26	27	22	23	24			27	28	
	28	29	30			-		29	30	31	-	-			30 - Memorial Day School Closed
T - 19; S - 19										-					T - 21; S - 20
		De	cen	nbei	<sup>-</sup> 20	21			Ju	ne/	July	20	22		
	Su	Мо	Tu	We	Th	Fr	Sa	Su	Мо	Tu	We	Th	Fr	Sa	
				1	2	3	4				1	2	3	4	1-3 EOY Student-Led Conferences/Showcase
	5	6	7	8	9	10	11	5	6-MU	7-MU	8-MU	9-MU	10-MU	11	3 Last day of school; 1/2 day for students
17 Professional Development /No Students	12	13	14	15	16	17	18	12	13-MU		15	16	17	18	3 - Qtr 4 ends 10 wk/45.5 days
Dec 20 - Dec 31 Winter Break / School Closed	19	20	21	22	23	24	25	19	20	21	22	23	24	25	T - 3; S - 2.5
	26	27	28	29	30	31		26	27	28	29	30	1	2	14 - First Day of Summer School
T - 13; S - 12								3	4	5	6	7	8	9	4 - Fourth of July School Closed
								10	11	12	13	14	15	16	SS T - 24; S - 23
															Fall: Teachers - 118; Students - 85
															Spring: Teachers - 91; Students - 87 Year: Teachers - 209; Students - 172.5
															rear, reachers - 209; Students - 1/2,5

## **Appendix J Sample Daily Schedules - Students**

ST	UDENT LEADERSHIP AT THE CENTER OF LEARNIN
Kind	lergarten - 2nd Grade
7:30 - 7:55	Arrival/Breakfast
8:00 - 8:25	Morning Meeting Mon - School Community Meeting
8:30 - 10:30	ELA Block (w/ Foundations)
10:3	0 Morning snack distributed
10:35 - 11:35	ELA Labs
11:40 - 12:25	Lunch + Recess
12:30 - 1:15	Specials (Mon-Thurs); Leadership Block (F)
1:20 - 2:50	Math Block
2:30	Afternoon snack distributed
2:55 - 3:40	Social Studies/Science Block
3:45 - 4:00	Closing Circle
4:00 - 5:30	After School Programs

### **Draft Student Schedules**

3rd	3rd Grade - 5th Grade									
7:30 - 7:55	Arrival/Breakfast									
8:00 - 8:25	Morning Meeting Mon - School Community Meeting									
8:30 - 10:30	ELA Block (w/ Foundations)									
10:3	0 Morning snack distributed									
10:35 - 12:05	Math Block									
12:10 - 12:55	Lunch + Recess									
1:00 - 1:45	Social Studies/Science Block									
1:50 - 2:35	Specials (Mon-Thurs); Leadership Block (F)									
2:30	Afternoon snack distributed									
2:40 - 3:40	Personalized Learning Lab									
3:45 - 4:00	Closing Circle									
4:00 - 5:30	After School Programs									

School day will run 8:00am - 4:00pm, with building hours from 7:30am - 5:30pm (supervised free play/breakfast at no charge and after care programs run by community partners; free or sliding scale costs?)

6th Grade - 8th Grade								
7:30 - 7:55	Arrival/Breakfast							
8:00 - 8:25	Leadership Launch Mon - School Community Meeting							
8:30 - 9:45	Mathematics							
9:45 - 11:00	English-Language Arts							
10:3	0 Morning snack distributed							
11:00 - 12:15	Science							
12:20 - 1:00	Lunch							
1:00 - 2:15	Social Studies							
2:15 - 3:00	Personalized Learning Lab							
2:30	Afternoon snack distributed							
3:00 - 3:45	Specials (Alternating M/W + Tu/Th); Leadership (F)							
3:45 - 4:00	Closing Circle							
4:00 - 5:30	After School Programs							

## Appendix J Sample Daily Schedules - Teacher

The Leadership School	Draft Year 1 Teacher Schedule Kindergarten - 2nd Grade								
	Kindergarten	First Grade	Second Grade						
7:30 - 7:55	7:30 - 7:55 Arrival/Breakfast Duty (1x a week)	7:30 - 7:55 Arrival/Breakfast Duty (1x a week)	7:30 - 7:55 Arrival/Breakfast Duty (1x a week)						
8:00 - 8:25	8:00 - 8:25 Morning Meeting Mon - School Community Meeting	8:00 - 8:25 Morning Meeting Mon - School Community Meeting	8:00 - 8:25 Morning Meeting Mon - School Community Meeting						
8:30 - 10:30	8:30 - 10:30 ELA Block (w/ Foundations)	8:30 - 10:30 ELA Block (w/ Foundations) 10:30 - 10:45 Begin ELA Labs	8:30 - 10:30 ELA Block (w/ Foundations)						
10:35 - 11:35	10:35 -11:35 ELA Labs	10:50 - 11:35 Teacher Planning (Coaching/Internalization 2x a week)	10:35 -11:35 ELA Labs						
11:40 - 12:25	11:40 - 12:25 Lunch (Team Meeting 1x a week)	11:40 - 12:25 Lunch (Team Meeting 1x a week)	11:40 - 12:25 Lunch (Team Meeting 1x a week)						
12:30 - 1:15	12:30 - 1:15 Teacher Planning (Coaching/Internalization 2x a week)	12:30 - 1:15pm Finish ELA Labs	12:30 - 1:15 Social Studies & Science Block						
1:20 - 2:50	1:20 - 2:50 Math Block	1:20 - 2:50 Math Block	1:20 - 2:05 Teacher Planning (Coaching/Internalization 2x a week)						
2:55 - 3:40	2:55 - 3:40 Social Studies & Science Block	2:55 - 3:40 Social Studies & Science Block	2:10 - 3:40 Math Block						
3:45 - 4:00	3:45 - 4:00 Closing Circle	3:45 - 4:00 Closing Circle	3:45 - 4:00 Closing Circle						

#### Appendix K - Sample Day in the Life of a Student at The Leadership School

The first thing our students and families can expect when they walk into The Leadership School is a sense of community. They will be warmly and graciously met at the door by our staff greeters, eager to hear any updates from family members. The students will be asked if they are ready to start their day or if they need time to gather themselves. By building a sense of community, The Leadership School will create a common and predictable experience that helps students and staff feel connected to each other. Our goal is for students to feel safe and to develop friendships. We are intentional in creating this welcoming atmosphere to provide a learning environment where all students can succeed.

#### **Elementary School Student**

Meet Denise, a first grader at The Leadership School. If Denise needs a check-in upon arrival, she goes to the office where the school counselor is there to greet her. She then sits at a table where she gets to express her feelings in an interactive way like drawing a picture or using a feelings chart. While she does this, the counselor connects with her home to see if there is something they know that could help us with Denise. The call home reveals that she was up late and didn't want to get up for school. The counselor then has Denise talk about why getting her rest is important. They talk about Habit 1: Being proactive and Habit 3: Putting first things first. Denise then decides that she is ready to join breakfast. However, she does not eat much.

Denise goes into the morning rally where she sits with her core teacher and the teacher marks her present. She is just in time for Habit 7 as the students prepare to Sharpen the saw. The students are greeted with a warm welcome of gratitude from the school administrators. The students are then asked to sit quietly and think about what type of weather they are going to carry around today. They are reminded of how extraordinary they are and encouraged to give themselves a hug. The Student Leadership team comes up as the school chants one of their chants: "I am a leader". The core teacher reminds Denise that today is her day to lead the pledge and asks if she feels up to doing it. She says yes and joins the leadership team in front of the assembly. After other students lead their parts, Denise leads everyone in the pledge. The student leadership team energizes everyone for the day and Denise returns to her group.

The group goes to their classroom for <u>Morning Circle</u>. When they enter the classroom they follow a routine where they put their things away and sit in a greeting circle in which the students take the time to greet one another. The students then face the calendar for updates of the day. Denise's best friend is the calendar leader and walks the students through the days of the week, date, and months of the year. The class then talks about any special events that may be happening.

The teacher then talks to the groups about where they start their day. Today Denise starts her day in reading with a whole-group lesson introducing the key learning skills. They then do hands-on activities to learn about books and practice reading skills. Next for Denise is center time. However, before going to centers, Denise reminds her teacher that she did not eat much for breakfast. The teacher allows Denise to get a snack from the shelf. The class does not have assigned seating so Denise gets her <u>data binder</u> from

her book box — a marked crate where her personal supplies are stored. Denise reads through her data binder to see what she has mastered and what she gets to work on. The centers are set up by the five components of reading: phonemic awareness, phonics, fluency, comprehension and vocabulary. Centers and data notebooks allow teachers time to concentrate on the needs of particular groups of children. Skills from whole-group and small-group instruction tie together whatever reading skill is being taught. These skills are transferred to independent practice and in time, to independent learning. One purpose of the data book is to make sure students are being challenged at every level and that extension and intervention activities are happening. Denise is on the extension tract for reading which means that she is being allowed to advance further in her reading because she has mastered a great deal of content above her classmates (she is working on end of first grade reading skills).

The teacher called the group back to whole-group instruction for fundamental writing skills such as finger spacing, proper capitalization, main idea and punctuation. Today Denise gets to work at the authors center, where she gets to create her own story and picture. It will go in her binder for when she does her student-led parent conference. Denise's teacher signals for clean up and she and her classmates put everything back in its place. When everything is nice and neat they sit quietly and wait to be dismissed for Social Studies.

Denise is excited about social studies because she knows that it is going to be connected to the book they read in whole group reading. Today they read about Dinosaurs and she is excited to see how it connects to Social studies. She is right; the Social Studies teacher has them work on fossils. They get to work with clay making imprints like the dinosaurs did long long. After the lesson, the student leader reminds everyone that it is time to clean up. The class places everything back into place and they line up with their hall partners.

When the teacher dismisses students for lunch, Denise walks down the hall with her hall partner. She enjoys this time with her partner because they do not sit at the same lunch table. Her lunch group rotates so that all students will have the chance to get to know one another. Lunch is a time that The Leadership School uses to practice social skills. A student leader will begin lunch by going over social etiquette (i.e. using please, thank you, and excuse me; having appropriate lunch conversations). After they finish eating, the students are dismissed for recess. Recess is a social building time where they learn how to play by following the rules and how to interact with other students. Recess builds an even stronger community in the classroom.

Denise reunites with her hall partner and heads to her math class. The math class starts with whole group instruction and then the students have center time. Today's centers are all dinosaur themed! One station is counting dinosaur footprints. Denise checks her data binder to see which station she needs to complete her weekly rotation and earn her star. Denise has to work with her teacher on the numberline so she sits at the table with her teacher and other students who need additional help in this area. After working with the teacher, Denise sits with her accountability partner and they agree to spend 10 min studying the timeline as part of their homework. They will check in with each other tomorrow to see how they did.

The student leader gives the signal for clean up. The students put things back into place and sit quietly and wait for instructions. The students are asked to line up for specials. Denise partners with her hall partner and they head for specials. Today Denise has Physical Education. The P.E. teacher has been in collaboration with the core content teachers and knows that they are studying prehistoric themes. To reinforce the students' academic experiences, the students are asked to be barefoot for P.E. After a short period, they discuss why shoes are important. Next, they play tug of war and talk about how hard it must have been for the dinosaurs to get food, connecting the discussion to Habit 4 because even though it was a struggle, it was a "win-win" for the dinosaur. Then, they have a group game of tag and discuss hunting and the need to be in good physical shape. The student leader reminds everyone that it is time to prepare to leave.

The students put things back in place and they return to their core classroom. It is now time for <u>Closing</u> <u>Circle</u>. The students sit in a circle and they each have a chance to share something about their day. It could be something that went well or something that could have gone a little better. Denise starts by stating that her day did not start off good but she was glad that she felt well enough to lead the pledge this morning. The students give her one of their many celebration claps. She then listens to her peers as they share about their day and gives celebration claps to them. When the circle is complete, a student leader states that it's time to prepare for home. The students gather their things and return to the circle and wait to be dismissed. Denise waves goodbye to her hall partner as his father picks him up from school. The teacher then calls for Denise's bus and she heads for home.

#### Middle School Student

Meet Michael, an eighth grader at The Leadership School. His leadership role this week is student greeter so he starts his day welcoming students alongside school staff.

The Leadership School has an administrator from another school visiting today. Michael knows his name and his expected time of arrival. When Mr. Washington arrives, Michael greets him with a firm handshake and escorts him into the office. There, Michael introduces him to the school counselor and explains the process for morning check-ins. He then introduces Mr. Washington to the office staff and waits for him to get a visitor's pass. Michael explains that he will take him on a school tour and that when the tour is over the administration will be ready for him.

Michael begins his tour in the hallway where there is a display of The 7 Habits of Highly Effective Kids. Michael expounds upon the seven habits and how they have empowered his academic journey. They walk to the cafeteria where the students are almost finished cleaning the cafeteria. Michael explains the roles students play in the cafeteria.

Then, they go into the gym so that Mr. Washington can experience the morning rally. Michael participates in the rally as Mr. Washington observes. After the morning rally, they proceed down the hallway and head into an elementary morning circle. To see the contrast between teacher-driven and student-led

circles, Michael then takes Mr. Washington to see a middle school morning circle. After the morning circle, they stand in the hallway to note the process for transitions from class to class. Michael continues his tour by accompanying Mr. Washington to the spaces where specialty classes are held and explains how specialty class content integrates with the core classroom lessons. Michael rounds out his tour with a visit to an 8th grade literacy class and then contrasts it with a visit to a kindergarten literacy class. Michael escorts Mr. Washington to the main office where the Executive Director is waiting. The tour has lasted approximately twenty-five minutes and Michael is ready to return to class.

Michael goes to see the Learning Strategist, Ms. Ryan, who manages his IEP for his dyslexia. They look over his data binder together. He leads the conversation by reviewing the rubric for his last essay. They go over his essay outline and she gives him strategies to push him in his writing process, which he notes in his binder. Michael shows her that he has until the end of the week to turn in his final draft. Ms. Ryan asks Michael what support he needs and he decides that he would like her to proofread the essay before he turns it in. Ms. Ryan She states that she would need the essay by Wednesday afternoon to allow enough time to read it and have him make corrections before the due date. Before leaving, they discuss assignments for his other classes. Michael then documents his time with her in his data binder and heads to literacy class.

When he arrives in class, students are in breakout sessions so he joins his group. Soon after, the teacher signals for Michael to come to her desk so that they can review the ELA section of his <u>data binder</u>. When they finish, he returns to his group and she signals for the next student.

Michael's next class is science and they are having a whole-class discussion on the components of a successful science fair project. After the lesson, students draw numbers for accountability partners to have throughout the process. The teacher discusses the timeline and Michael marks his calendar for the checkpoints and due dates. The teacher gives them the remainder of the class to research topics and have one-on-one sessions with her. A student leader reminds the class that they have 5 minutes to reset the classroom. The students act accordingly and prepare to go to lunch.

Michael and his classmates head to the cafeteria. Today, the eighth graders are building relationships by eating lunch with the kindergartners. This is one of three lunch dates they will have with them. The kindergarten leaders lead the lunch table by going over the social skills. The kindergarteners get to ask the eighth graders questions and the eighth graders have the chance to give them advice. Once they are done eating, the eighth graders clear the table while the kindergartners go to recess. The eighth graders have a student council meeting after lunch to discuss and make plans for their ninth grade transition.

Once the student council meeting is over Michael heads to math class. The teacher waits at the door to greet each student. She has relaxing <u>music</u> playing low in the background to help the students regroup from lunch. She gives them a moment to settle in and prepares them for the lesson. After she teaches, she does a <u>rapid feedback</u> session where the students have a productive struggle with her guidance, when necessary. The student leader reminds everyone that they have minutes to reset the class.

Micheal returns to his core teacher for the closing circle. He and his classmates begin to discuss how the lesson they learned today impacted their lives. They also get to discuss what was not as impactful. They discuss if and when they were their best selves, as well as what they could have done differently. Today they end with Habit 7, ways in which to sharpen the saw. They discuss things that they can do at home tonight to help them prepare for tomorrow. The student leader gives the five minute reset notification. Once the room is reset, the teacher dismisses the class.

**Appendix L - Normandy Schools Collaborative Performance** 

# **District Performance Diagnostic**

## Normandy Schools Collaborative

DECEMBER 2019



## **Executive Summary**

Enrollment + Demographic Summary

- Enrollment in Normandy is now half of its record high in 2001 and the district has consolidated the number of schools it operates.
- Over the past decade, Normandy's enrollment has declined to 70% of its 2009 level with neighboring districts declining less.

#### Academic Achievement + Growth

- In ELA, Normandy has declined by more than 6% points relative to the state since 2010; only from 2015-17 did it improve. In Math, Normandy is performing at virtually the same level as 2010 relative to the state.
- The largest declines from 2018 to 2019 were in Obama Elementary and Jefferson Elementary, some in excess of 15% points.
- Even when compared just to other high-poverty schools statewide, Normandy students are well below average.
- Normandy's Black students are significantly behind both Black and White students statewide. Normandy's Black students are 40% points behind White students statewide in ELA grade 3 and 32% points in Math grade 8, key "gateway" measures for later success.
- Compared to their academic peers, students in Normandy are learning less year-to-year compared to other districts statewide.
- In addition to being 2 grade levels behind average nationally, students in Normandy grow less (0.74) than one grade level per year.

#### College Readiness + Postsecondary Entry

- Normandy has increased its on-time graduation rate by nearly 20% points between the 2011 and 2017 cohorts.
- Since 2000, however, those graduates have become less ready for college as measured by the ACT. The average Normandy student scores at roughly the 20th percentile of the national ACT test score distribution, meaning 80% of test-takers nationally score better.
- Over this same timeframe, the share of graduates moving directly into the workforce has doubled while the percentage going to college declined by more than 20% points.

#### School Culture

- New information from students themselves suggests that school climate and safety are major areas for improvement.
- District disciplinary incidents have declined over the past decade but are still >6 times statewide rates.
- Student attendance rates increased steadily to a high of 75% from 2011-2013, but are now down to 70%.

#### Areas for Learning

While these results are clearly disappointing, there are numerous examples of progress in these materials. Normandy's neighboring system of University City led the county in test score improvement last year, with gains at the 70<sup>th</sup> percentile in ELA and 74<sup>th</sup> percentile in Math statewide. Within Normandy itself, there was a period of sustained growth from 2015 through 2017 that should be investigated further. There are also several examples of systems and schools, both nationally and locally, performing at high levels even with very high shares of low-income students.



## Table of Contents

# 03 Enrollment + Demographic Summary

- 06 Academic Achievement + Growth
- 18 College Readiness + Postsecondary Entry
- 22 School Culture
- 26 Appendix

## **Guiding Question**

To what degree has the district's size and student composition shifted over the past few decades?



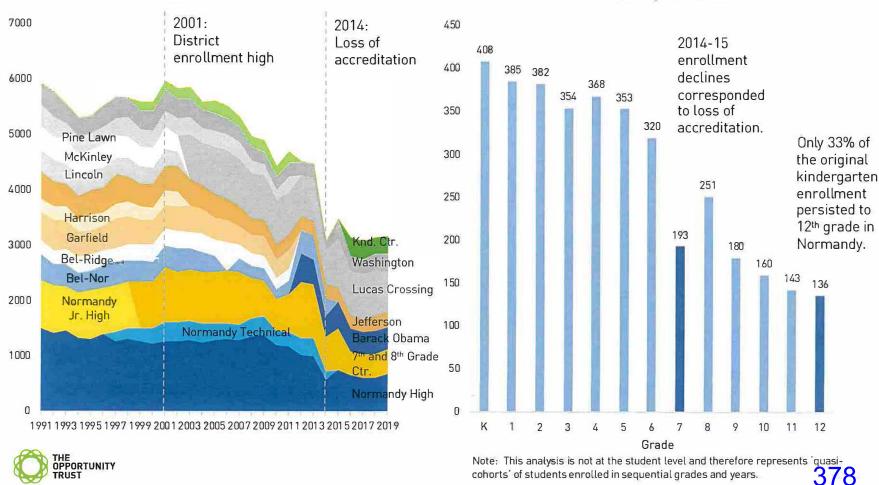
# Enrollment in Normandy is now half of its record high in 2001 and the district has consolidated a number of schools

The largest single-year drop occurred after the district lost accreditation in 2014, but was precipitated by a 20% enrollment decline in the preceding decade.

Estimated Change in Kindergarten Cohort of 2007

Enrollment shown in subsequent grade levels thru 2019

cohorts' of students enrolled in sequential grades and years.



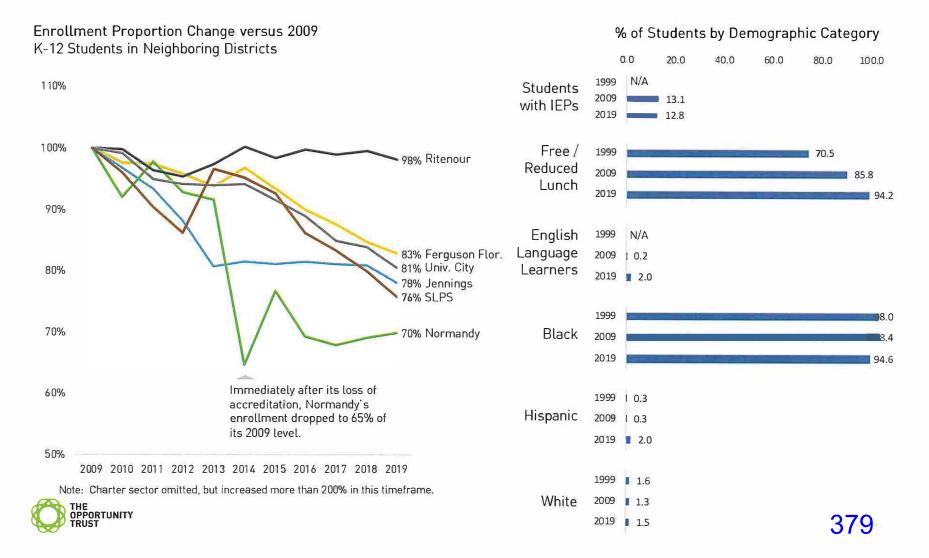
District Enrollment total by School K-12 students, 1991 through 2019

TRUST

PAGE

# Over the past decade, Normandy's enrollment has declined to 70% of its 2009 level with neighboring districts declining less

The share of students receiving free or reduced-price lunch in the district has increased 24% points since 1999 and the share of English Language Learners has increased 9x since 2009.



## **Table of Contents**

# 03 Enrollment + Demographic Summary

- 06 Academic Achievement + Growth
- 18 College Readiness + Postsecondary Entry
- 22 School Culture
- 26 Appendix

## **Guiding Question**

How are Normandy's students performing compared to students nationally, statewide and among their academic peers? Where are there bright spots and opportunities to improve?



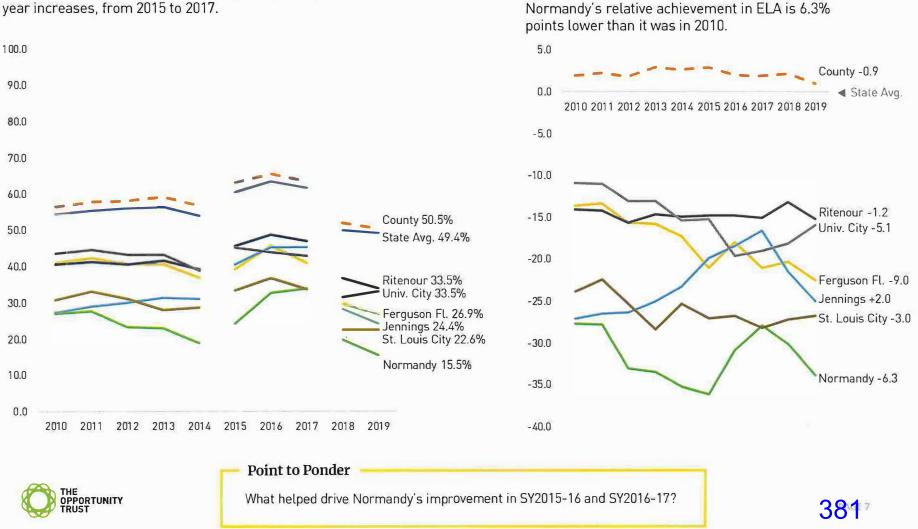
# In ELA, Normandy has declined by more than 6% points relative to the state since 2010; only from 2015-17 did it improve

% Point Distance from State Average

Examining distance from state averages is one way

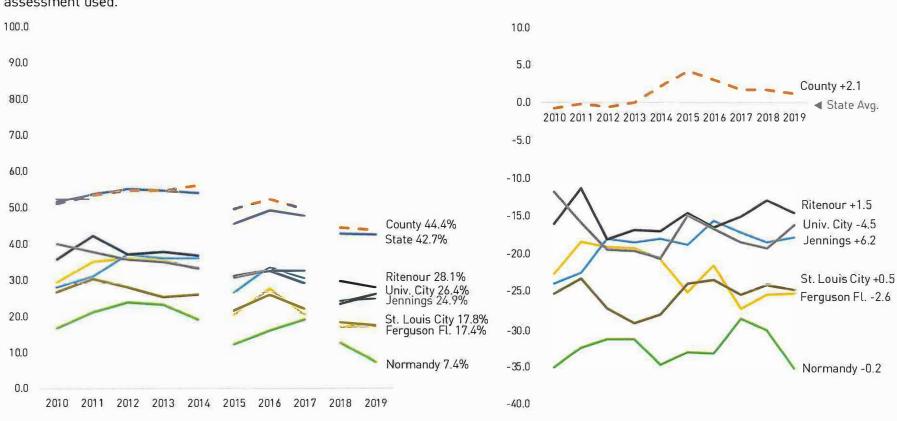
to fairly compare performance over the long-run.

Overall % of Students Proficient or Advanced Missouri has used three distinct tests over the past decade and only on one did Normandy see year-byyear increases, from 2015 to 2017.



# In Math, Normandy's performance relative to the state has dropped considerably since 2017

Overall % of Students Proficient or Advanced Not more than 25% of students have ever been proficient or advanced in Normandy regardless of assessment used.



% Point Distance from State Average

performance is virtually unchanged from 2010.

Relative to students statewide, Normandy's



What helped drive Normandy's improvement in SY2015-16 and SY2016-17?

Point to Ponder

382°

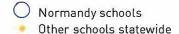
# The largest declines from 2018 to 2019 were in Obama Elementary and Jefferson Elementary

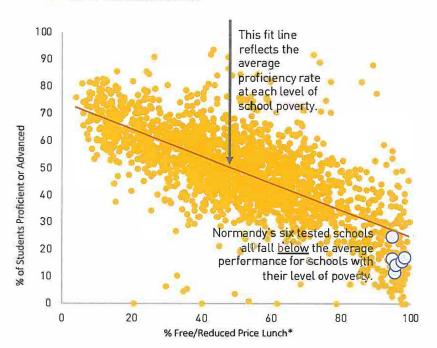
			ELA		Ma	ath		
School	Grade	2018	2019	Chg.	2018	2019	Chg.	
NORMANDY	HIGH							
	A1				4.7	5	0.3	
	A2					0		
	E2	12.6	18.1	5.5				📕 Green results are more positive changes
7TH AND 8TH	H GRADE CENTE	FR						🧾 Red results are more negative changes
	7	18.6	10.8	-7.8	3.5	2.1	-1.4	•:
	8	17	10.4	-6.6	8.1	1.5	-6.6	
BARACK OB	AMAELEMENTA	ARY SCHOOL						
	3	59.1	12.1	-47	64.5	15.2	-49.3	In addition to significant declines in 3 <sup>rd</sup> graders'
	4	16.4	12.9	-3.5	12	9.7	-2.3	performance in Obama Elementary, last year's 3rd
	5	27.3	13.4	-13.9	12	1.7	-10.3	graders also declined significantly going into 4 <sup>th</sup>
	6	11.5	18.3	6.8	9.9	1.7	-8.2	grade.
JEFFERSON	ELEM.							
	3	21.3	17.5	-3.8	23.4	5	-18.4	
	4	28.9	20	-8.9	21.1	10	-11.1	
	5	30.3	20.9	-9.4	33.4	10.4	-23	
	6		35.1		38.2	32.4	-5.8	
LUCAS CROS	SING ELEM. CO	MPLEX						
	3	15	15.6	0.6	15.6	11	-4.6	
	4	20.3	13.1	-7.2	6.1	5.4	-0.7	
	5	11.7	18.8	7.1	3.1	1.4	-1.7	
	6	13	11.7	-1.3	7.3	8.3	1	
WASHINGTO	N ELEM.							
	3	32.5	20.4	-12.1	22.5	28.6	6.1	
	4	9	9.7	0.7	19.7	12.2	-7.5	
	5	17	10.2	-6.8	10.7	2	-8.7	
						12.5		



# Even when compared just to other high-poverty schools statewide, Normandy students are well below average

#### ELA Proficiency (2019) vs. School Poverty

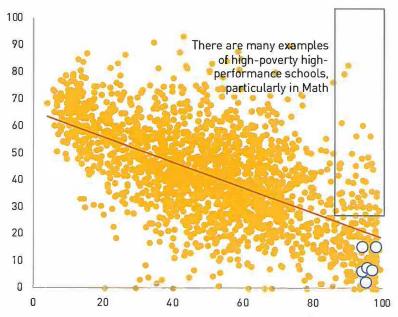




#### Point to Ponder

What can we learn from districts in Missouri that are high poverty and high performing?

#### Math Proficiency (2019) vs. School Poverty



		% Free /	ELA %	Math %
Selected School	ols with High Poverty, High Math Perf.	Reduced	Prof / Adv	Prof / Adv
CHARTER	LIFT FOR LIFE ACADEMY HIGH SCH	88.3	38.3	61.7
JENNINGS	FAIRVIEW PRIMARY	92.5	29.5	56.8
KANSAS CITY	JOHN T. HARTMAN ELEM.	85.9	33.6	50.5
CHARTER	EWING MARION KAUFFMAN MIDDLE	91.2	44.6	50.3
CHARTER	NORTH SIDE COMMUNITY SCHOOL	95.8	43.8	48.8
KANSAS CITY	PITCHER ELEM.	96.6	36	46.9
CHARTER	BROOKSIDE CHARTER ELEMENTARY	95.9	31.1	46.2
KANSAS CITY	BORDER STAR MONTESSORI	92.1	58.7	45.7
CHARTER	FRONTIER STEM HIGH SCHOOL	97.2	49.5	44.6
CHARTER	FRONTIER SCHL OF EXCELLENCE-U	92.2	25.5	42.2



\*School free/reduced price lunch rates are taken from final recorded value prior to CEP designation in statewide demographics data.

384

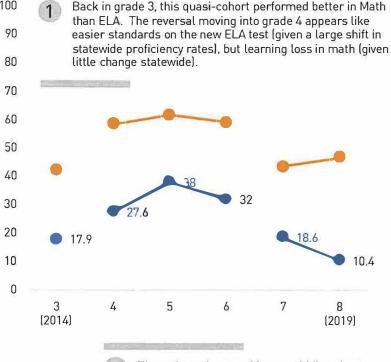
## Across grade levels, stark differences emerge in students' mastery of ELA standards compared to Math

In grades 4 and 5, half of students have achieved 'Basic' mastery of standards in ELA, but nearly three quarters are 'Below Basic' in mathematics. By grade 8 (a key predictor of high school readiness), just 1 in 10 students is proficient in ELA and none in Math.



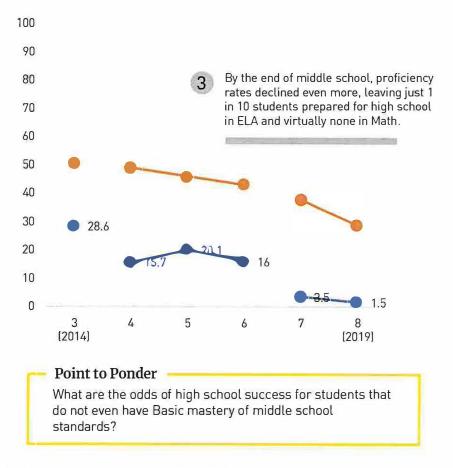
# Following the 8<sup>th</sup> grade class of 2019 highlights a mix of shifting standards and actual learning loss

#### **ELA Percent Proficient and Advanced** 8th Grade Quasi-Cohort of 2019



Throughout the transition to middle school, this cohort improves modestly in ELA and not at all in Math.

#### Math Percent Proficient and Advanced 8<sup>th</sup> Grade Quasi-Cohort of 2019



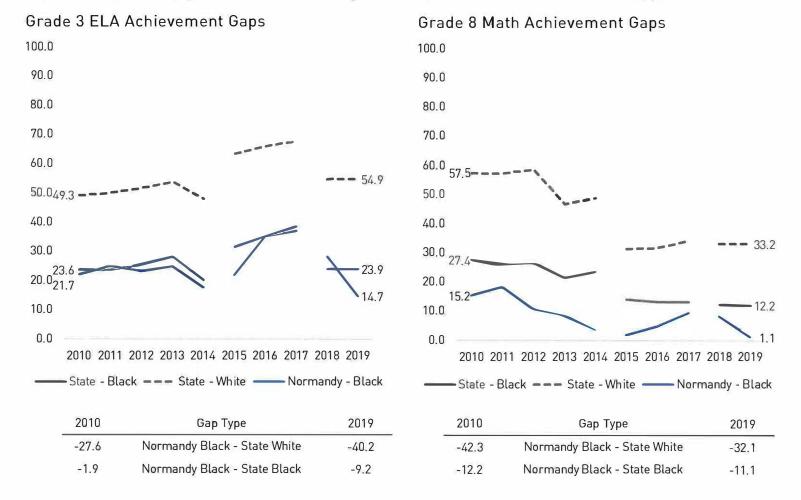


100

Note: This is a "quasi-cohort" that compares performance of students tested in sequential grade levels from 2014 to 2019. It is sensitive to students entering and exiting the cohort over time.

# In key gateways, Normandy's Black students are significantly behind both Black and White students statewide

Gaps have actually expanded in ELA over time and narrowed in Math, but this narrowing is due to the decline in White student proficiency. Today, just 1 in 100 Black 8<sup>th</sup> graders is proficient in Math in Normandy.

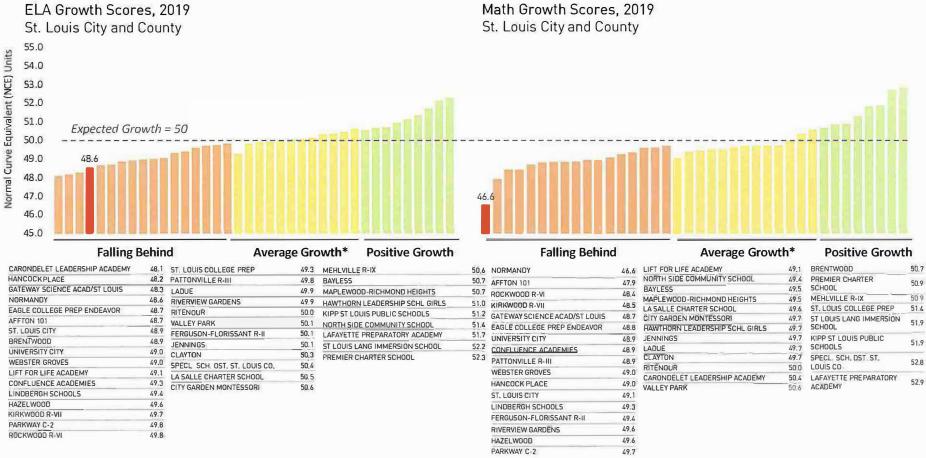




387

## Compared to their academic peers, students in Normandy are learning less year-to-year compared to other districts statewide

Growth measures indicate how much above or below students score relative to their academic peers statewide. This approach allows districts and schools to be fairly compared on the basis of how much they are increasing student learning from year-to-year (i.e., schools that serve mostly lower performing students can still post significant growth if those students increase above what is expected based on other low performing students statewide).





\*Districts are determined to have 'Average Growth' if their result is statistically indistinguishable from 50.

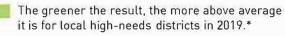


## Performance and Growth by School, All Students, 2018 to 2019

At the school level, only Jefferson Elementary is above average for local high-need districts. All but one school declined from 2018 to 2019. Normandy High is the exception and improved almost 4% points in ELA and 1% point in Math.

The anomaly of 3<sup>rd</sup> grade results in Obama in 2018 likely pushed down growth NCEs in the school.

-		Eng	lish Languag	e Arts		Mathematics					
	% Proficient or Advanced			Gro	wth	% Profi	cient or A	Growth			
	2018	2019	Change	2018	2019	2018	2019	Change	2018	2019	
7th and 8th Grade Center	18.3	11.7	-6.6	50.0	48.8	5.4	1.9	-3,5	47.6	47.0	
BARACK OBAMA ELEMENTARY SCHOO	29.1	14.3	-14,8	47.2	45.0	24.5	7.6	-16.9	45.1	42.9	
JEFFERSON ELEM.	29	24.9	-41	52.3	50.0	29.0	15.1	- 13:9	52.2	48.5	
LUCAS CROSSING ELEM. COMPLEX	16.3	15.7	-0.6	50.0	49.3	8.4	6.5	-1.9	47.3	46.6	
NORMANDY HIGH	12.4	16.3	3.9	50.0	50.0	5.4	6.2	0.6	50.0	50.0	
WASHINGTON ELEM.	20.9	17.1	-3.8	51.6	50.0	19.6	15.2	-4.4.	50.0	50.0	



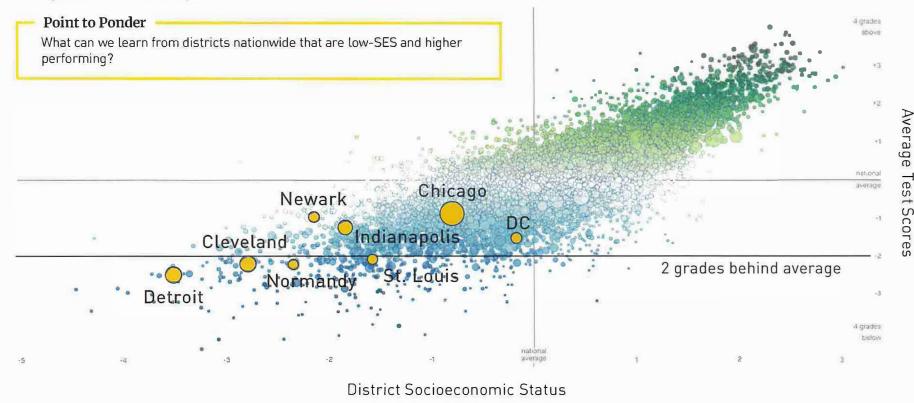
The redder the result, the more below average it is for local high-needs districts in 2019.





## Nationally, Normandy students are 2 grade levels behind overall and half of one grade level behind students in similar SES districts

This graph shows relative test scores for every public school district in the United States. Normandy, St. Louis, Cleveland and Detroit are all 2 or more grade levels behind the average student nationwide. Newark is one example of a district with greater poverty than Normandy and substantially higher performance (by more than 1 grade level compared to Normandy).

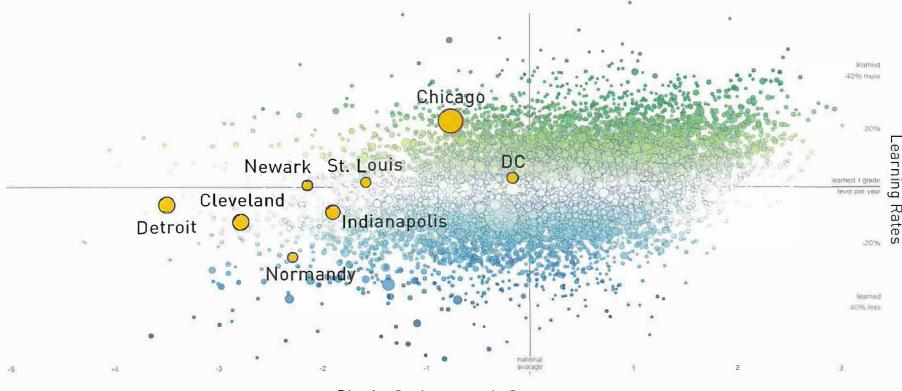


Source: Reardon, S. F., Ho, A. D., Shear, B. R., Fahle, E. M., Kalogrides, D., Jang, H., Chavez, B., Buontempo, J., & DiSalvo, R. (2019). Stanford Education Data Archive (Version 3.0). <u>http://purt.stanford.edu/db586ns4974.</u> Notes: US districts, all students, grades 3-8 from 2009-2016 sized by number of students.

390

# In addition to being 2 grade levels behind average, students in Normandy grow less (0.74) than one grade level per year

This graph shows learning growth rates for every public school district in the United States. Students in Chicago are learning 23% more each grade than the average student and nearly 50% more than students in Normandy.



District Socioeconomic Status



## **Table of Contents**

- 03 Enrollment + Demographic Summary
- 06 Academic Achievement + Growth
- 18 College Readiness + Postsecondary Entry
- 22 School Culture
- 26 Appendix

## - Guiding Question

Are students graduating on-time and are they college-ready?





## Normandy has increased its on-time graduation rate significantly between the on-time cohort of 2011 and 2017

There does not appear to be much of a second-chance system, though, as very few not-on-time graduates receive diplomas in 5 or 6 years.

#### All Students

100.0%

90.0%

80.0%

70.0%

60.0%

50.0%

40.0%

30.0%

20.0%

10.0%

0.0%

60.9%

2011

Normandy

4 and 5+ Year Graduation Rates Cohorts of 2011 vs 2017

On-time graduation rates still lag behind the state average by about 10% points.

0.7%

80.4%

2017

■4-Year ■5-Year ■6-Year

#### **Black Students**

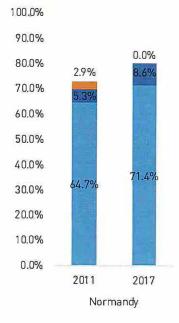
4 and 5+ Year Graduation Rates Cohorts of 2011 vs 2017

Black students in Normandy are graduating at approximately the same rate as Black students statewide.

#### 100.0% 90.0% 0.7% 80.0% 1.2% 70.0% 2.2% 60.0% 50.0% 40.0% 30.6% 67.3% 30.0% 61.0% 20.0% 10.0% 0.0% 2011 2017 2011 2017 Normandy State

#### Students with IEPs

4 and 5+ Year Graduation Rates Cohorts of 2011 vs 2017 No statewide comparisons are available for IEP graduation rates.





Note: 2013 was first reported year of 6-year ACGR.

2017

0.3%

0.89

0.5%

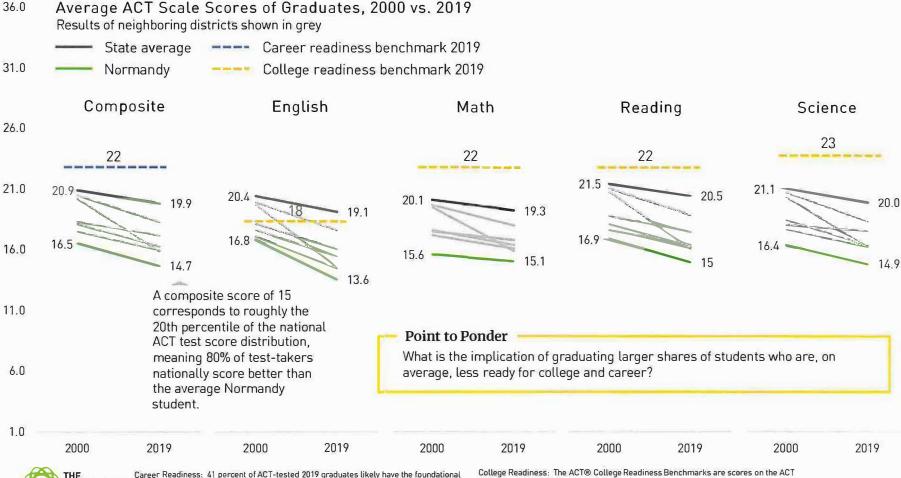
82.0%

2011

State

## Since 2000, students statewide - and particularly in Normandy - have become less ready for college as measured by the ACT

The average Normandy graduate test-taker is more than 5 scale score points behind their peers statewide and more than 7 scale score points below the career readiness benchmark of 22. While there has been mixed performance among neighboring districts (shown in grey), Normandy has consistently scored lowest.





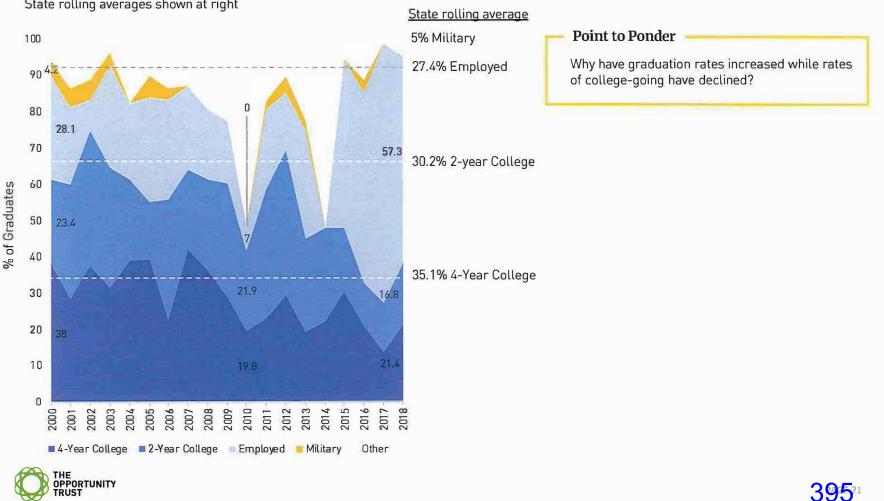
Career Readiness: 41 percent of AC1-rested 2019 graduates likely have the foundational work readiness skills needed for more than nine out of 10 jobs recently profiled in the ACT JobPro® database. Those students earned an ACT Composite score of 22 or higher, which corresponds with the Gold and Platinum levels of the ACT WorkKeys® National Career Readiness Certificate® (NCRC®).

College Readiness: The ACT® College Readiness Benchmarks are scores on the ACT subject area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses.



## Over this same timeframe, the share of graduates moving directly into the workforce (relative to college) has doubled

Rates of 2- and 4-year college-going declined in the late 2000s and have since stayed well below state averages. Meanwhile, the share of students directly entering the workforce has more than doubled since 2000.



Graduate Follow-up Survey Results, 2000 to 2018 State rolling averages shown at right

## **Table of Contents**

## 03 Enrollment + Demographic Summary

- 06 Academic Achievement + Growth
- 18 College Readiness + Postsecondary Entry
- 22 School Culture
- 26 Appendix

## **Guiding Question**

To what degree is the environment in Normandy schools conducive to learning?

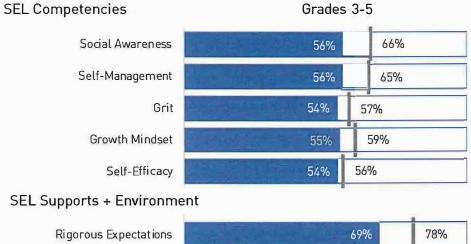


## New information from students themselves suggests that school climate and safety are major areas for improvement

### Panorama Survey Results

% favorable student responses, fall 2019

Local benchmark (average among Better Measures participants)



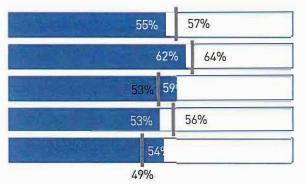
 Rigorous Expectations
 69%
 78%

 Teacher-Student Relationships
 68%
 74%

 School Climate
 52%
 58%

 School Safety
 34%
 48%

#### Grades 6-12



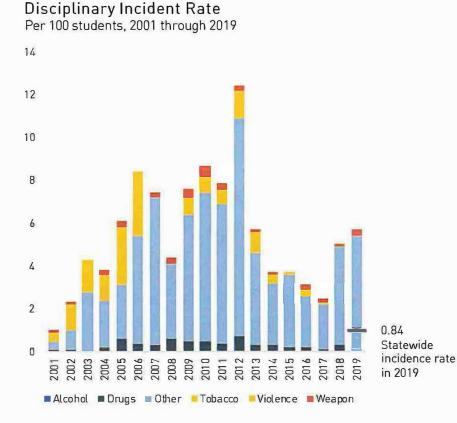
	6	4%	73%
	52%	59	%
40%	40% 47%		
40%		55%	



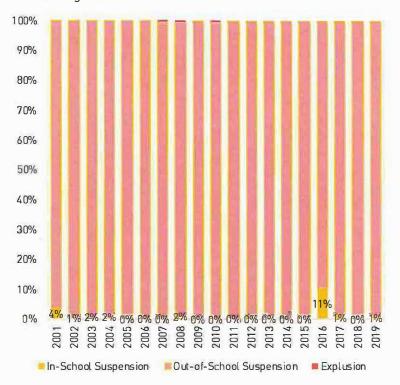


## District disciplinary incidents have declined over the past decade but are still >6 times statewide rates

In-school suspensions are rare with the exception of 2016.



## Disciplinary Responses by Type 2001 through 2019

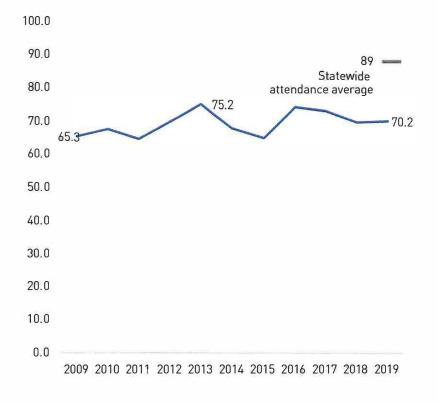


**398**<sup>24</sup>

## Student attendance rates increased steadily from 2011-2013, but have oscillated since

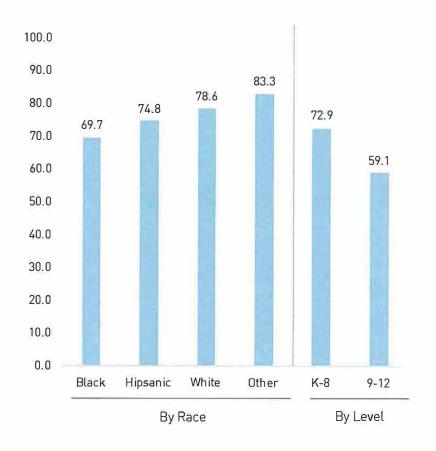
Student Attendance, 2009-2019 Share of students attending 90% of days more

Student attendance reached a high in 2013 when more than three quarters of students attended 90% of school days or more.



Attendance by Race and Grade, 2019 Share of students attending 90% of days more

Attendance rates are lowest among Black students and in the upper grades of 9-12.



**399**₅

## **Table of Contents**

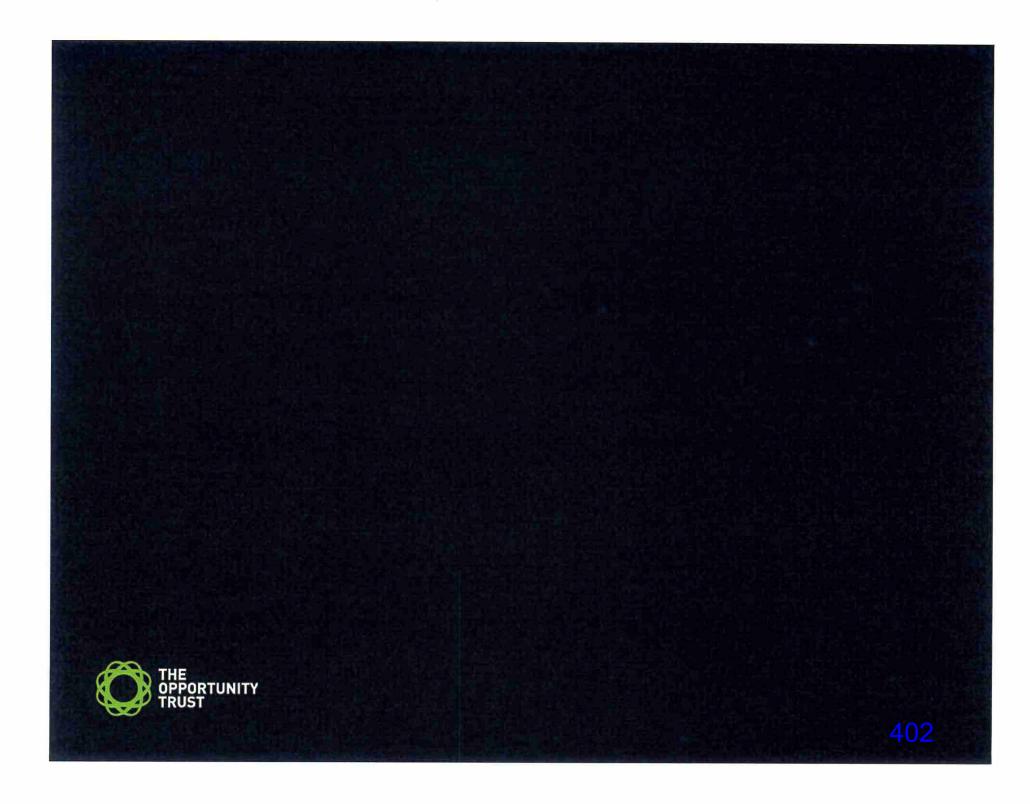
- 03 Enrollment + Demographic Summary
- 06 Academic Achievement + Growth
- 18 College Readiness + Postsecondary Entry
- 22 School Culture
- 26 Appendix



## Publicly available data are limited and sensitive to reporting challenges; a deeper diagnostic analysis could include the following

Торіс	Motivating Question				
Early Grades	Given how far behind students are by 3 <sup>rd</sup> grade, what can we learn from assessments in place in K-2?				
Transition to Middle School	Beyond test scores, what early warning signals are present in middle school that can guide intervention?				
Mobility and Attendance	What is the size and effect of school and classroom inflow and outflow throughout the year?				
College-Going	What is the distribution of college-readiness within the district as measured by the ACT and other indicators? Among students entering 2- and 4-year colleges, what are their rates of persistence and completion?				





## Appendix M - Missouri Language Use Survey

Appendix A

#### Language Use Survey

In order to provide your child with the best possible education, we need to determine how well he or she understands, speaks, reads and writes in English. Please provide information about your child's language

Student's Name:	Date:		
School: Grade:			
Relationship of person completing this survey:			
Tier I: Language Background			
1. What was your child's first language? □ English □ Other:			
2. Which language(s) does your child use (speak) at home and with or	thers? 🗆 English 🛛 Other:		
3. Which language(s) does your child hear at home and understand?	🗆 English 🗆 Other:		
If any of these answers indicate a language other than English, pleas	se complete the rest of the .	survey.	
Tier II: Expanded Language background		Yes	No
4. Does the student understand when someone speaks with him/her	r in a language besides		
English?			
5. Does the student read in a language other than English?			
6. Does the student write in a language other than English			
7. Does the student interpret for you or anyone else in a language ot	her than English?		
Tier III: Educational History			
8. Did the student attend a school where English was not the langua	ge used for instruction? Yes	s / No	
If yes, how many years did the student attend this school?			
9. What was the most recent month and year the student attended	school?		

- 10. Do you believe that you child has learning difficulties that affects his/her ability to understand? Yes / No If yes, please explain: \_\_\_\_\_\_
- 11. Has your child been referred to be evaluated for special education? If yes, please explain \_

The school is required to assess the English language proficiency of all students who indicate, or are suspected of having, a first language other than English. If the results of the assessment show a student needs language support, you will be notified in writing and the school district will provide language support as deemed appropriate by district staff.

Notice to School Staff: This form must be given to all new and enrolling students. Any student that indicates use of a language other than English must be assessed to determine the student's English language proficiency. Please notify district staff responsible for the next steps immediately and when ready, keep this form in the student's permanent records.

#### Cuestionario del Uso de Idiomas

Para proveer a su hijo(a) la mejor educación posible, necesitamos determinar el nive escritura y comprensión en el inglés. Favor de proveer información de las habilidade	· · ·
Nombre del Estudiante:	Fecha:
Escuela:	Grado:
Relación de la persona que completa este cuestionario:	
Nivel I: Conocimientos de idiomas	
4. ¿Cuál es su primer idioma? 🗆 inglés 🗖 otro:	
5. ¿Cuál idioma(s) habla su hijo(a) en la casa y con otras personas? 🗆 inglés 🗖 otro:	
6. ¿Cuál idioma(s) escucha su hijo(s) en la casa o con familia y puede entender? □ ing	;lés □ otro:
Nivel II: Conocimientos de idiomas expandidos	Sí No
4. ¿Entiende su hijo(a) cuando alguien habla en un idioma otro de inglés?	
5. ¿Puede su hijo(a) leer en un idioma otro de inglés?	
6. ¿Puede su hijo(a) escribir en un idioma otro de inglés?	
7. ¿Le interpreta o traduce su hijo(a) para Ud. u otras personas?	
Nivel III: Historia educacional	
<ul> <li>8. ¿Asistió el estudiante a una escuela donde el inglés no era el idioma utilizado para En caso afirmativo, ¿cuántos años asistió el estudiante a esta escuela?</li> <li>9. ¿Cuál fue el últimp mes que su hijo(a) estaba matriculado en una escuela?</li> <li>10. ¿Cree Ud. que su hijo pueda tener dificultades educacionales que le afecten su ap Si afirmativo, explique por qué:</li> </ul>	prendisaje?
11. ¿Se le ha recomendado a su hijo(a) que reciba una evaluación de educación espec qué y sus resultados	

Se requiere que la escuela evalúe las habilidades en inglés de todos los estudiantes que hablen o entiendan un idioma otro de inglés. Si los resultados indican que el estudiante requiere apoyo desarrollando el inglés, será notificado y el (la) estudiante entrará el programa de apoyo lingüístico que el distrito considere apropiado.

<u>Notice to School Staff</u>: This form must be given to all new students. Any student that indicates use of a language other than English must be assessed to determine the student's English language proficiency. Please notify district staff responsible for assessment immediately and when ready, keep this form in the student's permanent records.

How are you making the lesson objectives and tasks clear to the student?

- Native language support (WIDA levels 1-3)
- Are objectives and directions visible?
- Are there visual supports (ie. Pictures)?
- Are they in student-friendly language?

How are you preparing the student for learning?

- Build Background/Access prior knowledge
  - o Flipped classroom
  - Show videos, pictures or real life demonstrations.
  - Highlighted lesson/unit notes
- Student conference
  - Discuss the objective, ask student to translate and explore the topic at home through videos or websites.
  - Identify foci and explain foci (ie. Compare/contrast)
  - Set goals
- Pre-Teach Vocabulary
  - Focus on Tier II words
  - Limit to 5-7 through mastery
  - o Translate to native language
  - Plan for frequent use of vocabulary, orally and in writing

## How are you making the objectives comprehensible?

- Rate of speech
- Density of speech
- Allow plenty of wait time
- Use sensory, graphic and interactional supports
- Use a variety of strategies

## Appendix N EL Planning Tool

	Sensory Supports	
Pictures	Magazines	Broadcasts
Photographs	Newspapers	Drawings
Diagrams	Manipulatives	Graphs
Illustrations	Physical Activities	
Videos	Realia (real life obj	ects)

### Graphic Supports Charts Mind Maps Graphs Tables Graphic Organizers Timelines Number lines

#### Interactional Supports

In Pairs/Partners In the native language

In small groups

With Mentor Support

**Cooperative Learning Structures** 

#### With internet support

#### **Additional Tips**

- Remember the Affective Filter
- Don't fall for the Pobrecito Syndrome
- Understand the WIDA proficiency levels
- Embrace the <u>native language and culture</u> o Bilingual books
- o Bilingual study guides
- o Bilingual videos

#### Strategies

- <u>Think-Pair-Share</u>
   Variations
- <u>Cooperative Learning Structures</u>
- Split Dictation
- Write on Tables
- Graphic Organizers
- <u>Sentence Frames</u>
   <u>More</u>
- Music
- Sentence Starters
- Dialogue Journals
- <u>Buddy Journals</u>
- Dictogloss
- Barrier Games
- Readers Theater
- Anticipation Guides
- R.A.F.T

#### How are you assessing students?

- Formative
- o Thumbs up/thumbs down
- o Handheld devices
- o Dialogue Journal
- o Student Conferencing

#### Summative

- o Alternate assessment
  - Authentic Assessments
  - Oral presentations
  - Technology Based (powtoons, flipgrid)
  - Project-based
- o Accommodations
  - Read aloud
  - Extra Time
  - Translate
- o Modifications
- 405

## **Appendix O**

(STORE)
No star
(北宫剑长)
HAR AND
MACCELL

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION OFFICE OF QUALITY SCHOOLS - MIGRANT EDUCATION

PARENT	QUESTIONNAI	RE					
SCHOOL DISTRICT NAME	HOOL DISTRICT NAME			COUNTY-DISTRICT CODE			
DISTRICT MIGRANT CONTACT			ENROLLMENT DATE				
DIRECTIONS					90 J. S.	Charles of the second	
Please complete the following you answered yes to any of your child, or any member of Mail the completed form to be a set of the completed for	the questions belo of your family is elig	ow, an educ gible for FR	ation representa EE additional eo	ative may cor ducational ser	ntact you to vices.	o find out wh	ether you,
480, Jefferson City, MO 651	02. Questions? Co					ry Education	I, P.O. вох
RELOCATION HISTORY							
Have you moved to the sch						☐ Yes	□ No
In any location within the las industries? If yes, please ch	oose all that apply	:				☐ Yes	□ No
If you have not worked in the engage in this type of work		ning industr	ies in the past, o	do you plan to	)	☐ Yes	□ No
In the last three (3) years ha	ave you worked or	are you cur	rently working in	n any of these	e areas? If	so, which o	nes? (please
Pork, beef processing	Milking Co	ws	Nursery/C	Greenhouse Pla		lanting/Harvesting Crops	
Planting, harvesting or ginning cotton	Chicken processing, feeding poultry, gathering eggs, working in a hatchery		apples I		Fruit proc Pota Feed Grov	Other: Fruit and vegetable processing Potatoes Feeding livestock Growing, tending to and felling trees	
PARENT INFORMATION						ig trees	
PARENTS/GUARDIANS							
ADDRESS CITY		STATE		1	ZIP		
HOME PHONE		PLACE OF EMP	LOYMENT			1	
NUMBER OF CHILDREN IN HOME				DATE	OF MOVE		
STUDENT INFORMATIO		治療 金橋	COLICOL	DUU DING			
NAME OF CHILD	BIRTHDATE		SCHOOL	BUILDING			GRADE

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Fitte IX/504/ADA/Age Act), 6<sup>th</sup> Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov.



#### **Appendix P - Discipline Policy**

#### Philosophy

The Leadership School is taking a Conscious Disciple approach to Discipline. Therefore, believing that for every disruptive student action the staff understands there is a reason or trigger in which we allow students a way in which to process through the behavior. Our discipline is all-inclusive meaning Teachers Staff and families all play a role. The Leadership School is taking a nonpunitive approach to discipline. Studies show that people who have experienced trauma may become triggered into responses that disrupt their ability to comply thus disrupting their ability to listen or to learn. We believe that by preparing our staff to become trauma-informed educators they will have the tools to disrupt these triggers and not reinforce them. The Leadership School believes that punishment intimidates children into compliance which does not change disruptive behavior instead we believe in focusing on giving students the opportunity to use behavioral tools to learn to articulate their behavior and behave in a more productive way. The Leadership School also acknowledges that some students may need interventions from professional agencies and is committed to working with outside agencies to bring social-emotional balance to our students. We believe our approach will help students to be learning-ready and the process helps us to be an emotional healthy community.

#### **Teacher Expectation**

It is our goal to reframe how adults respond to children's actions. Our approach to discipline is not just student-focused it involves our entire staff. It is the effort of all to create strong relationships. Our faculty and staff will be trained in principles of Conscious Discipline which will give them the tools needed to help students deescalate.

#### Family Collaboration and Support Expectations

It is the policy of The Leadership School that families partner with us in guiding the behavior of our students. They will be informed about every incident that removes a student from group learning and asked to talk with students at home to reinforce expected school behaviors. The Leadership School understands that family involvement is an integral part of our community success. We understand that home and school connection is vital to student success. Parent involvement in the education of students and in the governance and operations of the school is our goal.

The Leadership School will have an open-door policy for our parents. We welcome their presence in the building and will provide opportunities to volunteer in a variety of ways. We will begin the school year with home visits and continue to strengthen the relationship with family newsletters, weekly student progress notes, and quarterly check-ins. Parent-led organizations will be led and governed by parents. They will oversee our family volunteer



positions for field trips, holiday celebrations and student award ceremonies and opportunities that feel important to them. Parents will have extensive access to training and informational sessions on our Leader in Me and Conscious Discipline programming.

#### Morning check-in

Family, bus driver and students do a morning check-in when entering the building. If there was any family issue, sleep difficulty or disruptive morning routine or incident on the bus that has caused the student to have a rough morning it will be noted with the school receptionist in person or through a phone call. The student will have an opportunity to process these emotions before joining the whole group instruction. The incident will be documented in the front office to track patterns of behaviors and causes. These documentations will be used to determine if outside agencies services will be needed to assist the student.

#### **Morning Circle**

The Leadership School feels very strongly in teacher-student relationship development. Teachers are to be aware of any outstanding body language or non-verbals during the morning circle. If a student is not prepared for morning circle they should return to morning check-in. Self – Management: We are creating a school where students learn self-management and are able to make decisions that positively affect themselves and our community. Teachers help students develop internal capacities for self-management

#### Hub

In our teacher hubs, each student has an emotion barometer and they are to take the clothespin with their secret number and mark where they are emotional. This gives the teacher a quick reference for students that might not be feeling their best. Throughout the day the students can move their markers to communicate how they are feeling. The teachers can use this communication to check in on students that express needs that may not allow them to participate in the lessons.

#### Well-Being Chart

To further support the implementation of CD and SEL, each classroom will have a chart which includes each student's private number. The use of private numbers instead of names increases internal focus. The chart will not list punitive markers, but rather will include zones that describe well-being. Students will be able to communicate to the teacher what their emotional thermometers read by moving the clothespin to the zone that best communicates what/how they are feeling. Well-Being Thermometers will also give the

teacher the ability to gauge the classroom and see where deeper inquiry and support is needed.



#### **Cooling Corner**

Students need processing time in the area of self-management. Reboot stations are areas in the classroom where students can choose to spend ten minutes to remove themselves from the group to process their emotions and articulate their needs. The station will be equipped with a sign-in chart, an emotion gauge, timer, stress-relieving activities and an area for them to comfortably relax. If the student is not ready to return to the group after ten minutes the teacher will inform the office and the office will send in additional support.

#### **Calming Station**

The Safe Place is a center where children can go to change their inner state from upset to composed in order to optimize learning. It is the centerpiece of your self-regulation program. A chair, beanbag, throw rug or pillow serves as a base for your Safe Place. Fill the Safe Place with tools and activities that lead children through the five steps of self-regulation: I Am, I Calm, I Feel, I Choose, I Solve. The I Am step involves the initial upset when the child becomes the emotion. "I am angry!" The I Am Smock is helpful for demonstrating this stage of upset. The I Calm step requires active calming, featuring the four main breathing techniques, access to a Friends and Family book, and other calming activities. The I Feel step includes identifying the feeling with the Feeling Buddies or a Feeling chart. The I Choose step requires the child to consciously choose additional calming activities utilizing the **Brain Smart Choice Cubes**, **I Choose Self-Control Board** and/or class-made choice boards. The I Solve step involves the child solving the original problem before returning to work or play, often through the use of the TimeMachine. https://consciousdiscipline.com/free-resources/shubert/shuberts-classroom/safe-p lace/

#### Suspension

Suspension from regular classroom participation will also occur when a student's behavior results in chronic and extreme disruption of the educational process, and is such that the student created a barrier to learning for themselves and other students. All behavioral plans will begin with contacting the student's parent/guardian and end with a school and family conference. Our discipline policy complies with all federal and state statutes pertaining to school safety, including but not limited to the Missouri Safe Schools Act (RSMo 160.261). A draft of our policy can be reviewed in Appendix L. During our planning year, we will review this document with members of our design team and solicit community feedback prior to finalizing our policies.

#### Long Term Suspension & Expulsion

A long-term suspension or expulsion is the exclusion of a student from the student's regular school program for an extended period of time. "Suspensions are usually for a fixed amount of time with the student automatically returning to class after the suspension is completed", and a



conference is held with the student and family. "An expulsion generally means that the student is removed from school for an indefinite period of time until the student is reinstated by the [Board]"<sup>1</sup>. This type of removal from our school program would only occur if a student posed an imminent threat or serious harm to other students or staff. The Leadership School will notify parties of criminal conduct required by RSMo 168.071 and will report all crimes that occur on school grounds to law enforcement, including those outlined in RSMo 160.261.

- First or second-degree murder under RSMo 565.020, .021.
- Voluntary or involuntary manslaughter in the first or second degree under RSMo
- 565.023, .024, .027.
- Kidnapping in the first or second degree under RSMo 565.110, 120 RSMo. First-, second- or third-degree assault under RSMo 565.050, .052, .070. Sexual assault or deviate sexual assault under RSMo 566.040, .070. Forcible rape or sodomy under RSMo 566.030, .060.
- Burglary in the first or second degree under RSMo 569.160, .170. Robbery in the first degree under RSMo 570.023.
- Manufacture of a controlled substance under section 579.055
- Delivery of a controlled substance under section 579.020
- Possession of a weapon under chapter 571.
- Arson in the first degree under RSMo 569.040.
- Property damage in the first degree under RSMo 569.100.
- Child molestation in the first, second, or third degree pursuant to RSMo 566.067, .68, .69
- Sexual misconduct involving a child pursuant to RSMo 566.083.
- Sexual abuse pursuant to RSMo 566.100.
- Harassment in the first degree under RSMo 565.090.
- Stalking in the first degree under RSMo 565.225.

<sup>&</sup>lt;sup>1</sup> Missouri Department of Elementary and Secondary Education. Student Discipline. <u>https://dese.mo.gov/financial-admin-services/school-governance/student-discipline#suspension</u>

## Appendix Q - Submission to Local & State Boards



Kimberly Townsend <ktownsend@tlsstl.org>

## **Charter Application for The Leadership School**

3 messages

Kimberly Townsend <ktownsend@tlsstl.org> Thu, Oct 22, 2020 at 4:36 PM To: sfoster@normandysc.org, Marcus Robinson <m.robinson@normandysc.org> Cc: aneal@normandysc.org, sgwilliams@normandysc.org, kpierre@normandysc.org, rlroberts@normandysc.org, "Wahby, Robbyn" <Robbyn.Wahby@mcpsc.mo.gov> Bcc: Mia Howard <mhoward@theopportunitytrust.org>, Lennel Hunter <boardchair@tlsstl.org>

Dear, Mrs. Foster,

In compliance with Missouri statute (RSMo 160.405.1), I have attached a copy of our full charter application and supporting documents that The Leadership School submitted to the Missouri Charter Public School Commission this afternoon, October 22, 2020. We look forward to future conversations regarding our plans to open a public charter school within the boundaries of the Normandy Schools Collaborative.

I respectfully request a reply confirming receipt of our charter application.

Sincerely, Kimberly Townsend

Kimberly Townsend Founder/Executive Director The Leadership School (314) 227-1777 101. TLS Charter Application Narrative - October... 102. TLS.Appendices.A-F.pdf 103. TLS.Appendices.G-P.pdf 105. TLS.Appendices.R-BB.pdf

4 attachments

<sup>07.</sup> TLS Appendix CC.Budget Model\_20201020.pdf 103K

<sup>06.</sup> TLS REVISED BYLAWS - October 21, 2020 - signed.pdf 296K



## **Charter Application from The Leadership School**

1 message

Kimberly Townsend <ktownsend@tlsstl.org>

Thu, Oct 22, 2020 at 6:32 PM

To: sbe@dese.mo.gov Cc: "Uptergrove, Rachel" <Rachel.Uptergrove@dese.mo.gov>, "Wahby, Robbyn" <Robbyn.Wahby@mcpsc.mo.gov>

Good evening, Mr. Shields,

As you can see below, the email that I sent with attachments of our charter application materials could not be received because the files were too large.

Therefore, I have mailed a flash drive with our application materials to your offices in Jefferson City. I have attached photo documentation to this email. We submitted our application to the Missouri Charter Public School Commission today and your copy of the files should be delivered Monday, October 26, 2020.

Sincerely, Kimberly

----- Forwarded message ------From: **Mail Delivery Subsystem** <mailer-daemon@googlemail.com> Date: Thu, Oct 22, 2020, 4:57 PM Subject: Delivery Status Notification (Failure) To: <ktownsend@tlsstl.org>

Error

#### Message too large

Your message couldn't be delivered to **sbe@dese.mo.gov** because it exceeds the size limit. Try reducing the message size and resending.

550 5.7.0 Message Size Violation - The message you sent to sbe@dese.mo.gov is too large and cannot be delivered.

----- Forwarded message ------From: Kimberly Townsend <ktownsend@tlsstl.org> To: sbe@dese.mo.gov, "Uptergrove, Rachel" <Rachel.Uptergrove@dese.mo.gov> Cc: "Wahby, Robbyn" <Robbyn.Wahby@mcpsc.mo.gov> Bcc: Date: Thu, 22 Oct 2020 16:55:28 -0500 Subject: Charter Application from The Leadership School

----- Message truncated -----

 3 attachments

 Image: state stat

### **Appendix R - Non-Profit Documents**

#### N000710951 Date Filed: 2/21/2019 John R. Ashcroft Missouri Secretary of State

#### ARTICLES OF INCORPORATION OF

#### THE LEADERSHIP SCHOOL

A Missouri Nonprofit Corporation

The undersigned, being a natural person of the age of eighteen years or more, for the purpose of forming a corporation under the Missouri Nonprofit Corporation Act, hereby adopts the following Articles of Incorporation:

1. The name of the corporation (hereinafter referred to as the "Corporation") is The Leadership School.

2. This Corporation is a public benefit corporation.

The period of duration of the Corporation is perpetual.

4. The street address of the Corporation's initial registered office in Missouri is 3802 Kentucky Derby Drive, Florissant, MO 63034, and the name of its initial registered agent at such address is Kimberly Townsend.

5.

3.

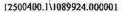
The name and address of the incorporators are as follows:

Kimberly Townsend 3802 Kentucky Derby Drive Florissant, MO 63034

6. The Corporation is organized, and shall be operated, exclusively for charitable, scientific, literary and educational purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law), including, for such purposes, to establish and operate a charter school.

7. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its Directors, Officers or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in this Article. The corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office. Except to the extent permitted by Code Section 501(h), no substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation. Any other provision of these Articles to the contrary notwithstanding, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from the Federal income tax under Code Section 501(c)(3), (b) by a corporation contributions to which are deductible under Code Section 170(c)(2), and (c) by a corporation organized under the Missouri Nonprofit Corporation Act as now existing or hereafter amended.

ORI-02212019-1655 State of Missouri No of Pages 4 Pages



Creation - Non-Profit

8. The corporation shall have no Members. The affairs of the 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 the corporation shall be elected in the manner described in the Bylaws.

9. The corporation shall have all the powers permitted a corporation that is both a nonprofit corporation under the Missouri Nonprofit Corporation Act and an exempt organization described in Code Section 501(c)(3).

10. Bylaws of the corporation, consistent with these Articles, shall be adopted by the Board of Directors or the Incorporators, and may be amended in the manner provided in the Bylaws.

11. These Articles may be amended by the Board of Directors in the manner provided in the Bylaws.

12. Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, distribute all the assets of the corporation to one or more organizations then qualified under Code Section 501(c)(3) selected by the Board of Directors of the corporation. Any of 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 the corporation is then located to such organization or organizations as said court shall determine and as are then qualified as exempt under Code Section 501(c)(3). Notwithstanding the foregoing, to the extent required by Missouri law, upon closure of the corporation's charter school any unobligated assets of the charter school shall be returned to the Department of Blementary and Secondary Education of the State of Missouri for their disposition, which upon receipt of such assets shall return them to the local school district in which the school was located, the state, or any other entity to which they would belong.

13.

(a) The provisions of this Article shall be in the nature of a contract between the corporation and each of its Directors and Officers made in consideration of such person's continued service to the corporation. The protection afforded to each Director or Officer by the provisions of this Article shall survive such person's term of office or employment. This Article may not be repealed, nor may the benefits to the Directors and Officers afforded hereby be diminished, except as to liability accruing in respect of acts or omissions occurring after the date of such repeal or modification.

(b) The corporation shall hold harmless and indemnify each Director and Officer to the fullest extent authorized or permitted by the provisions of Subsections 1 through 6 and 9 through 11 of Section 355.476, Missouri Revised Statutes, as amended (which Section, in its entirety, is hereinafter referred to as the "State Statute") or any other or additional statutory provisions which are hereafter adopted authorizing or permitting such indemnification.

(c) The corporation may purchase and maintain for the benefit of each Director or Officer, as named insured or additional insured, a policy or policies of general comprehensive liability insurance (covering claims arising out of death, illness or injury or arising out of property loss or dainage) and directors' and officers' liability insurance (covering claims arising out of

wrongful acts or omissions) in respect of liabilities asserted against and/or incurred by its Directors and Officers in either such capacity or otherwise in the performance of their services for the corporation.

(d) In addition to the foregoing, and subject only to the exclusions set forth in section (e) of this Article, the corporation shall, to the fullest extent authorized or permitted by the provisions of Subsection 7 of the State Statute, hold harmless and indemnify each Director and Officer: (i) against any and all expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by such Director or Officer in connection with any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (including an action by or in the right of the corporation) to which such Director or Officer is, was or at any time became a party, or is threatened to be made a party, by reason of the fact that such Director or Officer is, was or at any time becames a Director, Officer, employee or agent of the corporation, or is or was serving or at any time serves at the request of the corporation as a Director, Officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise; and (ii) otherwise to the fullest extent as may be provided to such Director or Officer by the corporation under the non exclusivity provisions of the State Statute.

(e) No indemnity pursuant to section (d) of this Article shall be paid by the corporation: (i) except to the extent the aggregate of losses to be indemnified thereunder exceeds the amount of such losses for which the Director or Officer is indemnified either pursuant to section (b) of this Article or pursuant to any insurance of the type referred to in section (c) of this Article purchased and maintained by the corporation; (ii) in respect of remuneration paid to such Director or Officer if it shall be determined by a final decision of a court having jurisdiction in the matter that such remuneration was in violation of law; (iii) on account of such Director's or Officer's conduct which is finally adjudged by a court having jurisdiction in the matter to have been knowingly fraudulent, deliberately dishonest or willful misconduct; or (iv) if a final decision by a court having jurisdiction is not lawful.

(f) All agreements and obligations of the corporation contained in this Article shall continue during the period the Director or Officer is a Director or Officer of the corporation (or is or was serving at the request of the corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise) and shall continue thereafter so long as the Director or Officer shall be subject to any possible claim or threatened, pending or completed action, suit or proceeding, whether civil, criminal or investigative, by reason of the fact that he or she was a Director or Officer of the corporation or was serving in any other capacity referred to in this Article.

(g) The corporation will pay, in advance of the final disposition of the action, suit or proceeding, all reasonable expenses of the Director or Officer incurred in defending any civil or criminal action, suit or proceeding against him or her, provided he or she shall have agreed to reimburse the corporation if and to the extent that it shall be ultimately determined that he or she is not entitled to be indemnified by the corporation for such expenses.

In affirmation thereof, the facts stated 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 20th day of February, 2019 by the Incorporator.

4

Kim nser

# STATE OF MISSOUR



John R. Ashcroft Secretary of State

#### CERTIFICATE OF INCORPORATION

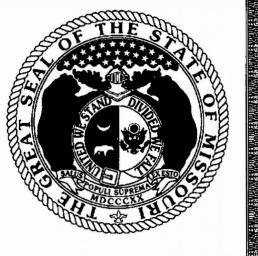
WHEREAS, Articles of Incorporation of

#### The Leadership School N000710951

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, JOHN R. ASHCROFT, 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 21st day of February, 2019.



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

Date: SEP 2 3 2019

THE LEADERSHIP SCHOOL 3802 KENTUCKY DERBY DR FLORISSANT, MO 63034

Employer Identification Number: ,83-3692466 DLN: 17053106310019 Contact Person: RENEE RAILEY NORTON ID# 31172 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 Reguired: Yes Effective Date of Exemption: February 21, 2019 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.

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 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.

Letter 947

#### THE LEADERSHIP SCHOOL

----

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

postaplen a. morton

Director, Exempt Organizations Rulings and Agreements

Letter 947

#### BYLAWS OF THE LEADERSHIP SCHOOL

#### ARTICLE I CORPORATION, OFFICES, RECORDS, SEAL

<u>Section 1.1. The Corporation</u>. The Leadership School is a corporation that is organized under the Missouri Nonprofit Corporation Act.

<u>Section 1.2. Principal Office.</u> The principal office and location of this corporation shall be at such place in the State of Missouri as may be designated from time to time by the board of directors.

<u>Section 1.3. Registered Office and Registered Agent.</u> This corporation shall have and continuously maintain a registered office and registered agent in the State of Missouri. The location of the registered office and the name of the registered agent in the State of Missouri shall be as stated in the articles of incorporation or as may be determined from time to time by the board of directors pursuant to the applicable provisions of law.

<u>Section 1.4. Records.</u> This 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. This corporation shall maintain appropriate accounting records.

Without limiting the records required to be kept pursuant to Section 1.4, this corporation shall keep a copy of the following records at its principal office:

- (a) Its articles or restated articles of incorporation and all amendments to them currently in effect;
- (b) Its bylaws or restated bylaws and all amendments to them currently in effect;
- (c) A list of the names and business or home addresses of its current directors and officers;
- (d) Its most recent annual report delivered to the Missouri Secretary of State as required by the Missouri Nonprofit Corporation Act; and
- (e) Appropriate financial statements of all income and expenses.

<u>Section 1.5. Seal.</u> The board of directors may adopt, and may alter at its pleasure, a corporate seal, which would have inscribed thereon the name of this corporation and the words: Corporate Seal – Missouri. The corporate seal may be used by causing it, or a facsimile thereof to be impressed or affixed or to be in any other manner reproduced.

#### **ARTICLE II TYPE OF CORPORATION; PURPOSES**

<u>Section 2.1. Type of Corporation</u>. This corporation is a public benefit corporation. Such designation is made solely for the purposes of Section 355.096.2(2) of the Missouri Nonprofit Corporation Act.

<u>Section 2.2. Purposes Stated in Articles.</u> The purposes of this corporation shall be those nonprofit purposes stated in the Articles of Incorporation.

#### ARTICLE III DIRECTORS

<u>Section 3.1. Directors in Lieu of Members.</u> This corporation shall not have members as such but, in lieu thereof, shall have only a self-perpetuating board of directors.

<u>Section 3.2 Powers.</u> All corporate powers shall be exercised by or under the authority of, and the affairs of this corporation shall be managed under the direction of, the board of directors of this corporation. The board of directors shall have and is vested with all and unlimited powers and authorities, except as it may be expressly limited by law, the articles of incorporation or these bylaws, to supervise, control, direct and manage the property, affairs and activities of this corporation, to determine the policies of this corporation, to do or cause to be done any and all lawful things for and on behalf of this corporation, to exercise or cause to be exercised any or all of its powers, privileges or franchises, and to seek the effectuation of its objects and purposes; provided, however, that

(a) the board of directors shall not authorize or permit this corporation to engage in any activity not permitted to be transacted by the Articles of Incorporation or by a corporation organized under the Missouri Nonprofit Corporation Act,

(b) none of the powers of this corporation shall be exercised to carry on activities, otherwise than as an insubstantial part of its activities, which are not in themselves in furtherance of the purposes of this corporation, and

(c) all income and property of this corporation shall be applied exclusively for its nonprofit purposes.

This corporation shall not engage in any activity which may not be engaged in by a corporation which is exempt under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future federal internal revenue laws then in effect.

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

No part of the net earnings or other assets of this corporation shall inure to the benefit of any director, officer, contributor, or other private individual, having, directly or indirectly, a personal or private interest in the activities of this corporation, except that this corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments in furtherance of the purposes set forth in this Section 5.1.

The school's Board shall be the governing body charged with the responsibility for the operation of the public charter school. The most notable responsibilities shall be as follows:

• Create and support a clear mission, vision, and performance objectives;

- Review and maintain bylaws;
- Establish, interpret and enforce policies consistent with the mission;
- Ensure fiscal health of the school including capital assets, operating budgets, fundraising, and endowments;
- Adopt the annual financial budget;
- Approve monthly General Fund and other reports and approve expenditures as required by Board policy;
- Hire, support, manage, and evaluate the Executive Director;
- Require reports of the Executive Director concerning the school's progress;
- Evaluate itself annually and develop itself through orientation, ongoing education, and leadership succession planning;
- Establish strategic plans;
- Comply with Missouri's Sunshine Law by adopting a Sunshine Law policy as required by law and otherwise ensuring the board and school comply with the provisions of the Sunshine Law, Ch. 610, RSMo;
- Assure compliance with federal and state laws, regulations and rules;
- Assist in development of plans and specifications and provide guidance for financing activities for school facilities;
- Act as a final appeals board for personnel, parent, and student grievances;
- Hear communications, either written or oral, from stakeholders related to matters of policy;
- Act as charter school advocates and liaisons between the community and school;
- Meeting the terms of the charter and attaining established goals and objectives set forth in the charter document; and
- Meeting the legislative intent of raising student achievement and ensuring the school operates in a fiscally responsible manner evidenced by an unqualified audit annually.

<u>Section 3.3. Number and Qualifications.</u> The directors of this corporation shall be no less than three in number. All directors must be natural persons. As specified by state law (RSMo 160.400.15), no member of the Board shall hold any other office or employment from the board while serving as a member of the board; no member of the board shall have any substantial interest (see RSMo 105.450 for a definition) in any entity employed by or contracting with the board; no member of the board shall be an employee of a company that provides substantial services to the charter school. Any person who does not meet the requirements of state law may not serve as a director.

Section 3.4. Nomination, Election and Terms of Office. Each director named in the Articles of Incorporation shall hold office until the second annual meeting of the members and until the term of office of such director's successor has commenced, or until such director's earlier death, incapacity, disqualification, resignation or removal. At the second annual meeting and at every following annual meeting of the board of directors, as the first order of business of the meeting, new directors shall be elected by the board of directors to succeed those directors whose terms expire with such annual meeting. A person so elected as a director shall serve a two-year term and until the term of office of such director's successor has commenced, or until such director's earlier death, incapacity, disqualification, resignation or removal.

Any member of the board of directors can nominate someone to join the board of directors. Any director may be elected for successive terms. Notwithstanding the foregoing, no director shall be elected as such director for more than five consecutive full terms. A full term for a director shall consist of two full years. The election in respect of five consecutive full terms shall not be deemed to include any term of less than one full year; provided, however,

(a) that in the case of replacements to fill vacancies in the tenure of directors a period of nine months or more shall be computed as a full term of one year, and (b) that the term of a director elected at an annual meeting of the board of directors for a period expiring with the second following annual meeting of the members shall be treated as a full term of two years, notwithstanding any change or changes in the dates of the annual meeting in the years involved.

Section 3.5. Commencement of Term of Office. The term of office of a person elected a director shall not commence until the time the person accepts the office of director either by a written acceptance or by participating in the affairs of this corporation at a meeting of the board of directors or otherwise.

<u>Section 3.6. Vacancies</u>. Vacancies on the board of directors resulting from the death, resignation, removal, incapacity or disqualification of a director, or by reason of an increase in the number of directors or the failure of an elected director to accept the office of director, may be filled by a majority vote of the remaining members of the board of directors (even though the directors remaining in office constitute fewer than a quorum) at any annual meeting or at a special meeting called for that purpose. A director elected to fill a vacancy shall meet any qualifications set forth in these bylaws, and shall serve for the unexpired term of such director's predecessor and until the term of office of such director's successor has commenced.

All meetings conducted under this section shall comply with Missouri's Sunshine Law.

<u>Section 3.7. Compensation</u>. No director shall receive compensation from this corporation for any service such person may render to it as a director. However, a director may be reimbursed for such director's actual expenses reasonably incurred in attending meetings and in rendering service to this corporation in the administration of its affairs.

Section 3.8. Committees. The board of directors, by resolution adopted by a majority of the directors in office, may designate one or more committees, each of which shall consist of two or more directors and shall have and exercise the authority of the board in the management of this corporation to the extent provided in the designating resolution. Other committees not having the authority of the board of directors in the management of this corporation may be designated by a resolution adopted by a majority of the directors present at a meeting at which a quorum is present. Each such committee shall have such duties and authority as are from time to time delegated to it by the board of directors.

Committees of the board of directors and members of such committees are governed by Article IV and Article XI of these bylaws with respect to meetings, action without meetings, notice and waiver of notice, and quorum and voting requirements; provided, however, that no committee shall be required to hold an annual meeting and provided, further, that a majority of the number of persons serving on a committee immediately before a meeting begins shall constitute a quorum for the transaction of business at such meeting of such committee.

All committees so appointed shall, unless otherwise provided by the board of directors in the case of committees not having the authority of the board of directors, keep regular minutes of the transactions of their meetings and shall cause such minutes to be recorded in books kept for that purpose in the office of this corporation and shall report the same to the board of directors at or prior to its next meeting. The secretary or an assistant secretary of this corporation may act as secretary of any such committee if the committee so requests.

A committee of the board may not:

(a) authorize distributions to directors, officers, agents or employees except in exchange for value received;

(b) approve or recommend dissolution, merger or the sale, pledge or transfer of all or substantially all of this corporation's assets;

(c) unless otherwise stated in these bylaws or the Articles of Incorporation, elect, appoint or remove directors or fill vacancies on the board or on any of its committees; or

(d) adopt, amend, or repeal the Articles of Incorporation or these bylaws.

<u>Section 3.9. Resignation</u>. Any director may resign from the board of directors by delivering a written notice thereof to the board of directors, its presiding officer, or to the president or secretary of this corporation. Such resignation shall be effective when such notice is delivered, unless a later date is specified in the notice.

**Section 3.10. Removal.** A director elected by the board of directors may be removed without cause by a vote of two-thirds of the directors then in office.

#### ARTICLE IV MEETINGS OF THE BOARD OF DIRECTORS

<u>Section 4.1. Annual Meetings of the Board-Notice.</u> An annual meeting of the board of directors shall be held on the last Tuesday in June of each year, commencing in 2021, if not a legal holiday, and if a legal holiday, then on the next business day following or on such other date as the Board of Directors may specify. Notice of an annual meeting shall be given and effective to each director not less than five days before the date of the annual meeting.

Section 4.2. Regular Meetings. In addition to the annual meeting, the board of directors may hold regular meetings at such time and place as may be determined from time to time by resolution of the board. Any business may be transacted at a regular meeting.

All Regular meetings shall comply with Missouri's Sunshine Law.

<u>Section 4.3. Special Meetings</u>. Special meetings of the board of directors may be called by the chairman of the board, by the president, or by at least 20 percent of the directors to be held at any time and for any purpose or purposes. Special meetings shall be held at the principal office of this corporation or at such place or places, within the State of Missouri, as the board of directors shall have determined.

All special meetings shall comply with Missouri's Sunshine Law.

#### Section 4.4. Notice of Meetings.

(a) Written notice of each special meeting of the board, stating the place, day and hour of the meeting and the purpose or purposes thereof, shall be provided to each director by the officer or directors calling the special meeting and shall be given and effective at least two days before the day on which the meeting is to be held.

(b) Whenever notice is required to be given to a director, such notice shall be mailed, emailed, sent by facsimile or personally delivered to such director. Such notice shall be deemed given and effective on the date determined in accordance with Article VIII of these bylaws.

"Notice" and "call" with respect to such meetings shall be deemed to be synonymous.

<u>Section 4.5. Quorum.</u> Unless otherwise required by law or provided elsewhere in these bylaws, the presence of two-thirds of the directors in office immediately before a meeting begins shall be requisite for and shall constitute a quorum for the transaction of business at all meetings; provided, however, that in no event shall fewer than two directors constitute a quorum. The act of a majority of the directors present at a meeting at which a quorum is present shall be valid as the act of the board of directors except in those specific instances in which a larger vote may be required by law, by the Articles of Incorporation or by these bylaws.

**Section 4.6. Adjournment.** If the quorum specified above should not be present at any such meeting, but at least one-third of the directors in office are present, the directors present shall have power successively to adjourn the meeting, and to act as a quorum for such limited purpose, without notice other than announcement at the meeting, to a specified date. At any such adjourned meeting at which a quorum shall be present any business may be transacted that could have been transacted at the original session of the meeting.

Any meetings conducted under this section shall comply with Missouri's Sunshine Law.

<u>Section 4.7. Voting</u>. Each director present at any meeting shall be entitled to cast one vote on each matter coming before such meeting for decision.

<u>Section 4.8. Meetings by Conference, Telephone or Similar Communications Equipment.</u> Members of the board of directors of this corporation may participate in a meeting of the board by conference, telephone, or similar communications equipment by means of which all persons participating in the meeting can hear each other, and participation in a meeting in such manner shall constitute presence in person at the meeting.

Any meeting conducted under this section shall comply with Missouri's Sunshine Law.

#### ARTICLE V OFFICERS

<u>Section 5.1. General.</u> The officers of this corporation shall be a president, a secretary, a treasurer, and such other officers as the board of directors may elect, including but not limited to a chairman of the board of directors, one or more vice presidents, assistant secretaries and assistant treasurers. The chairman of the board, if any, and the president shall be elected from among the members of the board of directors and shall at all times while holding such office be a member of the board of directors. The same person may simultaneously hold more than one office in this corporation.

The officers shall be first elected by the board of directors named in the Articles of Incorporation at the first meeting of the board, to serve at the pleasure of the board until the first annual meeting of the board of directors or until their earlier death, incapacity, disqualification, resignation or removal. At the first and each subsequent annual meeting of the board of directors, the newly elected board shall elect officers to serve at the pleasure of the board until the next annual meeting of the board or until their earlier death, incapacity, disqualification, resignation or until their earlier death, incapacity, disqualification, disqualification, resignation or until their earlier death, incapacity, disqualification, resignation or removal.

Each officer of this corporation who is not reelected at the annual meeting of the board next succeeding such officer's election and at which any officer of this corporation is elected shall be deemed to have been removed by the board, unless the board provides otherwise at the time of such officer's election.

The election of an officer does not itself create contract rights.

<u>Section 5.2. Resignation</u>. An officer may resign by delivering a written notice thereof to this corporation. Such resignation shall be effective when such notice is delivered, unless a future effective date is specified in the notice.

<u>Section 5.3. Removal.</u> Any officer or any employee or agent of this corporation may be removed or discharged for any lawful purpose by the board of directors at any time with or without cause, but such removal or discharge shall not affect the contract rights, if any, of the person so removed or discharged.

Section 5.4. Compensation. No officer who is also a member of the board of directors shall receive any salary or compensation for serving as a director. Salaries and compensation of all officers and of all other agents and employees of this corporation, if any, may be fixed, increased or decreased by the board of directors, but until action is taken with respect thereto by the board of directors, the same may be fixed, increased or decreased by the chairman of the board, president, or such other officer or officers as may be empowered by the board of directors to do so; provided, however, that no person may fix, increase or decrease such person's own salary or compensation. Each officer may be reimbursed for actual expenses if they are reasonable and incurred in connection with the business and activities of this corporation.

<u>Section 5.5. Vacancies</u>. Vacancies caused by the death, incapacity, disqualification, resignation or removal of an officer of this corporation shall be filled by the board of directors at any annual or other regular meeting or at any special meeting called for that purpose, and such person or persons so elected to fill any such vacancy shall serve at the pleasure of the board until the next annual meeting of the board or

until such person's earlier death, incapacity, disqualification, resignation or removal.

<u>Section 5.6. Delegation of Authority.</u> The board of directors may from time to time delegate any of the functions, powers, duties and responsibilities of any officer to any other officer or to any agent or employee of this corporation or other responsible person. In the event of such delegation, the officer from whom any such function, power, duty or responsibility has been transferred shall thereafter be relieved of all responsibility for the proper performance or exercise thereof.

Section 5.7. The Chairman of the Board. If a chairman of the board be elected, the chairman shall preside at all meetings of the board of directors at which the chairman may be present and shall have such other duties, powers and authority as may be prescribed elsewhere in these bylaws. The board of directors may delegate such other authority and assign such additional duties to the chairman of the board, other than those conferred by law exclusively upon the president, as it may from time to time determine, and, to the extent permissible by law, the board may designate the chairman of the board as the chief executive officer of this corporation with all of the powers otherwise conferred upon the president of this corporation under Section 5.8, or it may, from time to time, divide the responsibilities, duties and authority for the general control and management of this corporation's properties and affairs between the chairman of the board and the president.

Section 5.8. The President. Unless the board otherwise provides, the president shall be the chief executive officer of this corporation and shall have such general executive powers and duties of supervision and management as are usually vested in the office of the chief executive officer of a corporation, and the president shall carry into effect all directions and resolutions of the board. In the absence of the chairman of the board or if there be no chairman of the board, the president shall preside at all meetings of the board of directors at which the president may be present. If the board of directors does not appoint an Executive Director pursuant to Article VI of these bylaws or upon the death or during the absence, disability, or inability or refusal to act of any Executive Director so appointed, the president may exercise all of the powers and perform all of the duties of the Executive Director.

The president may execute all bonds, notes, debentures, mortgages, and other contracts requiring a seal, under the seal of this corporation, may cause the seal to be affixed thereto, and may execute all other contracts and instruments for and in the name of this corporation.

If a chairman of the board be elected and designated as the chief executive officer of this corporation, the president shall perform such duties as may be specifically delegated to the president by the board of directors or are conferred by law exclusively upon the president, and upon the death or during the absence, disability, or inability or refusal to act of the chairman of the board, the president shall perform the duties and exercise the powers of the chairman of the board.

Unless otherwise specifically provided by the board of directors, the president shall have the right to participate in any meeting of any committee of the board of directors, whether or not the president is a member of such committee; provided, however, that unless the board of directors otherwise directs, the president shall not be entitled to vote at, and shall not be counted for purposes of determining whether a quorum is present at, any meeting of a committee of which the president is not a member.

The president shall have such other duties, powers and authority as may be prescribed elsewhere in these bylaws or by the board of directors.

<u>Section 5.9. The Vice President</u>. The vice president, or vice presidents if there are more than one, shall work in cooperation with the president and shall perform such duties as the board of directors may assign. In the event of the death or during the absence, incapacity, or inability or refusal to act of the president, the vice president (in order of seniority if there is more than one vice president) shall be vested with all the powers and perform all the duties of the office of president until the board otherwise provides.

<u>Section 5.10. The Secretary.</u> The secretary shall attend the meetings of the board of directors and shall prepare or cause to be prepared minutes of all proceedings at such meetings and shall preserve them in the minute book of this corporation to be kept for that purpose. The secretary shall perform similar duties for any committee when requested by any such committee. In addition, the secretary shall have the following duties:

(a) act as custodian of all the books, papers and records of this corporation and authenticate records of this corporation;

(b) furnish the board, upon request, a full, true and correct copy of any book, paper or record in the secretary's possession;

(c) act as custodian of the seal of this corporation and when authorized to do so shall affix it to any instrument requiring the seal, and when so affixed, shall attest the seal;

(d) give or cause to be given notice of the meetings of the board of directors, but this shall not lessen the authority of others to give such notice as provided in these bylaws;

(e) exercise and discharge the general duties, powers and responsibilities of a secretary of a corporation, and

(f) exercise and discharge such other or further duties or authority as may be prescribed elsewhere in these bylaws or from time to time by the board of directors.

Section 5.11. The Treasurer. The treasurer shall have supervision and custody of all monies, funds and credits of this corporation and shall cause to be kept full and accurate accounts of the receipts and disbursements of this corporation in books belonging to it. The treasurer shall keep or cause to be kept all other books of account and accounting records of this corporation as shall be necessary, and shall cause all moneys and credits to be deposited in the name and to the credit of this corporation in such accounts and depositories as may be designated by the board of directors. The treasurer shall disburse or permit the disbursement of funds of this corporation in accordance with the authority granted by the board of directors. The treasurer shall be relieved of all responsibility for any money or other valuable property or the disbursement thereof committed by the board of directors to the custody of any other person or corporation, or the supervision of which is delegated by the board to any other officer, agent or employee.

The treasurer shall render to the president, the Executive Director or the board of directors, whenever requested by any of them, a report on all financial transactions of this corporation and the financial condition of this corporation.

The treasurer shall be bonded at this corporation's expense if the board of directors so requires.

The treasurer shall have the general duties, powers and responsibilities of a treasurer of a corporation, shall be the chief financial and accounting officer of this corporation and shall have and perform such other duties, responsibilities and authorities as may be prescribed from time to time by the board of directors.

<u>Section 5.12. Assistant Secretary and Assistant Treasurer.</u> Each assistant secretary or assistant treasurer, if any, in order of their seniority, in the event of the death or during the absence, incapacity, inability or refusal to act of the secretary or treasurer, respectively, shall perform the duties and exercise the powers of said respective officers until the board provides otherwise and shall perform such other duties as the directors may from time to time prescribe.

### ARTICLE VI EXECUTIVE DIRECTOR

The board of directors may appoint a person to exercise all of the powers and perform all of the duties set forth in this Article VI and shall designate such person so appointed as the Executive Director. The Executive Director shall have such general powers and duties of supervision and management as are usually vested in the office of the chief administrative officer of a corporation, and such person shall carry into effect all directions and resolutions of the board. The Executive Director shall direct the day to day affairs of this corporation including supervising all employees of this corporation, reporting to the board of directors any violation of the rules and regulations (if any), collecting any charges or fees, and keeping records in the form prescribed from time to time by the board of directors and reporting thereon whenever so requested by the board of directors. The Executive Director shall be directly responsible to the board and shall report directly to the board.

The Executive Director shall cause to be prepared and shall submit to the board for its approval an annual budget and all supplements thereto for each fiscal year. The Executive Director shall submit to the board of directors at its annual meeting a report summarizing the operations and affairs of this corporation and its activities during the preceding year and setting forth the plans, programs or projects for future development, with such suggestions and recommendations as such officer shall deem appropriate. The Executive Director shall also make such reports to the board of directors as may be appropriate, or which may be required by these bylaws, or by the board.

The Executive Director shall have the power to employ, remove and suspend all agents and employees not elected or appointed by the board of directors, to determine the duties and responsibilities of such persons, to create such titles for such persons as such officer may deem desirable to enable them to execute their duties and responsibilities, and to fix and change the compensation of such persons.

The Executive Director (if not a director) may be invited to participate in any meeting of the board of directors and any committee thereof, whether or not a member thereof; provided, however, that the Executive Director shall not be entitled to vote at, and shall not be counted for purposes of determining whether a quorum is present at, any meeting of (i) the board of directors, if the Executive Director is not a director, or (ii) a committee, if the Executive Director is not a member of such committee.

The Executive Director shall be bonded at this corporation's expense if the board of directors so requires.

The Executive Director shall have such other or further duties and authority as may be prescribed elsewhere in these bylaws or the rules and regulations (if any) or from time to time by the board of directors.

In the event of the death or during the absence, incapacity, or inability or refusal to act of the Executive Director, the board of directors or president shall designate some other person to exercise, and in the absence of such designation the president may exercise, all of the powers and perform all of the duties of the Executive Director.

### ARTICLE VII GENERAL PROVISIONS

<u>Section 7.1. Depositories and Checks.</u> The monies of this corporation shall be deposited in such manner as the directors shall direct in such banks or trust companies as the directors may designate and shall be drawn out by checks signed in such manner as may be provided by resolution adopted by the board of directors.

Section 7.2. Bonds. The Chief Financial Officer of this corporation shall be bonded at this corporation's expense. Any officer or employee handling money of this corporation shall be bonded at this corporation's expense if the board of directors so requires.

<u>Section 7.3. Custodian of Securities.</u> The board of directors may from time to time appoint one or more banks or trust companies to act for reasonable compensation as custodian of all securities and other valuables owned by this corporation, and to exercise in respect thereof such powers as may be conferred by resolution of the board of directors. The board of directors may remove any such custodian at any time.

**Section 7.4. Annual Audit.** The board of directors shall direct an annual audit of the books of account and financial records of this corporation be performed by an independent accounting firm.

### Section 7.5. Liability and Indemnification of Directors and Officers.

(a) <u>Limitation of Liability</u>. No person shall be liable to this corporation for any loss, damage, liability, or expense suffered by it on account of any action taken or omitted to be taken by such person as a director, officer, employee, or agent of this corporation or of any Other Enterprise in which such person serves as a director, officer, employee, or agent at the request of this corporation, if such person (i) exercised the same degree of care and skill as a prudent person would have exercised under the circumstances in the conduct of such person's own affairs, or (ii) took or omitted to take such action in reliance upon information, opinions, reports, or statements including financial statements and other financial data, prepared or presented by third parties whom the director, officer, employee or agent reasonably believes to be reliable and competent in the matters presented.

- (b) <u>Indemnification, Generally</u>. In addition to and without limiting the rights to indemnification and advancement of expenses specifically provided for in the other paragraphs of this Section 7.5, this corporation shall indemnify and advance expenses to each person who is or was serving as a director or officer of this corporation or serving at this corporation's request as a director, officer, employee or agent to the full extent permitted by the laws of the State of Missouri as in effect on the date of the effectiveness of this Section 7.5 and as may hereafter be amended.
- (c) Right to Indemnification. This corporation shall indemnify each person who has been or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative, investigative or appellate (regardless of whether such action, suit or proceeding is by or in the right of this corporation or by third parties) by reason of the fact that such person is or was serving as a director or officer of this corporation or serving at this corporation's request as a director, officer, employee or agent in an Indemnifiable Capacity against all liabilities and expenses, including, without limitation, judgments, amounts paid in settlement, attorneys' fees, ERISA excise taxes or penalties, fines and other expenses, actually and reasonably incurred by such person in connection with such action, suit or proceeding (including without limitation the investigation, defense, settlement or appeal of such action, suit or proceeding); provided, however, that this corporation shall not be required to indemnify or advance expenses to any person from or on account of such person's conduct which was finally adjudged to have been knowingly fraudulent, deliberately dishonest or willful misconduct; provided, further, that this corporation shall not be required to indemnify or advance expenses to any person in connection with an action, suit or proceeding initiated by such person unless the initiation of such action, suit or proceeding was authorized in advance by the board of directors of this corporation. The termination of any action, suit or proceeding by judgment, order, settlement, conviction or under a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that such person's conduct was finally adjudged to have been knowingly fraudulent, deliberately dishonest or willful misconduct.
- (d) Determination of Right to Indemnification. Prior to indemnifying a person pursuant to the provisions of this Section 7.5, unless ordered by a court and except as otherwise provided by this Section 7.5, this corporation shall determine that such indemnification is proper because such person has met the specified standard of conduct entitling such person to indemnification as set forth in this Section 7.5. Any determination that a person shall or shall not be indemnified under the provisions of this Section 7.5 shall be made (i) by the board of directors by a majority vote of a quorum consisting of directors who were not parties to the action, suit or proceeding, or (ii) if such quorum is not obtainable, or even if obtainable, if a quorum of disinterested directors so directs, by independent legal counsel in a written opinion, and such determination shall be final and binding upon this corporation; provided, however, that in the event such determination is adverse to the person to be indemnified hereunder, such person shall have the right to maintain an action in any court of competent jurisdiction against this corporation to determine whether or not such person has met the requisite standard of conduct and is entitled to such indemnification hereunder. For the purposes of such court action, an adverse determination as to the eligibility of a person for indemnification made pursuant to any of clauses (i), (ii) or (iii) of this paragraph (d) shall not constitute a defense to such action nor create a presumption regarding such person's eligibility for indemnification hereunder. If such court action is successful and the person is

determined to be entitled to such indemnification, such person shall be reimbursed by this corporation for all fees and expenses (including attorneys' fees) actually and reasonably incurred in connection with any such action (including without limitation the investigation, defense, settlement or appeal of such action).

- (e) Advancement of Expenses. Expenses (including attorneys' fees) actually and reasonably incurred by a person who may be entitled to indemnification hereunder in defending an action, suit or proceeding, whether civil, criminal, administrative, investigative or appellate, shall be paid by this corporation in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of such person to repay such amount unless it shall ultimately be determined that such person is entitled to indemnification by this corporation. Notwithstanding the foregoing, no advance shall be made by this corporation if a determination is reasonably and promptly made by (i) the board of directors by a majority vote of a quorum consisting of directors who were not parties to the action, suit or proceeding for which the advancement is requested, or (ii) if a quorum is not obtainable, or even if obtainable, if a quorum of disinterested directors so directs, by independent legal counsel in a written opinion, that, based upon the facts known to the board or counsel of this corporation at the time such determination is made, such person acted in bad faith and in a manner that such person did not believe to be in or not opposed to the best interest of this corporation, or, with respect to any criminal proceeding, that such person believed or had reasonable cause to believe such person's conduct was unlawful. In no event shall any advance be made in instances where the board or independent legal counsel reasonably determines that such person deliberately breached such person's duty to this corporation.
- (f) <u>Non Exclusivity</u>. The indemnification and, to the extent permitted by the laws of the State of Missouri, the advancement of expenses provided by Section 7.5 shall not be exclusive of any other rights to which those seeking indemnification or advancement of expenses may be entitled under section 537.117, RSMo, under any other provision of law, under the articles of incorporation or these bylaws or under any agreement, or vote of disinterested directors, policy of insurance or otherwise, both as to action in their official capacity and as to action in another capacity while holding their respective offices, and shall not limit in any way any right which this corporation may have to make additional indemnifications with respect to the same or different persons or classes of persons. The indemnification and advancement of expenses provided by, or granted pursuant to Section 7.5 shall continue as to a person who has ceased to serve in an Indemnifiable Capacity and shall inure to the benefit of the heirs, executors, administrators and estate of such a person.
- (g) <u>Insurance</u>. This corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, agent or employee of this corporation, or is or was serving at the request of this corporation as a director, officer, agent or employee of any Other Enterprise, against any liability asserted against such person and incurred by such person in any such capacity, or arising out of such person's status as such, whether or not this corporation would have the power to indemnify such person against such liability under the provisions of this Section 7.5.
- (h) <u>Vesting of Rights</u>. The rights granted or created hereby shall be vested in each person entitled to indemnification hereunder as a bargained for, contractual condition of such person's serving or having served in an Indemnifiable Capacity and while Section 7.5 may be amended or repealed, no such amendment or repeal shall release, terminate or adversely affect the rights of such person under Section 7.5 with respect to any act taken or the failure to take any act by such person prior

to such amendment or repeal or with respect to any action, suit or proceeding with respect to such act or failure to act filed before or after such amendment or repeal.

- (i) <u>Definition of "this corporation"</u>. For purposes of Section 7.5, other than paragraph (c) of Section 7.5, references to "this corporation" shall, if and only if the board of directors shall determine, include, in addition to the resulting or surviving corporation, any constituent corporation (including any constituent of a constituent) absorbed in a consolidation or merger, which, if its separate existence had continued, would have had power and authority to indemnify its directors or officers or persons serving at the request of such constituent corporation as a director, officer, employee, or agent of any Other Enterprise, so that any person who is or was a director or officer of such constituent corporation, or is or was serving at the request of such constituent corporation as a director, officer, employee, or agent of Section 7.5 with respect to the resulting or surviving corporation as such person would have with respect to such constituent corporation if its separate existence had continued.
- (j) Certain Definitions. For purposes of Section 7.5:
  - References to serving in an "Indemnifiable Capacity" shall mean service by a person as a director or officer of this corporation or service by a person at this corporation's request as a director, officer, employee or agent of any Other Enterprise (as hereinafter defined);
  - (ii) References to "Other Enterprises" or "Other Enterprise" shall include without limitation any other corporation, partnership, limited liability company, joint venture, trust or employee benefit plan;
  - (iii) References to "fines" shall include any excise taxes assessed on a person with respect to an employee benefit plan;
  - (iv) References to "defense" shall include investigations of any threatened, pending or completed action, suit or proceeding as well as appeals thereof and shall also include any defensive assertion of a cross claim or counterclaim;
  - (v) References to "serving at the request of this corporation" shall include any service as a director, officer, employee, or agent of a corporation which imposes duties on, or involves services by, such director, officer, employee, or agent with respect to an employee benefit plan, its participants, or beneficiaries;
  - (vi) A person who acted in good faith and in a manner such person reasonably believed to be in the interest of the participants and beneficiaries of an employee benefit plan shall be deemed to have acted in a manner "not opposed to the best interests of this corporation";
  - (vii) Unless the board of directors of this corporation shall determine otherwise, any director or officer of this corporation who shall serve as a director, officer, employee, or agent of any Other Enterprise of which this corporation, directly or indirectly, is a shareholder or creditor, or in which this corporation is in any way interested, shall be presumed to be serving as such director, officer, employee, or agent at the request of this corporation; and
  - (viii) In all other instances where any person shall serve as a director, officer, employee, or agent of any Other Enterprise, if it is not otherwise established that such person is or was serving as such director, officer, employee, or agent at the request of this corporation, the board of directors of this corporation shall determine whether such person is or was serving at the request of this corporation, and it shall not be necessary to show any actual

or prior request for such service, which determination shall be final and binding on this corporation and the person seeking indemnification.

(k) Severability. If any provision of Section 7.5 or the application of any such provision to any person or circumstance is held invalid, illegal or unenforceable for any reason whatsoever, the remaining provisions of Section 7.5 and the application of such provision to other persons or circumstances shall not be affected thereby and to the fullest extent possible the court finding such provision invalid, illegal or unenforceable shall modify and construe the provision so as to render it valid and enforceable as against all persons or entities and to give the maximum possible protection to persons subject to indemnification hereby within the bounds of validity, legality, and enforceability. Without limiting the generality of the foregoing, if any person who is or was serving in an Indemnifiable Capacity is entitled under any provision of Section 7.5 to indemnification by this corporation for some or a portion of the judgments, amounts paid in settlement, attorneys' fees, ERISA excise taxes or penalties, fines or other expenses actually and reasonably incurred by any such person in connection with any threatened, pending or completed action, suit or proceeding (including without limitation, the investigation, defense, settlement or appeal of such action, suit or proceeding), whether civil, criminal, administrative, investigative or appellate, but not, however, for all of the total amount thereof, this corporation shall nevertheless indemnify such person for the portion thereof to which such person is entitled.

### ARTICLE VIII NOTICE

Any notice required or desired to be given under these bylaws or otherwise to any director or member shall be given in writing and shall be deemed given and effective at the earliest of the following:

(a) when received by the director or member being notified;

(b) five days after deposit in the United States mail, as evidenced by the postmark, if mailed correctly addressed and with first class postage affixed;

(c) on the date shown on the return receipt, if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; and

(d) 30 days after its deposit in the United States mail, as evidenced by the postmark, if mailed correctly addressed and with other than first class, registered or certified postage affixed.

Written notice is correctly addressed to a director if addressed to the director's address shown on this corporation's current records.

### ARTICLE IX FISCAL YEAR

The fiscal year of this corporation shall be July 1 through June 30. The board of directors shall have the power to fix and from time to time change the fiscal year of this corporation.

### AMENDMENTS

Except as otherwise specifically provided in these bylaws, the bylaws of this corporation may be amended or new bylaws adopted upon the approval of a majority of all directors in office. If an amendment is to be approved at a meeting of the board of directors, 30 days' notice of the meeting must be given by the chairman of the board, the president, or at least 20 percent of the directors then in office. The notice must state that the purpose of the meeting is to consider a proposed amendment to the bylaws and contain or be accompanied by a copy or summary of the amendment. This corporation shall keep at its principal office a copy of the bylaws, as amended, which shall be open to inspection by any board member at all reasonable times during office hours.

All amendments shall comply with Article XI of this bylaws and any state and federal statutes and regulations governing charter public schools in Missouri.

### ARTICLE XI OPEN MEETINGS AND RECORDS

Notwithstanding any other provision of these bylaws, the board of directors shall comply with the requirements in Chapter 610, RSMo, when conducting public business. To the extent that any provisions in these bylaws do not comply with Missouri's Sunshine Law, the Sunshine Law shall control. The board of directors shall ensure that the charter school operates in compliance with Chapter 610, RSMo.

Section 610.028, RSMo, requires that a body subject to the law adopt a reasonable written policy in compliance with sections 610.010 to 610.030, RSMo. The board shall adopt an initial Sunshine Law Policy as required by law, and thereafter, the Executive Director is delegated the authority to make modifications to the policy, or to adopt more detailed policies, with notice to the board of directors. The Executive Director shall, at least annually, review the policy or policies to ensure they continued compliance with the Missouri Sunshine Law, due to possible legislative changes or court decisions.

The board of directors shall review and become familiar with the Sunshine Law and its requirements, and may do so by reference to the Missouri Attorney General's web pages or publications on the same.

The Executive Director and any persons designated to handle public records requests shall also review and become familiar with the Sunshine Law and its requirements, and may do so by reference to the Missouri Attorney General's web pages or publications on the same.

[Signature Page Follows]

### CERTIFICATE

The foregoing bylaws were duly adopted as and for the bylaws of The Leadership School by the board of directors of this corporation.

Lennel Hunter (Oct 21, 2020 13:23 CDT)

Lennel Hunter

Oct 21, 2020

Date

Korie Andria Kevie Hendrix (Oct 21, 2020 13:24 CDT)

Oct 21, 2020

Kevie Hendrix

<u>Sherita M. Love</u> CDT)

Sherita Love

Date

Oct 21, 2020

Date

## Revised TLS BYLAWS - October 21, 2020

Final Audit Report

2020-10-21

Created:	2020-10-21
By:	Kimberly Townsend (ktownsend@tlsstl.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAArM5d6n4n31JJOz6IRJOeSDNRqJu9ZeZS

## "Revised TLS BYLAWS - October 21, 2020" History

1	Document created by Kimberly Townsend (ktownsend@tlsstl.org) 2020-10-21 - 6:09:41 PM GMT- IP address: 45.26.71.12
×,	Document emailed to Lennel Hunter (lennelh@gmail.com) for signature 2020-10-21 - 6:13:38 PM GMT
1	Email viewed by Lennel Hunter (lennelh@gmail.com) 2020-10-21 - 6:23:43 PM GMT- IP address: 66.249.93.121
Ø0	Document e-signed by Lennel Hunter (lennelh@gmail.com) Signature Date: 2020-10-21 - 6:23:59 PM GMT - Time Source: server- IP address: 192.42.71.2
⊠,	Document emailed to Kevie Hendrix (sales@nmsupply.com) for signature 2020-10-21 - 6:24:01 PM GMT
1	Email viewed by Kevie Hendrix (sales@nmsupply.com) 2020-10-21 - 6:24:35 PM GMT- IP address: 76.185.116.18
Ø <sub>e</sub>	Document e-signed by Kevie Hendrix (sales@nmsupply.com) Signature Date: 2020-10-21 - 6:24:53 PM GMT - Time Source: server- IP address: 76.185.116.18
×,	Document emailed to Sherita M. Love (sherita@edhubstlouis.org) for signature 2020-10-21 - 6:24:55 PM GMT
1	Email viewed by Sherita M. Love (sherita@edhubstlouis.org) 2020-10-21 - 6:26:59 PM GMT- IP address: 74.125.210.39

Document e-signed by Sherita M. Love (sherita@edhubstlouis.org) Signature Date: 2020-10-21 - 6:27:45 PM GMT - Time Source: server- IP address: 71.228.128.38

Agreement completed. 2020-10-21 - 6:27:45 PM GMT This page has intentionally been left blank.

### The Leadership School Conflict of Interest Policy

### <u>Article I</u> <u>Purpose</u>

The purpose of the conflict of interest policy is to protect the interest of The Leadership School (the "Organization") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization (or other person listed below) or might result in a possible excess benefit transaction. This conflict of interest policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

### Article II Definitions

### 1. Interested Person

Any director, officer, manager, key employee<sup>1/</sup> or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

### 2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,

b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

<sup>1/</sup> A "key employee" is an employee of the Organization who meets the three following tests: (a) \$150,000 Test: receives repertable compensation from the Organization and all related organizations in excess of \$150,000 for the year; (b) Responsibility Test: the employee: (i) has responsibility, powers, or influence over the Organization as a whole that is similar to those of officers, directors, or trustees; (ii) manages a discrete segment or activity of the Organization that represents 10% or more of the activities, assets, income, or expenses of the Organization, as compared to the Organization as a whole; or (iii) has or shares authority to control or determine 10% or more of the Organization's capital expenditures, operating budget, or compensation for employees; and (c) Top 20 Test: is one of the 20 employees (that satisfy the \$150,000 Test and Responsibility Test) with the highest reportable compensation from the Organization and related organizations for the year.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

### Article III Procedures

### 1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

### 2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

### 3. Procedures for Addressing the Conflict of Interest

**a.** An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

**b.** If the governing board or committee determines that there is no conflict of interest, the transaction or arrangement is not subject to the remaining procedures c. through e. outlined in this Section 3. If the governing board or committee determines that there is a conflict of interest, the governing board or committee shall follow the procedures outlined in paragraphs c. through e. of this Section 3.

c. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

**d.** After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

e. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

### 4. Violations of the Conflict of Interest Policy

**a.** If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

**b.** If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

### <u>Article IV</u> <u>Records of Proceedings</u>

The minutes of the governing board and all committees with board delegated powers shall contain:

**a.** The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

**b.** The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

### <u>Article V</u> <u>Compensation</u>

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

**b.** A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

### <u>Article VI</u> <u>Conflict Statements</u>

Each interested person, shall, upon becoming an interested person, sign a statement which affirms that such person:

a. Has received a copy of the conflict of interest policy,

- b. Has read and understands the conflict of interest policy,
- c. Has agreed to comply with the conflict of interest policy, and

d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

In addition, on such statement, each interested person shall disclose his or her interests that could give rise to a conflict of interest, such as a list of family members, substantial business or investment holdings, and other transactions or affiliations with businesses and other organizations and those of family members. Such statement shall remain in effect during all periods that such individual is an interested person.

### Article VII <u>Reviews</u>

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, regular and consistent reviews (at least annually) shall be conducted. The reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's-length bargaining.

**b.** Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investments or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

c. Whether the governing board and all committees with board delegated powers are properly implementing this conflict of interest policy.

d. Whether any improvements should be made to this conflict of interest policy.

### <u>Article VIII</u> <u>Use of Outside Experts</u>

When complying with this conflict of interest policy, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility under this conflict of interest policy.

### Conflict of Interest Statement

1. As a Director of The Leadership School (the "Organization"), I acknowledge that I:

- 1.1 received a copy of the Organization's Conflict of Interest Policy;
- 1.2 read and understood the policy;
- 1.3 agree to comply with the spirit and intent of the policy and will disclose any potential conflicts, other than those stated below, as they may arise before completion of my next conflict of interest statement; and
- 1.4 understand that the Organization is a charitable organization and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

2. Based on a review of the Organization's Conflict of Interest Policy, are you aware of any interest that you or a related person may have that could give rise to a conflict of interest? If yes, please complete Attachment A to this form.

🗆 Yes 🛛 🗆 No

My answers above are accurately stated to my knowledge and belief.

Dated:\_\_\_\_\_

Signature

Printed Name

### Attachment A - Conflict of Interest Disclosure

Please list all relationships (if any) between you or a "related party" (as defined below) with the Organization that involve an actual or potential financial benefit to you or the related party or that otherwise may represent a conflict of interest within the spirit and intent of the policy.

3. Please list any business dealings during the past year (or, if applicable, since your last submission of this Conflict of Interest Statement) of which you are aware in which you or a "related party" (as defined below) have received any salary, gifts or loans from any source from which the **•**rganization obtains goods or services or otherwise has business dealings:

4. Please list any potential or pending transaction to which the Organization is a party and in which you or a "related party" (as defined below) has a direct or indirect interest:

Note: A "related party" (as defined in the policy) is (i) a family member, or (ii) a business or organization of which the person signing this statement or a family member (x) owns or expects to own, directly or indirectly, more than a 5% interest (whether as a stockholder, partner, trustee or other owner), (y) has a beneficial interest in a trust that owns directly or indirectly more than a 5% interest, or (z) is a director, officer, or employee. A "family member" is a parent (or more remote ancestor), spouse, brother, sister, spouse of a brother or sister, child, step-child, grandchild, great-grandchild or a spouse of a child, step-child, grandchild or great-grandchild of the person signing this statement.

### **Non-Discrimination Policy**

The Leadership School admits students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national origin, and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

The Leadership School shall not discriminate on the basis of race, color, religion, sex, national or ethnic origin, or physical handicap or disability, with regard to (i) the recruitment or admission of students to programs, activities or courses or (ii) the rights, privileges or financial assistance accorded or made available to students. Recruitment, admissions, educational policies, financial assistance and other school-administered program decisions shall be based upon qualifications of the students and other nondiscriminatory factors.

## **Appendix S - Board Member Documents**

### LENNEL HUNTER

1077 Glenway Dr. | St. Louis, Missouri 63122 (314) 276-2458 | lennelh@gmail.com

### **EXPERIENCE**

### Clayco, St. Louis, MO

### VDC Director - Quality Assurance

- Served as on-site BIM manager to ACW, joint venture between Alberici, Clayco, and SM Wilson on the Washington University Medical Center Campus Renewal Project.
- · Assist in design coordination, pre-construction services, and construction management services as they relate to BIM applications.
- Train others in BIM functions, perform model analysis, clash detection, and manage subcontractor coordination.

### HBE Corporation, St. Louis, MO

### **BIM Coordinator**

- Developed and revised company core BIM documents consisting of the BIM Deployment Plan, Standards Manual, Best Practices Guide, Project Execution Plan, and Level of Development Specification.
- Assessed the appropriateness of AIA and ConsensusDocs BIM contracts for use on projects.
- Led BIM Champions, architects and engineers that serve as department-level BIM management staff.
- Provided technical support for production department, evaluated workflow efficiency and strategized improvements with company BIM Manager.

### Staff Architect

- Worked on numerous project teams for complex healthcare facilities from design development through construction, including the company's first BIM project.
- Prepared and submitted documents for agency approval, bidding, and owner review. Assembled response packages for inquiries from regulatory agencies and requests for information.
- Produced and managed documentation for change orders. Processed shop drawings and researched suitability of product substitutions requested by subcontractors.

### Architect Intern

- Collaborated with project architects to develop complete, consistent, and accurate construction documents reflecting design intent for a given facility within project time constraints.
- Coordinated specific building elements and systems across architectural and multiple engineering disciplines.

### St. Louis Public Schools, Mel Carnahan Middle School

### 8th Grade Algebra Teacher

 Served as the school's only 8th grade math teacher and was responsible for teaching algebra curriculum to over 100 students of varying academic performance levels.

### EDUCATION

### Washington University in St. Louis Bachelor of Arts (B.A.), Architecture

- William L. Clay Scholarship Recipient of a four-year full tuition scholarship with an annual stipend
- John B. Ervin Scholar Member of prestigious scholarship program throughout four years as an undergraduate student

### SPECIAL SKILLS AND INTERESTS

Proficient in Revit, AutoCAD, Navisworks, Photoshop, Illustrator

References and Project List Available Upon Request

2008-2013

2013-2014

### 2005-2008

# 2003-2005

1999-2003

## 2005-2014

2014-Present

447

### **KEVIE L. HENDRIX**

2206 Sidney Street

#### St. Louis, Missouri 63104

Mobile: (314) 258-0585 | E-mail: hendrk@nmsupply.com

**OBJECTIVE:** Seasoned Business Development Manager with a strength in identifying and solving problems. Highly Qualified candidate for a management or team leader position within program management, supplier and procurement management, or import/export management that drives organizational bottom line success while utilizing my expertise in project management, implementation, and completion.

### **EXPERIENCE:**

### 1999 - Present THE NATIONAL MATERIAL SUPPLY CO., LLC

Managing Director (2001-Present)

Co-Founder & General Manager of Government and Domestic Sales Accounts

- Team Lead of a 4-member sales team of solution sourcing experts towards a \$1M annual sales goal of providing both Medical and Industrial MRO Supplies to requesting customers within the US government and B2B sectors.
- Manager of Multifaceted Project Management Initiatives and Proposal Management with the US Navy SeaPort-E and Federal 8(a) & HubZone Programs towards a \$3M annual sales goal for awarded task orders.
- Manage all core aspects of core company operations.

### 2003 - 2008 THE BOEING COMPANY

Industrial Participation Programs - Project Lead

Manage Kuwaiti Industry Participants in support of the Kuwait-Apache Program with the Kuwaiti Army.

- Lead and managed the development of projects and work packages with the Australian College of Kuwait in support of generating \$100M in offset obligations.
- Manage a \$14.5M budget, where responsibilities lied in resource allocation, purchasing, risk mitigation planning, and contract negotiations.

### Industrial Participation Programs - Project Manager

Manage Italian Industry Participants in support of the B767 Tanker Program with the Italian Air Force.

- Developed projects and work packages with Italian companies in support of generating \$210M in offset obligations over a 1-year period.
- Worked as a liaison with the customer in support of both direct and indirect offset projects.
- Provided training to Italian industry on methods to achieve the most benefit of in-country work placement.

### 2001 - 2003 THE BOEING COMPANY

### Enterprise Auditor - Leadership Development Program

Leadership development program designed to provide executive business perspective through broad exposure to Boeing businesses and critical processes. Performed quarterly reviews with extensive focus on financial, operational, and compliance aspects in the follow areas:

- F-15 Comprehensive Program Review, 2<sup>nd</sup> quarter 2004.
- WHQ Capital Planning Process, 1st quarter 2004.
- IDS Sarbanes-Oxley Audit Team Member, 4<sup>th</sup> quarter 2003.
- IDS Anaheim Information Technology Audit Team Member, 1<sup>st</sup> quarter 2003.
- BCA Equipment Maintenance Audit Team Member, 4<sup>th</sup> quarter 2002.

### 1998 - 2001THE BOEING COMPANY

Engineering Scientist

Worked as a Business Impact Assessment Specialist.

- Performed Life Cycle Cost analysis of technology initiatives to aide business case studies.
- Researched dry machining of aluminum techniques and issued recommendations to Production Operations. These recommendations allowed cost reductions of **7**-10% when machining aluminum aircraft parts.
- Designed the complete installation layout and assisted in the buy-off of the Ingersoll High Speed Vertical Milling Machine prototype for the AMR&D laboratory.

## St. Louis, MO

St. Louis, MO

### St. Louis, MO

St. Louis, MO

## Page 1 of 2 **448**

St. Louis, MO

### Page 2

### EXPERIENCE

•

### CONT'D:

### 1998 - 2002

### 2 ANHEUSER-BUSCH, COMPANIES

Beer Packaging & Shipping Production & Maintenance Foreman (1997-2002)

Worked as a relief production foreman for the St. Louis Brewery Beer Packaging and Shipping Division.

- Supervised a team of up to five bottlers to achieve set production goals during the assigned weekend shift.
- Managed the overall success of the production line while interfacing with plant maintenance and warehouse operations teams.

### 1996 - 1998 ANHEUSER-BUSCH, COMPANIES

Corporate Project Engineer

Worked as the lead project engineer for the St. Louis Brewery - Warehouse Modernization Project.

- Completed a \$34M capital project under budget. Managed all mechanical engineering aspects of the project for the packaging division of the St. Louis Brewery. Interfaced with contractors and warehouse personnel to achieve planned project goals.
- Maintained team communications, coached team to accomplish scheduled objectives and provided optimal solutions to mechanical engineering problems.
- Appointed to the Corporate Engineering Interviewing Counsel prior to the one-year employment qualification period.

### Summers ANHEUSER-BUSCH, COMPANIES

1994 - 1996 Mechanical Engineering Intern

- Worked with Resident Engineers on various St. Louis Brewery plant projects.
- Developed strong Project Team Management skills.

### **EDUCATION:**

#### 1999 - 2001 JOHN M. OLIN SCHOOL OF BUSINESS WASHINGTON UNIVERSITY Master of Business Administration December 2

Master of Business Administration, December 2001

- Teaching Assistant "The Dynamics of Bargaining & Negotiation".
- Teaching Assistant "Human Behavior & the Management of Organizations".
- Completed International Business Courses in London, England during the summer of 2001.
- High Pass Courses: Supply Chain Management Operations Policy & Strategy, Supply Chain Management Operations Analysis, Information Technology and its Impact on Business, Services Marketing & Management, and Marketing Strategy.

 1992 - 1996
 SCHOOL OF ENGINEERING RENSSELAER POLYTECHNIC INSTITUTE Bachelor of Science, December 1996. Mechanical Engineering – Dean's List. Minor in Business Management.

Troy, NY

St. Louis, MO

St. Louis, MO

St. Louis, MO

# Sherita M. Love

## Personal Info

Address 7800 Ellington Dr. St. Louis, Mo., 63121

Phone (314) 516-3340

E-mail sherita@edhubstl.org

## Summary

Accomplished career demonstrating consistent success as a K-12 educator with over 10 years experience. Outstanding track record in assuring student success.

Effective communicator with excellent planning, organizational, and negotiation strengths as well as the ability to lead, reach consensus, establish goals, and attain results.

Passionate equity advocate with a specific focus on social justice in education and eliminating education opportunity gaps.

Extensive background of developing and implementing STEM Catalyst, connector and community builder working to co-create systems level education equity.

## Work History

2018-03 -Current

## **Founding Director**

EdHub STL, St. Louis, Mo.

EdHub STL is inspired by two main visions. SkipNV's vision to ensure children and youth, regardless of where they come from or circumstances given them, can achieve their fullest potential. The other is the call to action in the Forward through Ferguson report which urges the "St. Louis region to look for ways to support innovation in education, giving special consideration to innovations that address systemic challenges and racial inequity through the development of an Innovative Education Hub. Sherita Love is the founding director, recruited to co-create EdHub STL with the community of stakeholders in St. Louis.

2015-10 -Current

## Founder And Lead Catalyst

Expanded Equity Collaborative, St. Louis, Mo. An essential platform connecting educators, parents and students with the purpose of collectively moving the work of education equity forward. We work collaboratively to co-create systems level education equity. ExpandEd Equity currently/has worked with the following partners facilitating workshops, trainings and to systems level organizational policy change;

- Washington University/STEMpact Teacher Quality Institute
- Wells Fargo
- Education Equity Consultants
- The Literacy Project-St. Louis Public Schools and Normandy Schools Collaborative
- MADE-Magic House
- Girls in the Know
- St. Louis University
- Missouri Botanical Garden
- Hazelwood School District

programs for students and teachers with a special focus on under-served students. • Ferguson Florissant School District

- Fort-Zumwalt School District
- St. Charles School District

2016-03 -Current

2017-08 -

Current

**Consultant-STEM Teacher Quality Institute** 

Washington University In St. Louis , St. Louis , Mo. A comprehensive professional development program for teachers in the St Louis region focused on "stemitizing" classroom curriculum with Washington University.

### **Senior Associate**

Education Equity Consultants, St. Louis , Mo. Educational Equity Consultants (EEC) creates a safe environment for people of color and whites to heal from the hurts of racism. EEC builds the capacity of individuals, schools and other organizations to address racism in ways that enable ALL people to reclaim their inherent intelligence and nobility.

## 2009-01 -

2018-05

### Director

The Gateway Region YMCA, St. Louis , Mo. Youth Education/STEM Director | Diversity, Equity and Inclusion National Trainer Developed Curriculum and Managed STEM (Science,

Technology, Engineering and Math after-school program and staff for 7 middle school sites in St. Louis City and St. Louis County. Led STEM professional development for teachers and staff across the region. National Diversity and Inclusion/Leadership Trainer for The YMCA of the USA. Founder and member of the Diversity, Equity and Inclusion Council of The Gateway Region YMCA, Member of the National Multi-Cultural Mentorship Committee for the YMCA of the USA. Developed the 1st charter of Diversity, Inclusion and Global work for the Gateway Region YMCA in its history.

2014-10 -2017-04

### Youth Programs Manager

Diversity Awareness Partnership, St. Louis , Mo. Program Manager, Give Respect, Get Respect (an anti-bias program) EXPLORE (STEM Career Immersion Programs) and the Diverse-City Art Competition.

2006-08 -	Teacher
2009-05	Webster Groves School District, St. Louis , MO
	Reading and math intervention for K-5 students at
	Hudson Elementary School.

## Education

2002-08 - 2006-11	Bachelor of Arts: BES-Education Studies University of Missouri St. Louis - St. Louis Education Studies (BES) Literacy&Minors in Non Profit Management African American Studies (St. Louis Community College at Forest Park
2016-08 -	Master of Arts: Education
2018-12	Lindenwood University - Saint Charles, MO

## Affiliations + Organizations

- Board Member-ConnectED Learning 2019
- Board Member- Educators for Social Justice 2019
- Board Member-Blessed Teresa of Calcutta Catholic School 2017-Present
- Co-Founder of GLAMM-Girls Lead and Make Movespromoting education and empowerment for young women of color.

## Articles + Recognition

STL Made-Education for ALL : https://thestl.com /work/education-for-all/

## 453

## RAEGAN C. JOHNSON

314-805-8629 • RAEGANJO@YAHOO.COM

**Professional Profile:** *strategic, out-of-the-box, collaborative professional with an extensive background in communications and community engagement* 

### WORK EXPERIENCE

### Spire Inc., St. Louis, MO

Public Communications and Media Lead

- Lead public relations, issues management and crisis communications across Spire businesses and regions
- Develop and implement the company's external communications plan, including strategic objectives to reach stakeholders and external audiences
- Align all strategy, content, voice and messaging with Spire's mission and brand
- Provide general communications support for the utility and non-utility businesses and leadership
- Maintain good relationships with local, state, national and trade media
- Actively engage in public presence initiatives in eastern Missouri, helping to identify and implement charitable giving, sponsorships and civic support

### Bayer (formerly Monsanto Company), St. Louis, MO

Communications & Community Engagement Lead

- Developed, executed and led multi-faceted communication strategies to engage internal and external stakeholders in environmental affairs and compliance safety issues
- Provided safety content and metrics to support executive talking points and global messaging
- Oversaw the development, branding and implementation of environmental safety and health websites and social media
- Established and managed relationships with community non-profit organizations, such as the American Red Cross, to advance initiatives that build stronger, safer communities
- Represented the company on civic boards to support its regional community engagement

### Environmental Safety & Health (ES&H) Project Manager

- Helped ESH sub teams prioritize tasks to effectively execute projects and meet deadlines
- Created a video series (Growing Safelv), news stories, and newsletters to support corporate reputation
- Collaborated with community schools to educate youth regarding critical safety behaviors
- Led an annual vehicle safety assessment at nearly 300 sites to understand employee driving practices
- Analyzed data to help leadership identify opportunities for safety improvement

### Communications Manager

- Generated written content for the company's internal and external websites
- Created corporate communication strategies for employee engagement campaigns including the Challenging Conversations program
- Conducted internal and external presentations on effective employee communications

### Harris-Stowe State University, St. Louis, MO

### Public Relations Specialist

- Developed external and internal marketing strategies and internal communication materials
- Created media relations materials including news releases, commercial scripts and promotional flyers
- Assisted with media correspondence including participation in radio and television interviews

### Deloitte Touché Tohmatsu, New York, NY

Public Relations Freelancer

- Composed marketing and media plans, Q&As, and maintained international media lists and contacts
- Wrote and distributed news releases, media pitches and stories
- Created corporate presentations to help employees, at all levels, understand priority initiatives

### g practices

10/12 - 10/14

## 8/07 - 10/12

### 8/06 - 8/07

6/05 - 9/06

## 08/20 - present

### 10/14 - 08/19

### ----

### COMMUNITY LEADERSHIP

### Congressional Black Caucus (CBC) Foundation

- Planned Monsanto's third-party sessions at the CBC Annual Legislative Conference
- Lobbied for the support of agriculture and food science scholarship funding in the 2018 Farm Bill

### INSPIRE United Way Fashion Show and Reception, Event Co-Chair and Founder

Launched an annual fundraiser to benefit the United Way, engage thousands in volunteerism, and support
positive corporate branding

### Better Together STL Board

• Collaborated with community stakeholders to assess fragmentation and opportunities to reduce wasteful spending within the St. Louis region to help make the area more equitable for everyone

### St. Louis Symphony Advisory Council (SLSO)

 Serve as an ambassador on behalf of the SLSO to generate greater awareness of the organization, help boost audience engagement and stimulate financial growth

### United Way of Greater St. Louis Charmaine Chapman Leadership Society

 Encourage individuals to support the United Way of Greater St. Louis and its member agencies through monetary and additional resource commitments

### **EDUCATION**

**Doctorate of Philosophy, Public Policy Studies (Urban & Community Development)** Saint Louis University, St. Louis, MO

### Master of Arts, Journalism

University of Missouri-Columbia, Columbia, MO

### Bachelor of Arts, Communication, Magna Cum Laude

Saint Louis University, St. Louis, MO

### HONORS

	St. Louis American	<ul> <li>Platinum Hermes</li> </ul>	<ul> <li>Delux Magazine's</li> </ul>
	Foundation Young	Creative Award	Power 100 Honoree
	Leader Award		
		<ul> <li>International</li> </ul>	<ul> <li>Saint Louis University</li> </ul>
•	St. Louis Business	Association of Business	Black Alumni of the
	Journal 30 under 30	Communicators Bronze	Year
		Ouill Award	
		Quill Awalu	
		Quin Award	
PRO	FESSIONAL AFFILIAT		
PRO	FESSIONAL AFFILIAT Regional Business		<ul> <li>Washington University</li> </ul>
	mourner were and the second	TIONS/PROGRAMS	<ul> <li>Washington University Women in Leadership</li> </ul>
	Regional Business	<ul><li>FIONS/PROGRAMS</li><li>St. Louis Business</li></ul>	• •
	Regional Business Council YPN Steering	<ul> <li>FIONS/PROGRAMS</li> <li>St. Louis Business Diversity Initiative</li> </ul>	Women in Leadership

Program

### COMMUNITY SPEAKING

- Speaker, Eden Theological Seminary Walker Leadership Institute
- Speaker, Alpha Kappa Alpha Sorority, Inc. Scholarship Program
- Commencement Speaker, Saint Louis University Sankofa Graduation
- Panelist, Regional Business Council Annual Dinner
- Host, Your Best Foot Forward Podcast (JCON Media)
- Panelist, Focus St. Louis
- Panelist, Civic Progress

## Appendix S - Board Member Documents continued

### Appendix B - Survey from Prospective Charter School Board Members

Governing a public charter public school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter public school board indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter public school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

### Name: Kevie Hendrix

### Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

See resume in appendix.

- If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter public school would open. Yes.
- 3. How did you become aware of the proposed charter public school and the opportunity to serve as a member of its board?

Kim Townsend informed me of this tremendous community opportunity.

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

Through my academic and business accomplishments, I have always possessed a desire to be apart of a revolutionary team of change agents for the sole benefit of community development throughout St. Louis.

5. Have you previously served on a board of a school district or a not-for-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.

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

To provide support, guidance, resources, and advice to the governing executive management team towards the perform of the charter's mission statement.

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

Through my extensive background and over 20 years of experience in both academia and Corporate America, I will bring sound organizational, business development, and leadership skills to the board.

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?

Based on the proposed growth plan, I anticipate a high demand for enrollment, and the school will achieve 90-95% occupancy for K-2nd grade.

Based on the proposed growth plan, I anticipate a consistent demand for enrollment, and the school will achieve 95-98% occupancy for K-6th grade.

### **Educational Philosophy**

- 9. What is your understanding of the school's mission and/or philosophy? It is my understanding the Leadership School will exist to create a space where children in our community grow their leadership capacity through earnest engagement in an academically rigorous, culturally relevant, and relationship-oriented environment.
- 10. Are you familiar with the school's proposed educational program? How would you describe it? Yes. Since the Normandy School District is predominately African-American, the education program will be more tailored with a culturally relevant course curriculum, that will enable students to become leaders in their direct communities and beyond.
- 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 that this school is successful? In my opinion there are four important characteristics of successful schools, which include, 1) Teaming of the Parent / Faculty to promote student success both on and off campus. 2) Strong Student Support Systems, including counseling and Mentorship Programs. 3) Highest Academic Standards. 4) Structured and Disciplined Environment that will foster increased student focus and accountability to high levels of academic and social achievement as mandated by both the community at large and the State Academic Board.

### **Conflict Of Interest Disclosure**

 Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship.
 William Jones. He's my personal mentor. 13. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

Yes. Kim Townsend. Great friend!

- 14. Do you or your spouse know anyone that plans to do business with the school? If so, please so 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. (If the school does not intend to partner with an educational service provider, write "N/A").
  N/A
- 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? (If the school does not intend to partner with an educational service provider, write "N/A"). N/A
- Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship. No.
- Are there any potential ethical or legal conflicts of interests 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 disclose information of this type to the leadership board.

— DocuSigned by: kewie Heudrix — 2314762062994F1...

4/4/2020

Signature of Charter Public School Board Member

Date

### Appendix B - Survey from Prospective Charter School Board Members

Governing a public charter public school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter public school board indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter public school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

### Name: Lennel Hunter

### Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

See resume in appendix.

- If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter public school would open. Yes.
- How did you become aware of the proposed charter public school and the opportunity to serve as a member of its board?
   I was contacted by the founder.
- Explain why you would live to serve on the board.
   I am concerned about the quality of public education in our area and would like to support an effort to improve opportunities for deserving students.
- 5. Have you previously served on a board of a school district or a not-for-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.

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

My role would be to make sure I am informed on school performance and to know where we need to improve. I expect to be accountable to an oversight agency or office, parents, and the local community. As a board, we would set the course for expected progress and hold school administrators accountable for attaining these goals. I also expect to be educated on issues that may prevent us from hitting established milestones.

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

Directly, I have 2 years of experience as a classroom teacher and public education advocate through Teach for America. Indirectly, I serve in a management role in my current employment and have a general understanding of business principles.

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?

We should see students that feel like they are in a fun, safe, and stimulating environment. We should see teachers that are engaged in making sure that every kid is working to their maximum potential.

We should see a well-developed community relationship and parents that know they can trust us with their children. We should see former students that are well prepared to take on the next challenge in their educational journeys.

### **Educational Philosophy**

- 9. What is your understanding of the school's mission and/or philosophy? The school will seek to help students realize their leadership potential by providing them with a rigorous academic curriculum and engage the community to build relationships.
- 10. Are you familiar with the school's proposed educational program? How would you describe it? Yes. A foundation of making students feel a sense of belonging on which an academic experience geared towards building leadership skills is built.
- 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 that this school is successful? Supportive administrators, active students, teachers that are willing to go beyond their normal duties and parents that are excited to share their children with us.

### **Conflict Of Interest Disclosure**

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

Potentially. But I'd like to reach out to these individuals first to see if they are open to the opportunity.

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

None that I am aware of.

- 14. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business. None that I am aware of.
- 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. (If the school does not intend to partner with an educational service provider, write "N/A").
  N/A
- 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? (If the school does not intend to partner with an educational service provider, write "N/A"). N/A
- 17. Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.I do not anticipate conducting any business with the school.
- Are there any potential ethical or legal conflicts of interests that you can foresee in the context of your service on the school's board? If so, explain.
   None that I am aware of.
- 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'd expect that we have rules against this in our bylaws. I'd also do my part to make sure that the rules are enforced as declared.

51CFC98A1B0C436...

4/4/2020

Signature of Charter Public School Board Member

Date

### Appendix B - Survey from Prospective Charter School Board Members

Governing a public charter public school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter public school board indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter public school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

### Name: Sherita Love

### Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

See resume in appendix.

- If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter public school would open. Yes.
- 3. How did you become aware of the proposed charter public school and the opportunity to serve as a member of its board?

I met and connected with Kim Townsend through the Catalyst Fellowship with The Opportunity Trust in 2018. Through our continued aligned work, we have remained connected and she asked of my interest in board service.

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

I am a mother of 3 children and live in Ferguson. I am a former classroom teacher and current anti-racist eduction catalyst. I have an intimate understanding of the landscape of education and the impacts of systemic injustice and neglect that exist in the current landscape. I am more than excited about the opportunities The Leadership School will provide for students and families in Normandy.

5. Have you previously served on a board of a school district or a not-for-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.

Yes.

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

Advocacy, connections, fundraising, start-up support and community organizing are the ways/role of board members support schools and non-profits in my experience.

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

As mentioned, I am a mother of 3 children and live in Ferguson. I am a former classroom teacher and current anti-racist eduction catalyst and lead EdHub STL, an organization dedicated to supporting education equity in our region. I have an intimate understanding of the landscape of education and the impacts of systemic injustice and neglect that exist in the current landscape.

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?

I imagine a co-created space where students, parents, teachers, community and administration have added voice to what is going well and not so well in a way that has been implemented throughout the year. I imagine that each student will have seen academic and socio-emotional growth and success. I imagine a continual iterative process that consistently involves the stakeholders mentioned.

We can only imagine! Its extremely exciting to think about. I imagine that in four years, The Leadership School had paved the way for other schools to carve out space in Normandy and the surrounding areas, providing options for students and families. I also imagine the that the academic and socio-emotional growth and success of the students will improve year over year in a way that others can begin to learn from.

### **Educational Philosophy**

- What is your understanding of the school's mission and/or philosophy? The Leadership School couples a sense of belonging with a rigorous academic experience to lay the foundation for authentic student leadership.
- Are you familiar with the school's proposed educational program? How would you describe it?
   No. I am unclear at present.
- 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 that this school is successful?
  1)Students, parents and community first. Always. 2)Staff that reflects the student population, antiracist approach to curriculum. 3) Iterative and responsive approach to proposed and needed changes for improvement.

### **Conflict Of Interest Disclosure**

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

No.

- Do you or your spouse know anyone that plans to do business with the school? If so, please so 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. (If the school does not intend to partner with an educational service provider, write "N/A").
  N/A
- 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? (If the school does not intend to partner with an educational service provider, write "N/A"). N/A
- Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship. No.
- Are there any potential ethical or legal conflicts of interests 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.

Communication is key. I would speak with school leadership and/or board member(s) directly to understand what is happening/awareness and take appropriate action where necessary.

DocuSigned by: 4272AEAEA55C446...

4/4/2020

Signature of Charter Public School Board Member

Date

#### Appendix B - Survey from Prospective Charter School Board Members

Governing a public charter public school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter public school board indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter public school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

#### Name: Raegan Johnson. PhD

#### Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

See resume in appendix.

- If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter public school would open. Yes.
- 3. How did you become aware of the proposed charter public school and the opportunity to serve as a member of its board?

Kimberly Townsend

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

I believe access to a quality educational experience is a basic right that should not be based on one's income level or zipcode. Unfortunately, in the St. Louis region, that is often the case. The Leadership School is changing that narrative by offering an alternative to education as usual.

5. Have you previously served on a board of a school district or a not-for-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. I believe access to a quality educational experience is a fundamental right regardless of your socioeconomic status. I believe The Leadership School will serve as a quality option for a demographic that is undersserved and often overlooked.

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

To support and promote the mission and values of the school, and act as ambassadors

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

I have a doctorate in public policy studies with an emphasis on urban and community development. I have a passion for solutions to public problems. Aspects of the St. Louis education system are problematic, and I think The Leadership School serves as one of many necessary solutions.

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?

Toward the end of the first school year, students should be making measurable progress academically and personally (based on set goals). The first year is an opportunity to assess, adopt, and adjust based on outcomes.

After four years, the school will effectively cultivate student success based on individual learning and leadership style. Students will function as thinkers, leaders, and innovators.

#### **Educational Philosophy**

- 9. What is your understanding of the school's mission and/or philosophy? The school is grounded in principles of leadership. Children are not only prepared to excel academically, they are equipped with the critical soft skills they need to thrive.
- 10. Are you familiar with the school's proposed educational program? How would you describe it? Yes. It's a program that speaks to the WHOLE student, not just their academic pursuits.
- 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 that this school is successful? A successful school is one that recognizes students as individuals, not just numbers. Each student, teacher and parent must be recognized as a critical component of the school's success. The board of education can provide resources, guidance and accountability to ensure that the school stays on track.

#### **Conflict of Interest Disclosure**

 Do you or your spouse know any of the other prospective board members? If so, please so 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 so 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 so 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. (If the school does not intend to partner with an educational service provider, write "N/A").
  N/A
- 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? (If the school does not intend to partner with an educational service provider, write "N/A"). N/A
- Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.
   No.
- Are there any potential ethical or legal conflicts of interests 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 confirm that it is taking place and then tactfully confront the issue. Maybe the board member is travare of the implications and impact of their actions; but once informed, if there is no resolution, there must be consequences. Our actions should only benefit the students.

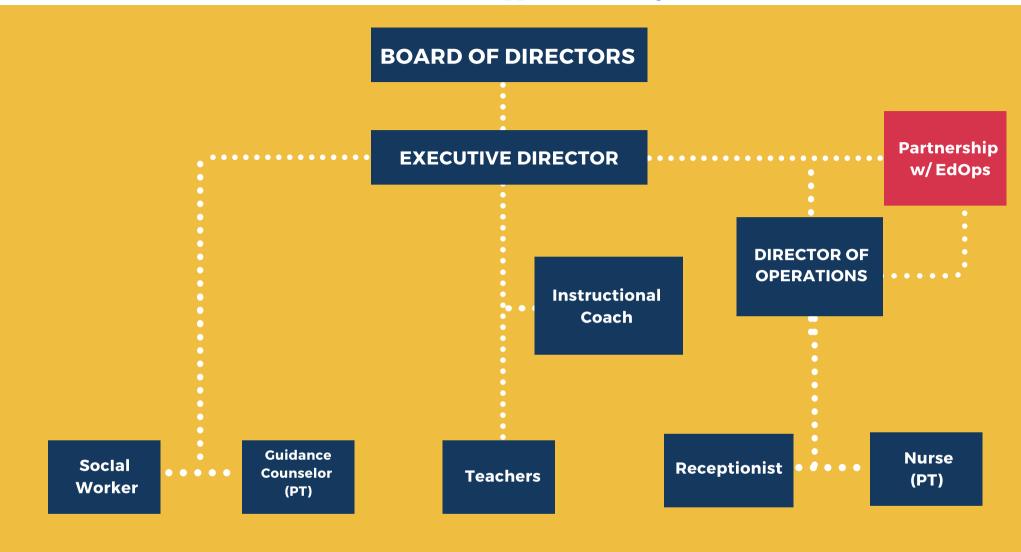
07106120 Date

467

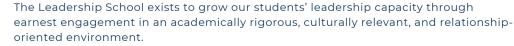
Signature of Charter Public School Board Member

**ORGANIZATIONAL CHART: YEAR 1** 

**Appendix T - Organizational Chart** 







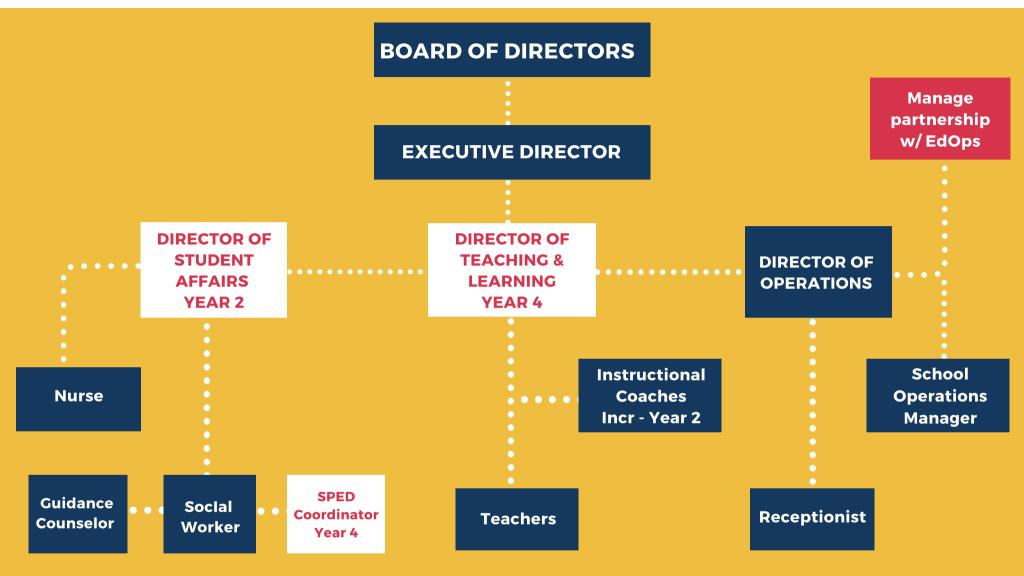
#### Vision

Our students will lead transformational change for their communities and our world. They will be thoughtful citizens who understand the responsibility of leaders to shape and create equitable spaces.

468



# **ORGANIZATIONAL CHART: FULL GROWTH**



#### Mission



The Leadership School exists to grow our students' leadership capacity through earnest engagement in an academically rigorous, culturally relevant, and relationship-oriented environment.

#### Vision

Our students will lead transformational change for their communities and our world. They will be thoughtful citizens who understand the responsibility of leaders to shape and create equitable spaces.



## **Appendix U - Job Descriptions for Non-Leadership Roles**

All employees of The Leadership School must support and maintain the integrity of the school's mission and values.

#### **Instructional Coaches**

#### Position Overview/Responsibilities:

Instructional Coaches will be responsible for ensuring the highest quality curricula and instruction is present in all classrooms. Instructional Coaches work under the guidance of the Director of Teaching and Learning to support teachers' implementation of student learning experiences that are exciting, rigorous and prepare them for success. Some of the responsibilities include executing a high quality professional development plan in the area of STEM or Humanities to ensure the continuous development of all teaching staff, providing necessary support to keep the academic program running smoothly, and ensuring high levels of student achievement as measured by formative and summative assessments.

#### Key Competencies:

- Passion and commitment to the mission of The Leadership School
- Knowledge of essential content, standards, and highly effective teaching strategies for specific area: STEM or Humanities
- History of strong results as an instructor
- History of effective coaching of both new and experienced teachers
- Strong instructional, classroom management and discipline skills
- Excellent oral and written communication skills
- Ability to effectively analyze data to improve student achievement
- Ability to think and act strategically
- Demonstrated resourcefulness in setting priorities and guiding investment in people and systems
- Thrives in a very collaborative environment
- Humility, strong work ethic, and 'roll up my sleeves' attitude

#### **Dean of Culture**

#### Position Overview/Responsibilities:

The Dean of Culture helps lead the efforts to build and maintain a strong, positive achievement-oriented school culture. The Dean of Culture works under the guidance of the Director of Student Affairs to manage student leadership priorities for the school and models how to establish strong, mutually respectful relationships with students and families. This position has a visible presence in all areas of the school and is responsible for all issues relating to student well-being and leadership during their time at the school.

- Passion and commitment to the mission of The Leadership School
- History of strong results in previous roles
- History of effectively working with elementary and middle school students
- Strong instructional, classroom management and discipline skills



- Excellent oral and written communication skills
- Excellent relationship building skills
- Excellent problem solving and negotiation skills
- · Ability to exercise excellent judgment and decision making
- Ability to work independently with diverse constituents while maintain high professional standards
- Thrives in a very collaborative environment
- Humility, strong work ethic, and 'roll up my sleeves' attitude

#### **Founding Teachers**

#### Position Overview/Responsibilities:

Founding Teachers provide high expectations, structure and accountability to ensure that all students meet or exceed learning and leadership goals. Our teachers must believe that every child deserves access to a high-quality education, and are committed to improving their practice in order to provide the best possible educational experience for all students. Our teachers must be committed to continual learning, constant reflection and feedback.

#### Key Competencies:

- Passion and commitment to the mission of The Leadership School
- Expert knowledge of and enthusiasm for academic subjects
- Valid Missouri Teaching Certification
- Proven record of success in the classroom
- Excitement to learn and grow as a teacher and a leader
- Strong instructional, classroom management and discipline skills
- Excellent oral and written communication skills
- Ability to effectively analyze data to improve student achievement
- Ability to create a positive, structured environment for students to observe, understand, and exemplify leadership
- Ability to work independently with diverse constituents while maintain high professional standards
- Ability to connect with students and respond to their changing academic and personal needs
- Ability and eagerness to give and receive thoughtful, constructive feedback
- Thrives in a very collaborative environment
- Humility, strong work ethic, and 'roll up my sleeves' attitude

#### **Special Education Coordinator**

Position Overview/Responsibilities:

The Special Education Coordinator will oversee the entire Special Education program at The Leadership School. It is imperative that our Special Education Coordinator share our vision that all students can achieve at the highest levels. The Special Education Coordinator is responsible for coordinating and assuring full state and federal compliance with all aspects of programming (identification, review, dismissal) for students with disabilities per the IDEA, Section 504 and the ADA. They will also provide direct special education services, as needed, and supervise external service providers.



- Passion and commitment to the mission of The Leadership School
- Knowledge of essential strategies to support diverse learners, and thorough knowledge of current disability law (IDEA, Section 504)
- Valid Missouri Teaching Certification
- Proven record of success in special education classrooms
- History of effectively preparing and reporting accurate and timely data for internal and external regulatory purposes
- Experience in case management or building-level program administration is preferred
- Ability to facilitate the development and implementation of informal academic and behavioral intervention programs for individual students
- Excitement to learn and grow as a teacher and a leader
- Strong instructional, classroom management and discipline skills
- Ability to perform tasks with precision (attention to detail, adherence to timelines)
- Excellent oral and written communication skills
- Ability to effectively analyze data to improve student achievement
- Ability to work independently with diverse constituents while maintain high professional standards
- Ability to connect with students and respond to their changing academic and personal needs
- Ability and eagerness to give and receive thoughtful, constructive feedback
- Thrives in a very collaborative environment
- · Humility, strong work ethic, and 'roll up my sleeves' attitude

#### Social Worker

#### Position Overview/Responsibilities:

The Social Worker will perform specialized social work in an educational setting to enable our students to achieve optimal learning and leadership goals. The Social Worker will collect, interpret, and synthesize information about a student's social history, community environment, family dynamics, economic differences, and significant crises that influence academic and behavioral functioning. Working in collaboration with the Student Success Team, the Social Worker will provide services and devise an appropriate service plan for referred students and their families. At The Leadership School, our Social Worker will also build strong partnerships with local organizations and daycares, plan events to engage students and families, act as a liaison with other team members to set and meet recruitment targets and manage related paperwork for incoming families.

- Passion and commitment to the mission of The Leadership School
- Must possess a Master's Degree in Social Work, and meet the Missouri Department of Education Licensure Requirements
- Must possess ability to collect, interpret, and synthesize information about a student's social history, community environment, family dynamics, economic differences, and significant crises that influence academic and behavioral functioning
- Must have demonstrated ability to work cooperatively as an interdisciplinary team member and devise an appropriate service plan for referred students and their families
- Must possess the ability to synthesize and interpret diagnostic and assessment data
- Must possess excellent communication and time management skills



- Must possess the ability to establish and maintain effective working relationships with community agencies, students, families, team members, and others
- Ability to work independently with diverse constituents while maintain high professional standards
- Ability to connect with students and respond to their changing academic and personal needs
- Ability and eagerness to give and receive thoughtful, constructive feedback
- Thrives in a very collaborative environment
- Humility, strong work ethic, and 'roll up my sleeves' attitude

#### **School Nurse**

#### Position Overview/Responsibilities:

The School Nurse is charged with the direct responsibilities of meeting the health and care needs for students. In consultation with teachers, school administrators and other school staff, the School Nurse will provide quality care during school hours. In addition to administering medication, treating students and staff (as needed), they will also perform hearing, vision and other health screenings. When necessary, the School Nurse will partner with the Student Success Team to develop care plans for students with ongoing conditions

#### Key Competencies:

- Passion and commitment to the mission of The Leadership School
- Has Registered Nurse (RN) License
- BLS/CPR certification
- Knowledge of many areas of health, including mental health
- Knowledge of school laws and policies related to health
- Knowledge of state health regulations
- Experience monitoring student immunization records
- Ability to work independently or with others
- Ability to communicate well with others
- Ability to assess situations and act quickly
- Ability to multitask
- Thrives in a very collaborative environment
- Humility, strong work ethic, and 'roll up my sleeves' attitude

#### Receptionist

#### Position Overview/Responsibilities:

The Receptionist will provide support services to the school's students, families, faculty and staff in order to meet the mission of the school. In this role, the Receptionist is primarily responsible for welcoming visitors, assisting parents and teachers and performing clerical tasks in the school office. Their location in the school puts them in a position to be a significant contributor to a positive school culture through the provision of high levels of customer service.

- Passion and commitment to the mission of The Leadership School
- Experience with children is preferred



- Skills include proficiency in Microsoft Word
- Excellent oral and written communication skills
- Excellent relationship building skills
- Ability to work independently with diverse constituents while maintain high professional standards
- Ability to communicate well with others
- Ability to assess situations and act quickly
- Ability to multitask
- Thrives in a very collaborative environment
- Humility, strong work ethic, and 'roll up my sleeves' attitude

#### **School Operations Manager**

#### Position Overview/Responsibilities:

The School Operations Manager will work under the guidance of the Director of Finance & Operations to provide operational support for the school-based staff. As a result, they will take direction from all members of the School Leadership Team. The School Operations Manager will perform tasks related to student data collection, parent-school communication, student-office communication. They will work with the instructional team to schedule meetings between teachers and parents during assigned teacher/parent hours, as well as organize, maintain and update student records (including collection of records from student previous schools and immunization records). They will also coordinate curriculum and assessment processes.

- Passion and commitment to the mission of The Leadership School
- Experience with children and families preferred
- Experience managing charter school operations preferred, but not required
- Be an expert for school operations, including responsibilities to successfully execute systems, processes and policies in all non-instructional areas
- Excellent oral and written communication skills
- Ability to exercise excellent judgment and decision making
- Ability to manage multiple projects simultaneously, adjust priorities and work autonomously
- Ability to build strong interpersonal relationships and work effectively in a collaborative environment
- Ability to work independently with diverse constituents while maintain high professional standards
- Ability to think strategically, anticipating future outcomes and events, then incorporate them into thoughtful solutions
- Thrives in a very collaborative environment
- Humility, strong work ethic, and 'roll up my sleeves' attitude

# **Appendix V - Founder Resume**

# Kimberly D. Townsend

3802 Kentucky Derby Drive	٠	Florissant, MO 63034	٠	314-368-1067	•	ktownsend@tlsstl.org
---------------------------	---	----------------------	---	--------------	---	----------------------

#### **Summary of Qualifications**

- Possesses sixteen years of experience teaching and leading teams to impact academic growth and social development of K-12 students primarily in St. Louis, MO
- Pursues ambitious outcomes for individual students as a teacher, classes of students as a coach, and school-wide as a school leader
- Builds effective, action-centered relationships based on collaboration, mutual responsibility and collective vision
- Skilled in data-driven instruction and data-based decision-making in a variety of contexts
- Flexible leader, with an entrepreneurial spirit, focused on learning and developing others

#### **Education**

Vanderbilt University; Nashville, TN Doctor of Education: K-12 Educational Leadership and Policy	Expected May 2022
Webster University; St. Louis, MO Master of Arts in Teaching: Multidisciplinary Studies	May 2007
University of Illinois at Urbana-Champaign; Urbana, IL Bachelor of Science in Human Development and Family Studies: Child and Adolescent Developme	ent May 2003

#### Instructional and School Leadership Experience

The Opportunity Trust; St. Louis, MO

Entrepreneur-In-Residence

- Develop strategic plan and manage progress towards the goal of launching a new school
- · Leveraging coach, cabinet of advisors, and The Opportunity Trust staff in support of my goal
- Refine the core concept of the school
- Seek inspiration from other models and small scale pilots
- Plan and execute pilots to revamp design, and prepare for launch
- Steward petition approval process by building out detailed model components and building a pipeline of families, staff, and partners
- Secure founding families and future staff
- Raise funds to support school operations during growth years

Crossroads College Preparatory School, 7th-12th Independent School; St. Louis, MO School Director

- Managed the comprehensive day-to-day operation of the school as it relates both to student and faculty supervision
- Provided leadership and support for all student concerns related to achievement, attendance, and behavior.
- Provided leadership and support for teachers via observations, feedback, and evaluation; departmental and curricular goals; and the academic program overall

Jamaa Learning Center, K-8 Charter Public School; St. Louis, MO *Founding Head of School* 

June 2011 – May 2013

July 2015 - July 2018

August 2018 - present

- Developed and implemented foundational systems and structures for all aspects of the school design, in collaboration with and management of our founding staff members
- Served as the school's instructional leader including the monitoring of instructional planning and delivery, the development and implementation of curriculum and assessments, and the analysis of student achievement data

- Led improvements in overall student outcomes on state assessment: Communication Arts (11% proficient or advanced in 2012 to 25.8% in 2013); Mathematics (16% proficient/advanced in 2012 to 31.8% in 2013)
- Built and maintained positive and supportive relationships with parents, community members, board members and community organizations

#### University of Missouri – St. Louis; St. Louis, MO

#### Adjunct Faculty: College of Education

- Designed and implemented two courses for new middle school mathematics teachers
  - Instructional methods course focused around highly effective tools and strategies for teaching mathematics
  - Internship supervision course focused around application of foundational teacher habits within the classroom
- Fostered a collaborative class environment through the use of consultancy protocols and constant reflection

#### Teach For America; Various Locations

#### STEM Content Specialist: 2014 St. Louis Summer Institute

- Set vision for effective instructional practices that ensure STEM learners were actively involved and engaged with rigorous content
- Delivered approximately 20 high-impact core training sessions designed specifically for STEM teachers
- Designed and facilitated differentiated follow-up support to provide additional coaching, practice, reflection, and instruction for teachers
- Collaborated with School Directors, Teacher Leadership Coaches, and other Content Specialists to analyze student and teacher performance in order to identify and address critical areas of need

#### Program Director: St. Louis Regional Team

- Managed approximately 30-35 first- and second-year teachers (MS/HS Math, Science, Special Education and Upper Elementary) each year to establish ambitious goals and engage in data-based problem solving
- Led improvements in teacher efficacy by analyzing quantitative and qualitative student achievement data, and designing and executing individual and group learning experiences to address areas of concern
- Built and maintained external relationships and networks by effectively communicating and aligning priorities

#### School Director: 2010 Chicago Summer Institute – Percy L. Julian High School

- Set vision for and maintained a culture of achievement, such that 91% of beginning teachers and 100% of school-based staff reported positive, student-centered relationships with Teach For America staff during five week summer training program
- Managed six staff members to exceed goals for development of foundational teacher habits of 36 new teachers in 5 out of 7 areas
- Led execution of rigorous summer instruction in Math, English, Science and Spanish courses, resulting in students meeting or exceeding growth goals in 8 out of 9 classes, and performing above the overall institute average growth in 7 out of 9 classes

#### **Teacher Leadership Experience**

Crossroads College Preparatory School; St. Louis, MO Secondary Mathematics Teacher; 8th Grade Advisor	August 2013 - June 2015
Normandy Middle School – Normandy School District; St. Louis, MO Seventh-Grade Mathematics Teacher	August 2006 – May 2008
Mel Carnahan Middle School – St. Louis Public Schools; St. Louis, MO Sixth-Grade Mathematics Teacher and Team Leader; Eighth-Grade Algebra Teacher 2006	August 2003 – July

March 2014 - July 2014

July 2008 – June 2011

March 2010 - July 2010

476

# Appendix W - Staffing Schedule



# The Leadership School STUDENT LEADERSHIP AT THE CENTER OF LEARNING

Staffing Schedule									
	Position	Year 1 2021-2022	Year 2 2022-2023	Year 3 2023-2024	Year 4 2024-2025	Year 5 2025-2026			
	Executive Director (School Leader)	1	1	1	1	1			
School	Director of Student Affairs	0	1	1	1	1			
Leadership Team	Director of Operations	1	1	1	1	1			
	Director of Teaching + Learning	0	0	1	1	1			
	Instructional Coaches	0	1	1	2	2			
	Kindergarten Teachers	2	2	2	2	2			
	1st Grade Teachers	2	2	2	2	2			
	2nd Grade Teachers	1	2	2	2	2			
	3rd Grade Teachers	-	1	2	2	2			
Core	4th Grade Teachers	-	-	1	2	2			
Instructional Team	5th Grade Teachers	-	-	-	1	2			
	6th Grade Teachers	-	-	-	-	1			
	Middle School Teachers	-	-	-	-	-			
	Special Education Teachers	1	1	1	1	2			
	Elective Teacher - Music	1 (PT)	1 (PT)	1 (PT)	1	1			
	Elective Teacher - Art	1 (PT)	1 (PT)	1 (PT)	1	1			
	Elective Teacher - P.E.1	1 (PT)	1 (PT)	1 (PT)	1	1			
Student Support Team	Social Worker	1	1	1	1	1			
	Guidance Counselor	1 (PT)	1 (PT)	1	1	1			
	SPED Coordinator	0	0	0	1	1			
	Nurse	1 (PT)	1	1	1	1			
Operations			0	1	1	1			
Team	Receptionist	1	1	1	1	1			
	Staff Totals: Student Totals:	15 125	19 <b>173</b>	23 220	27 263	30 283			
	Student Totals: Staff to Student Ratio:	123 1 to 8.3	1 to 9.1	1 to 9.5	1 to 9.7	1 to 9.4			

# **Appendix X - Letters of Support**

This page has been intentionally left blank.

Page 483

Intentionally Blank

Page 484

Intentionally Blank



February 4, 2020

Missouri State Board of Education P.O. Box 480 Jefferson City, MO 65102

Dear Members of the Board:

On behalf of EdHub STL, I am writing this letter in support of The Leadership School's proposed launch of a new K-8 charter public school within the boundaries of the Normandy Schools Collaborative. The Leadership School aims to support the specific needs reflected by current students, while also responding to insights gathered through significant engagement with families and organizations in Normandy and surrounding municipalities.

EdHub STL is a dedicated physical space where educators work creatively to solve our region's most entrenched educational issues. Through programs, events and scholarship, we facilitate convening and connections that lead to the collaborative work of dismantling education inequity. We serve and support students, families and educators in the Normandy School District as well as its surrounding communities.

The Leadership School couples a sense of belonging with a rigorous academic experience to lay the foundation for authentic student leadership. Their mission to grow students' leadership capacity is exciting to me and the community not only because of the option for success it will provide for the community, but also because of the path that it will lay for other schools and education support organizations to do in Normandy in the future.

I believe the launch of The Leadership School will greatly benefit students, families and the broader community. It will provide an innovative, high-quality educational option for families in our community and give students the opportunity to grow as leaders. EdHub STL looks forward to partnering with The Leadership School by supporting the organizing efforts necessary for community voice and by in, by offering our free space for meetings//convenings necessary and by being a thought partner in the work that will lie ahead as they plan for launch.

Sincerely, Sherita M. Love Director, EdHub STL





February 20, 2020

Missouri State Board of Education P.O. Box 480 Jefferson City, MO 65102

Dear Members of the Board:

On behalf of the African Diaspora Council, I am writing this letter in support of The Leadership School's proposed launch of a new K-8 charter public school within the boundaries of the Normandy Schools Collaborative. The Leadership School aims to support the specific needs reflected by current students, while also responding to insights gathered through significant engagement with families and organizations in Normandy and surrounding municipalities.

The African Diaspora Council Inc. is a social advocacy institution, it offers educational, financial, and social advocacy services. We foster and nurture positive image and identity through the presentation of Cultural and Artistic projects that instill pride in the African diaspora communities. Through media development programs we are the voice on social, sustainable economic, and development issues both nationally and internationally. We wholeheartedly support The Leadership School's mission. We believe this school will be impactful to our community because of its focus on student leadership and academic success.

We believe the launch of The Leadership School will greatly benefit students, families and the broader community. It will provide an innovative, high-quality educational option for families in our community and give students the opportunity to grow as leaders. The African Diaspora Council believes in the mission of The Leadership School and will partner with them in the leasing of space for their school. We recognize the power of service to strengthen communities and feel united with their purpose of educating children and leadership development. As a business established in the city of Normandy Missouri we are excited about the educational experience and support The Leadership School will offer our children and families.

Best Regards,

Michael Kodjo AnajiZoglo

CEO, African Diaspora Council

Phone: + 314 399 7470 or Toll free: +1 800. 811 1022 | 1425 Ferguson Avenue, Saint Louis, MO 63133 | Visit: www.africandiasporacouncil.org or Email: info@africandiasporacouncil.org



#### One day, all children in this nation will have the opportunity to attain an excellent education.

#### TEACHFORAMERICA

February 18, 2020

Missouri State Board of Education P.O. Box 480 Jefferson City, MO, 65102

Dear Members of the Board:

I am writing to enthusiastically support the opening of The Leadership School. As the Executive Director for Teach For America in St. Louis, I am certain opening this quality school choice within North County will make a positive difference in academic outcomes for its students, serve as a strong partner for our mission (striving to end educational inequity), and have a lasting impact on our community.

I strongly believe in The Leadership School's mission, goal, and academic approach. It aligns with the work and mission we do here at Teach For America- St. Louis. At Teach For America- St. Louis we believe –beyond any doubt –that every child is capable of excellence. Students must be affirmed, valued, and empowered learners and leaders. They must master rigorous content and build on their own critical consciousness. Our role is to support our students by providing them opportunities that will have a profound impact on their academic achievement and personal growth. Together, with students, parents, partners, and community stakeholders, we set ambitious goals for your students' attainment, work urgently toward these goals daily, collaborate to overcome obstacles, and persist in the face of immense challenges.

Like Teach For America, The Leadership School believes that education is the window to life's opportunities and the failure to provide a quality education can disqualify students from reaching their fullest potential. In order to provide an equitable, rigorous education, The Leadership School aims to support the specific needs reflected by current students, while also responding to insights gathered through significant engagement with families and organizations in Normandy and surrounding municipalities. The Leadership School couples a sense of belonging with a rigorous academic experience to lay the foundation for authentic student leadership.

Finally, a strong school model must have strong leadership to ensure student achievement occurs. I have complete confidence in the leadership skills of this school's founder. Kim Townsend is a Teach For America alumnus and who not only served as an instructional coach for Teach For America but also as a school leader in St. Louis. She has organizational skills that enable her to be a strategic and visionary leader. As a school leader, she is always looking for advice to improve her leadership and practice. She implements feedback which has allowed her leadership to become sharper and more focused, especially in the areas of building relationships, instructional leadership, and organizational leadership. What impresses me most is her vision for teaching and learning and her ability to organize her work to lead and develop a hard working team into a transformative body with a collective commitment to each other and to the students they serve. She is committed to helping teachers and students alike raise their standards and put processes in place to ensure that every student wins.

The Normandy community emphasizes relationships, passion, commitment, and diversity – all traits demonstrated by The Leadership School. I believe this school will be successful in their mission to provide a rigorous education for all students. North County will benefit from the school's ability to attract talented teachers, and the entire education community will be pushed to new heights by the presence of The Leadership School. Above all, our students will benefit the most from having a quality public school choice in their community. As such, I strongly support The Leadership School.

Sincerely, Worken S. Mangar 1

Dr. Warren G. Morgan II Executive Director Teach For America- St. Louis Warren.Morgan@teachforamerica.org



1204 Washington Avenue, Suite 300 · St. Louis, MO 63103 · www.teachforamerica.org



January 13, 2020

MO Charter Public School Commission 20 South Sarah Street St. Louis, MO 63110

To Whom It May Concern:

I am writing to express my confidence in the model proposed by The Leadership School to educate students in grades K-8 in the 24:1 Normandy footprint starting in 2021. The Leadership School exists to grow students' leadership capacity through earnest engagement in an academically rigorous, culturally relevant, and relationship-oriented environment. The school provides an innovative approach to learning where students are challenged with a rigorous academic experience and opportunities to display authentic student leadership. The Leadership School will launch in fall 2021 with 180 kindergarten, first and second grade students, adding a grade each year to serve approximately 540 students in kindergarten through eighth grade at full growth.

The Opportunity Trust exists to ensure every child born in St. Louis is prepared to lead a life of choice and dignity as an adult. It pursues this mission by examining barriers to economic mobility in the St. Louis region, developing research-based theories of system-level change, and building national and local funds dedicated to eliminating these barriers over time. One of the most urgent barriers to opportunity in St. Louis today is the changing nature of work and our increasingly outdated and ineffective public education system. Our first focus, *Reimagining School*, aims to catalyze a fundamental transformation of our public education system so that it can prepare children for the jobs of today and tomorrow, personal fulfilment and a life of active citizenship.

The Leadership School is one of our first and largest investments— we believe investing in promising leaders with a track record of excellence is a key part of our plan to improve the number of students attending high-performing schools. Kim Townsend is currently working with The Opportunity Trust as an Entrepreneur-in-Residence to launch The Leadership School. Kimberly began her teaching career as a middle school mathematics teacher with Teach For America in St. Louis. With over 16 years of experience teaching and leading school teams in public and private schools, Kimberly is a flexible leader, with an entrepreneurial spirit and unwavering focus on student learning and leadership. Most recently, Kimberly led her team at Crossroads Prep to target student needs more closely, develop personalized interventions and close achievement gaps for students of color and students with learning differences. Kimberly earned a Bachelor of Science in Human Development and Family Studies from The University of Illinois at Urbana-Champaign and a Master of Arts in Teaching - Multidisciplinary Studies from Webster University. She is pursuing a Doctor of Education in K-12 Educational Leadership and Policy from Vanderbilt University.

The Opportunity Trust has invested \$190,000 in The Leadership School to-date, to support the personnel and planning costs of incubation and to connect The Leadership School to best-in-class leadership development provided by Attuned Education Partners for aspiring school founders. Attuned will provide three-years of launch and follow-on support in the areas of: academic vision and instructional systems, talent strategy, and developing model clarity. Once the school launches, we will continue to support the school's growth with financial, strategic, and operational support.

At The Leadership School, graduates will enter high school with a strong network of personal and professional relationship, a track record of excelling academically, and with the will and capacity to lead in the various communities they serve.

4220 Duncan Avenue • Suite 201 • St. Louis, MO | 63110 theopportunitytrust.org I have the highest confidence that The Leadership School will realize this vision for every student. Please do not hesitate to reach out to me if you have any questions or would like to hear more about why 1 believe The Leadership School should be part of the St. Louis education landscape.

Sincerely,

Mia Hormand

Mia Howard Partner



February 4, 2020

Missouri State Board of Education P.O. Box 480 Jefferson City, MO 65102

To whom it may concern:

NewSchools Venture Fund (NewSchools) submits this letter in support of the application of The Leadership School, a proposed new K-8 charter public school within the boundaries of the Normandy Schools Collaborative for charter authorization.

As a national nonprofit, NewSchools uses the charitable donations we receive to support education entrepreneurs who are reimagining public education to create great results for all students. NewSchools is known for identifying and supporting some of the highest impact education entrepreneurs in the field over the last twenty years.

Through our current strategy, we provide funding and support for teams of educators with ambitious plans to open new innovative public schools. These schools reimagine the learning experience for students, particularly those who have been traditionally underserved. We are impressed by Kimberly Townsend's experience and passion to serve the Normandy community and are compelled by her plans to build a K-8 school focused on advancing a sense of belonging with a rigorous academic experience to lay the foundation for authentic student leadership in Normandy. As such, we have provided The Leadership School with a \$215,000 planning grant to support the design and development of their school. The Leadership School will be eligible for a larger, multi-year grant in 2021 when they have – amongst other requirements – secured a charter and a facility, developed an instructional program that personalizes student learning, and hired key staff members. NewSchools believes in The Leadership's School leadership and ability to meet these requirements.

We highly recommend The Leadership School team for approval and hope you will authorize them to create a great school for the students in Normandy and the surrounding municipalities.

Sincerely, Frances Yessans

Frances Messano Senior Managing Partner





February 4, 2020

Missouri State Board of Education P.O. Box 480 Jefferson City, MO 65102

Dear Members of the Board:

On behalf of Camelback Ventures, I am writing this letter in support of The Leadership School's proposed launch of a new K-8 charter public school within the boundaries of the Normandy Schools Collaborative. The Leadership School aims to support the specific needs reflected by current students, while also responding to insights gathered through significant engagement with families and organizations in Normandy and surrounding municipalities.

Camelback Ventures vision is to help leaders build the resources they need to be guardians in their communities, and by doing so they are contributors to the establishment and sustainability of livable communities where students and families can engage with and in schools that foster a stellar education. We invested in The Leadership School because it couples a sense of belonging with a rigorous academic experience to lay the foundation for authentic student leadership. Their mission to grow students' leadership capacity fits perfectly into our mission as well as we see the vast potential of working with a fervent educational leader such as Kimberly Townsend, a leader dedicated to creating equitable spaces for all children to learn.

I believe the launch of The Leadership School will greatly benefit students, families and the broader community. It will provide an innovative, high-quality educational option for families in the community and give students the opportunity to grow as leaders. Camelback Ventures looks forward to our long-term partnership with The Leadership School in these ways, being an early monetary investor in Kimberly Townsend's vision, supporting her growth and development as a leader through our fellowship, and providing her and her team fruitful connections in the education ecosystem that will benefit the success of the school.

Sincerely,

Charles S. Corprew, Ph.D. Director, Education and Conscious Tech Fellowship Camelback Ventures



# **Appendix Y - The Leadership School Enrollment Playbook**

Adapted from The Bloomwell Group

Effective student recruitment and enrollment is crucial to the success of a school. The goal of this playbook is to provide guidance to the process of investing, recruiting and enrolling students and families in The Leadership School. The ultimate goal is to have a healthy thriving school enrollment. To have this there has to be a system in place to ensure that it happens.

Optimal success depends on the time invested in the planning of the school. Our founder has had two years for planning, research and writing of the charter. This will be followed by a year of planning, developing leadership skills, hiring of the founding team and crystallization of the vision of the school. During this time, we have focused on engaging individuals and organizations through the 24:1 footprint, as well as building effective partnerships rooted in shared goals for our community.

Once these foundational skills are in place, a new school has to be able to tell the story of the school in a compelling way to the targeted families. Once they have been identified it should be easy for them to engage with the school to ultimately earn the families enrollment.

When planning an enrollment plan, it is imperative that the skills needed for recruitment are in place. Skills such as marketing, applicant tracking, sales experience and persistence are extremely helpful.

Once these things are in place, a school will be in a position to inquire, apply, enroll and show up. These four steps serve as the bases of our enrollment plan.

### Phase 1: For parents and families to Inquire, we must employ strategies to Attract them.

The primary goal of this phase is to generate awareness and interest in The Leadership School. Before you begin soliciting, your marketing tools should already be in place. It's one thing to develop your story for your charter application but then you need to reset it for recruitment purposes. Filling the top level of your student recruitment funnel will ensure you have enough inquiries to convert into enrollment.



#### Your Website

Your website has to be a living and breathing source of information. It can not be a cut and paste from your charter application. It needs to be a living and breathing document. It has to be appealing and engaging and designed for your targeted audience. One they meet you or receive literature about your school chances are the first thing they will do is visit your website and it has to be in sync with their previous interaction.

#### **Digital Ads**

A "commercial" stating why you think your school is relevant, what it will bring to the community and why families should consider enrolling in your school. Seeing you personally express your sentiments about the school is always beneficial.

# Social Media

Social Media accounts should be consistent in their messaging and actively engage the families in relevant ways. There should be regularly or automated scheduled posts to keep families informed and connected. Keep followers updated with the progress of the school's journey. Importantly keep track of who is following you on your social media sites and keep them engaged so that they can enlarge your following by inviting their followers.

#### **Community Events**

Community Events are a great way to engage with your community. This is where sales and marketing skills come into play. Knowing how to make connections and capture connecting information during the first contact and placing the information in a tracker is essential. Attending events are for marketing purposes and partnership building. It is just as important to build relationships with the businesses and organizations in the community, so that they can partner with you in spreading the word. Not all community events will be beneficial for you to attend. Three questions can help you in choosing the right events:

- 1. Is it local? Does the event reach your target populations?
- 2. Is it established? Will the families be familiar enough with the presenter to trust the venue?
- 3. Is there a give-away? Families love give-aways.



#### Stay prepared

Keep a box in your car with all of the things you need for an event: branded tablecloth, pop-up banner, photos, brochures, giveaways, and interest cards or a system for collecting families' contact info.



Have a 30 seconds pitch, a short description of the school and have questions to turn the interaction into a conversation about The Leadership School.

#### The ultimate goal

The most important metric in the success of an event is how many prospective families give you their contact information. You must capture every name and get legible contact information. Have a good way of tracking and be sure to follow-up with families within a day or two of the event.

#### **Friends & Families**

It is important to understand your families perspective through the use of surveys and focus groups. Your biggest advantages are the solid family and friend connections that you have already built into the community. They can support you in making connections with people and partnerships you will need to be successful. These connections know you and can honestly speak on your behalf. Having their public support will be a great benefit.



## Phase 2: For parents and families to Apply, we must employ strategies to Educate them.

The primary goal of this phase is to grow and educate your support base. The challenge to growing your support is finding a place to start. Connecting with organizations with access to families in the community is a good start. They can be a place of introduction to families or an even greater contribution would be to provide family contacts.

#### Phone Calls

Cold calls can be challenging for the simple reason you do not know what type of response you may receive. Luckily, 4 out of 5 calls will be very receptive with the fifth call being lukewarm at best. This is where marketing and sales experience come in. Receiving a lukewarm response is not the end of the world. When making phone calls to gain support for your school one must understand that none of the responses are personal. Phones calls are a means to an end. You have to put yourself out there in order to gain family support.

#### The Call List

Here is where sales experience can work to your advantage. Gaining access to numbers for a call list can be challenging. Challenging or not it must be done. There are organizations that have already done the hard work so if you are lucky you can connect with them (although finding them can be a challenge as well). The contacts (if you have done a good job at tracking) from your events are crucial along with finding an organization with a list of contacts as well. The Leadership School has partnered with these organizations to get parent contact information.









#### Your Goal

Simply put your goal is to double and triple the amount of contacts. This is hard work but will pay off in the long run. Getting families to sign up on your social media and to have families willing to support the school and become a part of an advisory group. This may have to be done through avenues such as canvasaing. Once you have begun to generate a list, personalized



marketing tools like Google my Business or Bomb Bomb may be critical in helping to sell the vision to skeptical families.

#### The Call

Know why you are calling, the call must be warm and informative. How many unsolicited calls have you cut short or hung up on? You are asking people for unscheduled valuable time. So your approach is important. Having a script is important so that you are not searching for words and so that your confidence comes through. Be prepared for additional questions that may come through and always prepare them that there will be future class and invite them to suggest others who might be interested in hearing about the school.

#### Emails

It's challenging coming up with a list. Your goal is to grow the list. The same as calls, no one likes having unsolicited emails. So be specific in the subject line and concise with the message that you want to convey.

#### Mailings

The goal of your call and email list is to create relationships with your targeted families. Once that relationship has been established the families will welcome you to become more personal (by providing their personal addresses). Mailings are hands-on advertising that families can see, reference, and share. They can reveal so much more information than a phone call. Make them personal and engaging.

#### **Re-Targeted Digital Ads**

As your base is growing it is important to keep the personal ads fresh and updated. This is crucial to keeping the momentum of support from your newly found support base.

#### Phase 3: For parents and families to Enroll, we must effectively Close.

The goal of this phase is to establish relationships with families and recruit for enrollment. What is the story of The Leadership School? Why should families trust you with their most precious possession? This is your closer, telling the story. The "story" in essence is giving parents a pitch to spread and share giving their family and friends a reason to support The Leadership School.



#### **Phone Calls**

At this point of the process your base has been established and you have built relationships with families. You have your advocacy group and the community has rolled out the red carpet. Your phone calls are now being done by the staff and family volunteers. The message is now more personal and informative about enrolling in the school.

#### Emails

Emails are even more important now because now they are a source of school to home and home to school communications. It is also the system used for student communication.

#### **School Events**

School events can be exciting as they represent celebratory times in your journey. When planning events you have to be careful of common pitfalls that can occur which are they do not draw enough people, they do not draw the right people and they do not create the results you needed therefore being a waste of time and resources. To ensure a successful school event Be very selective, have a game plan and have the information of the targeted people.

#### **Home Visits**

#### Purpose

Home visits should be done to establish positive relationships and collaborate for the well being of the student with enrolled families. There are many reasons home visits are beneficial for the school, improved student achievement, decreased disciplinary issues and improved relationships between home to school and school to home communications.

#### Preparation

All school training on the purpose and how to conduct in-home visits. Families should be prepped on the purpose and expectations of home visits. Visits should be scheduled weeks in advance with a confirmation call the day before. The staff should be informed with as much information as the school has prior to the visits. Have staff that may not be comfortable to rehearse with more confident staff if needed.

#### The Visit

The visits should be done by teams and should last anywhere from 20-30 minutes. The focus should be to gain knowledge about the family and student(s). They should be casual and the staff should not be taking notes and is **not** the time to have families to complete missing paperwork.



The family should be encouraged to ask questions and state needs they may have from the school.

#### Differentiated Visits

Visits can take on many forms to meet the varied needs of the families. They can be formal and/or informal visits, a formal conversation on the couch, a meal together, a guided tour of the home, walking the family dog or an agreed upon meeting spot at a nearby restaurant.

#### Post Visit

Once the visit is over it should be documented with notes from the visits and any information that needs to be shared with other school departments. Follow up with any resources needed that came up during the visit. Finally make a phone call or send a text or note thanking the families for the meeting.

Phase 4: For enrolled students to Show up, we must Delight them.

The goal of this phase is to build relationships with established families that have committed their children for enrollment. Parent groups should be formed to assist with school opening and recruitment. Please refer to the <u>TLS Family Partnership document</u>.

The Leadership School

# STUDENT LEADERSHIP AT THE CENTER OF LEARNING

# Appendix Z - Admissions and Enrollment Policy

The Leadership School is a free, open enrollment public school for students residing in the 24:1 footprint, within the Normandy Schools Collaborative district boundaries, in which it will operate. This policy covers admission procedures, lottery, waitlist, registration process, including age requirements.

#### l. Admissions

The Leadership School will not administer any qualifying enrollment tests or assessments prior to acceptance and enrollment. We will not limit enrollment on the basis of race, religion, national origin, native language, intellectual ability or special needs in accordance with Missouri statute 160.410.3.

#### Il. Application and Lottery

The Leadership School will publicly advertise open enrollment for applicants to apply to enroll for the following school year. If, at the end of the initial application period, the number of students exceeds the school capacity, or the capacity of a grade level, then enrollment will be determined on the basis of a lottery to be conducted within seven calendar days of the close of the initial application period. During the lottery, the following preferences shall apply:

- 1. Siblings of students already enrolled
- Children of The Leadership School staff members not to exceed 10%.

#### lll. Waitlist

At the conclusion of the Lottery Drawing, The Leadership School will notify families of all applicants to inform them of their status. All students who were not granted admission due to capacity will be given the option to have their name placed on a wait list in the order according to their lottery draw. The Leadership School will admit students from the waitlist if there is an opening during the school year. Once on the waitlist the student will remain until offered a spot or the family submits in writing to the school that they are no longer interested. The waitlist will be active for six months into the school year. Families must accept an open position within two weeks of being notified of an opening. If the family cannot be contacted the student will be moved to the bottom of the waitlist. If the family declines the student will be removed from the waitlist.

#### IV. Enrollment

The Leadership School applicants are expected to provide documentation that correctly identifies their child's age and grade level in both the current and upcoming school year. Once documentation has been verified students will be enrolled in the next consecutive grade level that follows their current grade level. Kindergarten and first



grade students will be admitted only in accordance with the statutory age requirements described in section V below. Any unilateral retention or promotion decisions will not be made during the admissions process but can be revisited after the first week of school. Consideration for a student that has been expelled from a previous school will be addressed on a case by case basis.

#### V. Registration Process

Once a student has been accepted the family must present the following documents:

- Current Immunization and Shot records
- Completion of Emergency Medical Information Form
- Family Contact information
- Birth Certificate

#### VI. Family

The Leadership School values family participation and believes that it is vital to our success. We believe that the success of its students requires a commitment, from school, students and families to our mission and vision. During the registration process, families (parents/guardians) will be orientated to our school program and asked to sign a Commitment Letter indicating that they understand The Leadership School's philosophy and programs and the value they bring to it.

#### VII. VII. Age Requirements

According to Missouri law to be eligible to attend Kindergarten a student must have turned age 5 before August 1 of that same school year. Compulsory age in Missouri is age 7.

#### VIII. Notification of Special Needs Students

In accordance with MO 160.415,1 The Leadership School will request information about special education services on the enrollment form. Within two business days of enrollment, The Leadership School will request academic, special needs, and discipline records from all schools the student has attended in the last twelve months. To determine the number of at-risk students in each enrolling class, The Leadership School will download direct certification forms and distribute applications for free-orreduced-priced lunch. The Leadership School will report tall required data, including but not limited to he average daily attendance data, free- and reduced-price lunch count, special education pupil count, and limited English proficiency pupil count to the state department of elementary and secondary education.



## **Appendix AA - The Leadership School Lottery Process**

The Leadership School is a free, open enrollment public school for students residing in the 24:1 footprint, within the Normandy Schools Collaborative district boundaries, in which it will operate. Our school will hold space for fifty students per grade level. In the event that we fill all fifty spaces in any grade and still have family interest in enrolling their child, we will have a school lottery. Students will be selected from the lottery on a first-come, first-serve basis with the exception of students who receive preferential admission according to <u>RSMo 160.0410</u>.

#### **Eligible Students**

The Leadership School's lottery is open to all students residing in the Normandy School Collaborative boundaries, as well as non-resident students who transfer from unaccredited districts.

The Leadership School will accept applicants through the Missouri Charter Public School Association's Central Application, from which families can sign up to receive updates via text or email. Parents can access this application portal through <u>MCPSA's</u> website, The Leadership School's website, and in the school's front office. Upon receiving an application, The Leadership School will follow up with parents to explain our enrollment process and timeline. Applications must be complete and include release records and required supporting documentation (e.g., proof of residency, and immunizations.)

#### **Incomplete Applications**

Applications received on time but incomplete due to circumstances beyond the applicant's control may be included in the lottery at the discretion of the Executive Director. Applicants may always appeal the Executive Director's decision to The Leadership School's Board of Directors.

#### **Enrollment/Lottery Exceptions**

The Leadership School will hold a specified number of spaces (not to exceed 10%) for enrollment for students in the following order: 1) siblings (within the district) of students currently enrolled, and 2) children of faculty, and staff.

If applicants do not exceed seat capacity, a lottery will not be held. Should a lottery be held, all completed and accepted applications submitted during the enrollment period will be publicly drawn in random order until capacity is reached. Lotteries will be randomized and certified by a



third-party public official to attest to the lottery's fairness.

#### Waitlist

At the conclusion of the lottery drawing, The Leadership School will notify families of all applicants to inform them of their status. All students who were not granted admission due to capacity will be given the option to have their name placed on a wait list in the order according to their lottery draw. The Leadership School will admit students from the waitlist if there is an opening during the school year. Once on the waitlist the student will remain until offered a spot or the family submits in writing to the school that they are no longer interested. The waitlist will be active for six months into the school year. Families must accept an open position within two weeks of being notified of an opening. If the family can not be contacted, the student will be moved to the bottom of the waitlist. If the family declines, the student will be removed from the waitlist.

498



## **Appendix BB - Student and Parent Grievance Procedure**

Adapted from bes.buncombeschools.org > parents > grievance\_policy

The Leadership School prides itself on community and family partnership. In any community, concerns will arise. The Leadership School believes that all concerns will be addressed in a matter that is gracious to and supportive of all.

#### I. OPTIONS FOR RESOLVING COMPLAINTS

The board strives to resolve concerns and complaints of students and parents whenever possible. To this end, the board has provided opportunities for students and parents to express their concerns. Responding to Complaints, identifies these different processes, including a mechanism for resolving complaints in an informal manner. While the board encourages resolutions of complaints through informal means, it recognizes that, at times, a formal process may be necessary for certain types of complaints or if the informal process did not produce satisfactory results. This policy provides a complaint procedure that may be used as described below. Any parent or student who has questions about the options for proceeding with a complaint or concern may contact the Director of Student Affairs for further information and copies of all applicable board policies.

#### **II. DEFINITIONS**

A. Days

Days are working days, exclusive of Saturdays, Sundays, vacation days, or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following the receipt of the grievance. After May 1, time limits will consist of all weekdays (Monday – Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

B. Final Administrative Decision

A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.

C. Grievance

A grievance is a formal complaint regarding specific decisions made by school personnel that alleges that such decisions have adversely affected the person making the complaint. A grievance includes, but is not limited to, circumstances such as when a student or parent believes that board policy or law has been misapplied, misinterpreted or violated.



The term "grievance" does not include any matter for which the method of review is prescribed by law or upon which the board is without authority to act.

#### D. Grievant

The grievant is the parent, student or group of parents or students submitting the grievance.

E. Official

The official is the school system employee hearing and responding to the grievant.

#### III. TIMELINESS OF PROCESS

- A. The number of days indicated at each step of the grievance process should be considered a maximum, and every effort should be made to expedite the process.
- B. Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays that interfere with the exercise of the grievant's legal rights are not permitted.
- C. Failure by the grievant at any step of the process to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at the current step, unless the grievant has notified the official of a delay and the reason for the delay and the official has consented in writing to the delay.

#### IV. GENERAL REQUIREMENTS

- A. No reprisals of any kind will be taken by the board or by an employee of the school system against any grievant or other student or employee because of his or her participation in a grievance filed and decided pursuant to this policy.
- B. All meetings and hearings conducted pursuant to this policy will be private.
- C. The board and school system officials will consider requests to hear grievances from a group of grievants, but the board and officials have the discretion to hear and respond to grievants individually.



D. The grievant may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel.

### V. PROCESS FOR GRIEVANCE

- A. Filing a Grievance
  - Whenever a student or parent or guardian believes that he or she has been adversely affected by a decision of a school employee, the student or parent or guardian may file a grievance as provided in this policy.
  - 2. A grievance must be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after the 30 day period that claims a violation, misapplication or misinterpretation of state or federal law, the Executive Director or designee shall determine whether the grievance will be investigated after considering factors such. As the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, students, parents and guardians should recognize that delays in filing a grievance may significantly impair the ability of the school system to investigate and respond effectively to such complaints.
  - 3. A student or parent or guardian who has a grievance must provide the following information in writing to the Director of Student Affairs:
    - a) the name of the school system employee or other individual whose decision or action is at issue;
    - b) the specific decision(s) or action(s) at issue;
    - c) any board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or guardian or student believes has been misapplied, misinterpreted or violated; and
    - d) the specific resolution desired. If there is not a specific decision or action at issue and no concern that state or federal law has been misapplied, misinterpreted or violated, and the Director of Student Affairs shall address the concern following that policy.



- 4. If the Director of Student Affairs is the employee whose decision or action is at issue, the parent or guardian must provide the information above in writing to the Executive Director.
- 5. If a student wants to initiate a formal grievance regarding a decision by the Executive Director that directly and specifically affects the student, the general process described in this policy will be used (i.e. submission to the Director of Student Affairs).
- B. Investigation
  - 1. The Director of Student Affairs shall schedule and hold a meeting with the student and/or parent or guardian within five school days after the grievance has been filed with the Director of Student Affairs. The student may be accompanied by a parent, legal guardian or other person who is in a position of loco parentis to the student.
  - 2. The Director of Student Affairs shall conduct any investigation of the facts necessary before rendering a decision.
- C. Response by Director of Student Affairs
  - 1. The Director of Student Affairs shall provide a written response to the written grievance within 10 days of the meeting. The response will include the Director of Student Affairs' decision regarding resolution of the grievance and the basis for the decision. In responding, the Director of Student Affairs may not disclose information about other students or employees that are considered confidential by law.
  - 2. A copy of the grievance and the Director of Student Affairs' response will be filed with the Executive Director.
- D. Response by Executive Director
  - 1. If the grievant is dissatisfied with the Director of Student Affairs' decision, the grievant may appeal the decision to the Executive Director. The appeal must be made in writing within five days of receiving the Director of Student Affairs' decision.



- 2. The Executive Director may review the written documents and respond or the Executive Director may schedule and hold a conference with the grievant, Director of Student Affairs and any other individuals the Executive Director determines to be appropriate within five school days after receiving the appeal. The student may be accompanied by a parent, legal guardian or other person who is in a position of loco parentis to the student.
- 3. The Executive Director shall provide a written response within 10 days after receiving the appeal. In responding, the Executive Director may not disclose information about other students or employees that is considered confidential by law.
- E. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, the grievant will have the right to appeal a final administrative decision to the Board of Directors. If a grievant has not alleged such specific violations, he or she may request a board hearing, which the board may grant at its discretion

- F. Mandatory Appeals
  - If the grievant is dissatisfied with the Executive Director's response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant may appeal the decision to the board within five days of receiving the Executive Director response.
  - 2. A hearing will be conducted, Hearings Before the Board.
  - 3. The board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.
- G. Discretionary Appeals
  - If the grievant is dissatisfied with the Executive Director's response to his or her grievance but has not alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, then within five days of receiving the Executive Director's response, the grievant may submit to the Executive Director a written



request for a hearing before the Board of Directors.

- 2. If the full board will be meeting within two weeks of the request for a hearing, the board will decide at that time whether to grant a hearing. Otherwise, the board chairperson will appoint a three person panel to Review the request and determine if a hearing should be granted. The Panel will report the decision to the board. The board may modify the decision of the panel upon majority vote at a board meeting.
- 3. If the board decides to grant a hearing, the hearing will be conducted.
- 4. The board will provide a final written decision within 30 days of the decision to grant a hearing, unless further investigation or the hearing necessitates that more time be taken to respond.

### VI. NOTICE

The Executive Director designee is responsible for providing effective notice to students, parents and school system employees of the procedures for reporting and investigating grievances.

### VII. G. RECORDS

Appropriate records shall be maintained in accordance with state and federal law.

# **Appendix CC - Draft Budget**

# Year 1 Cash Flow Forecast-Summary Object Level

	<u>7/1/21</u>	<u>8/1/21</u>	<u>9/1/21</u>	<u>10/1/21</u>	<u>11/1/21</u>	<u>12/1/21</u>	<u>1/1/22</u>	<u>2/1/22</u>	<u>3/1/22</u>
Beginn <mark>in</mark> g Cash Balance	125,000.00	\$152,546	\$125,041	\$100,036	\$101,024	\$95,412	\$152,300	\$153,288	\$147,676
REVENUES									
Local	\$125,000	\$0	\$0	\$0	\$0	\$62,500	\$0	\$0	\$0
State	\$0	\$99,715	\$99,715	\$99,715	\$99,715	\$99,715	\$99,715	\$99,715	\$99,715
Federal	\$0	\$0	\$0	\$25,993	\$19,393	\$19,393	\$25,993	\$19,393	\$19,393
TOTAL REVENUES	\$125,000	\$99,715	\$99,715	\$125,708	\$119,108	\$181,608	\$125,708	\$119,108	\$119,108
EXPENDITURES									
6100 Salaries	\$9,167	\$52,167	\$52,167	\$52,167	\$52,167	\$52,167	\$52,167	\$52,167	\$52,167
6200 Benefits	\$3,022	\$14,148	\$14,148	\$14,148	\$14,148	\$14,148	\$14,148	\$14,148	\$14,148
6300 Purchased Services	\$32,123	\$49,362	\$46,862	\$46,862	\$46,862	\$46,862	\$46,862	\$46,862	\$46,862
6400 Supplies & Materials	\$642	\$11,543	\$11,543	\$11,543	\$11,543	\$11,543	\$11,543	\$11,543	\$11,543
6500 Equipment	\$52,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$97,454	\$127,220	\$124,720	\$124,720	\$124,720	\$124,720	\$124,720	\$124,720	\$124,720
SURPLUS	\$27,546	-\$27,505	-\$25,005	\$988	-\$5,612	\$56,888	\$988	-\$5,612	-\$5,612
Ending Cash Balance	\$152,546	\$125,041	\$100,036	\$101,024	\$95,412	\$152,300	\$153,288	\$147,676	\$142,063

<u>4/1/22</u>	<u>5/1/22</u>	<u>6/1/22</u>	Check
\$142,063	\$136,451	\$136,639	
\$0	\$0	\$62,500	
\$99,715	\$99,715	\$99,715	
\$19,393	\$26,193	\$19,393	
\$119,108	\$125,908	\$181,608	\$ 1,541,400
\$52,167	\$52,167	\$52,167	
\$14,148			
\$46,862	\$47,862		
\$11,543	\$11,543	\$11,543	
\$0 \$0	ψ11,040 \$0	\$0 \$0	
\$124,720	پر \$125,720	<del>پ</del> 0 \$125,720	\$ 1,473,873
φ124,720	φ123,720	ψ125,720	ψ 1,473,073
-\$5,612	\$188	\$55,888	\$ 67,527
\$136,451	\$136,639	\$192,527	

	The Lea	dership Sch	nool					
	FIVE-YEAR OF	PERATIONAL	BUDGE	т				
		Year 1 Budget 125	Yea Proje	cted		Year 3 Budget	Year 4 Budget	Year 5 Budget
Revenues	Enrollment	125	17	3		220	263	283
5100	Local Revenue	250.000	22	3,547		286,179	248,447	301,465
5300	State Revenue	1,096,864		0,289	:	2,158,704	2,634,284	2,890,169
5400	Federal Revenue	194,536	-	9,077		353,591	423,715	459,575
5899	GRAND TOTAL REVENUES	1,541,400	2,16	2,913	:	2,798,474	3,306,445	3,651,209
Expenditures								
1100	Regular Programs	458,828	68	9,615		875,075	1,138,760	1,321,863
1200	Special Programs	-		-		-	-	
1999	TOTAL INSTRUCTION (K-12 Only)	458,828	68	9,615		875,075	1,138,760	1,321,863
2100	Support Services - Pupils	114,840	14	0,751		173,165	181,624	184,745
2200	Support Services - Instructional Staff	10,000	2	0,000		30,000	40,000	50,000
2300	Support Services - General Administration	133,220	23	2,455		248,346	267,117	275,263
2331	Technology	18,750	2	5,950		33,000	39,450	42,450
2400	Support Services - School Administration	1,500		2,000		94,980	97,530	107,541
2500	Business and Operation of Plant Services	519,947	62	0,856		793,085	885,015	953,322
2551	Transportation Services	110,000	16	5,000		275,000	330,000	330,000
2560	Food Services	96,788	13	5,459		174,174	210,505	227,744
2642	Recruitment and Placement	10,000		0,000		10,000	10,000	10,000
2998	TOTAL SUPPORT SERVICES	1,015,044	1,35	2,471		1,831,749	2,061,241	2,181,065
9998	TOTAL NON-INSTRUCTIONAL AND SUPPORT	1,473,872	2,04	2,086	:	2,706,825	3,200,000	3,502,928
9999	GRAND TOTAL EXPENDITURES	1,473,872	2,04	2,086	:	2,706,825	3,200,000	3,502,928
Total Revenue	Over/(Under) Total Expenses	67,527	12	0,826		91,649	106,445	148,281
Beginning Bala	ance, July 1	125,000	19	2,527		313,354	405,003	511,448
Ending Balanc	e, June 30	\$ 192,527	\$ 31	3,354	\$	405,003	\$ 511,448	\$ 659,729
	opening balance 7/1	\$ 125,000	\$ 19	2,527	\$	313,354	\$ 405,003	\$ 511,448
	operating income	\$ 67,527		0,826	\$	91,649	106,445	\$ 148,281
	year end balance	\$ 192,527	\$ 31	3,354	\$	405,003	\$ 511,448	\$ 659,729
	dese fund balance	13.06%	1	5.34%		14.96%	15.98%	18.83%

Restricted for Closure

# The Leadership School

-	Year 1 Projected	Year 2 Projected	Year 3 Projected	Year 4 Projected	Year 5 Projected
6100 Salaries	288,000	474,810	610,057	808,780	948,878
6200 Benefits	77,328	125,370	159,969	209,870	245,225
6300 Purchased Services	17,875	25,530	32,450	39,555	43,505
6400 Supplies & Materials	23,125	32,005	40,700	48,655	52,355
6500 Equipment	52,500	31,900	31,900	31,900	31,900
1111 Total Classroom Instruction	458,828	689,615	875,075	1,138,760	1,321,863
6100 Salaries	-	-	-	-	-
6200 Benefits	-	-	-	-	-
6300 Purchased Services	-	-	-	-	-
6400 Supplies & Materials	-	-	-	-	-
6500 Equipment	-	-	-	-	-
1221 Total Special Programs	-	-	-	-	-
6100 Salaries	67,500	68,850	93,636	95,400	97,200
6200 Benefits	18,630	18,841	25,407	25,682	25,963
6300 Purchased Services	,		,		,
6400 Supplies & Materials					
6500 Equipment					
2113 Total Support Services-Counseling/Guidan	86,130	87,691	119,043	121,082	123,163
6100 Salaries	22,500	45,900	46,818	47,700	48,600
6200 Benefits	6,210	7,160	7,304	12,841	12,982
6300 Purchased Services					
6400 Supplies & Materials					
6500 Equipment					
2134 Total Support Services-Nursing Services	28,710	53,060	54,122	60,541	61,582

-

-

-

-

6100 Salaries

-

6200 Benefits 6300 Purchased Services 6400 Supplies & Materials	- 10,000	- 20,000	- 30,000	40,000	- 50,000
6500 Equipment 2213 Total Professional Development	10,000	20,000	30,000	40,000	50,000
6100 Salaries					
6200 Benefits 6300 Purchased Services	19.000	22 500	44 500	54 000	62 500
6400 Supplies & Materials	18,000	32,500	44,500	54,000	63,500
6500 Equipment	_	_	_	_	_
2311 Total Board Services	18,000	32,500	44,500	54,000	63,500
	,	,	,	,	,
6100 Salaries	95,000	168,300	171,666	175,015	178,515
6200 Benefits	20,220	31,655	32,180	38,102	33,248
6300 Purchased Services	-	-	-	-	-
6400 Supplies & Materials	-	-	-	-	-
6500 Equipment	-	-	-	-	-
2321 Total Executive Admin Services	115,220	199,955	203,846	213,117	211,763
6100 Salaries	-	-	-	-	-
6200 Benefits	-	-	-	-	-
6300 Purchased Services	18,750	25,950	33,000	39,450	42,450
6400 Supplies & Materials	-	-	-	-	-
6500 Equipment	-	-	-	-	-
2331 Total Technology	18,750	25,950	33,000	39,450	42,450
6100 Salaries	-	-	80,000	81,600	84,897
6200 Benefits	-	-	12,480	12,730	18,644
6300 Purchased Services	1,000	1,500	2,000	2,500	3,000
6400 Supplies & Materials	500	500	500	700	1,000
6500 Equipment	-	-	-	-	-
2411 Total Building Principal Services	1,500	2,000	94,980	97,530	107,541

6100 Salaries

	6200 Benefits					
	6300 Purchased Services	68,800	75,800	90,980	97,200	121,550
	6400 Supplies & Materials 6500 Equipment	-	-	-	-	-
2511	Total Business Support Services	68,800	75,800	90,980	97,200	121,550
2511	Total Business Support Services	00,000	75,800	90,980	97,200	121,550
	6100 Salaries	110,000	112,200	162,828	166,085	170,922
	6200 Benefits	36,265	36,774	53,895	54,649	55,768
	6300 Purchased Services	297,682	388,882	478,182	559,882	597,882
	6400 Supplies & Materials	7,200	7,200	7,200	7,200	7,200
	6500 Equipment	-	-	-	-	-
	6600 Debt Service					
2541	Total Operation of Plant Services	451,147	545,056	702,105	787,815	831,772
	6100 Salaries	-	-	-	-	-
	6200 Benefits	-	-	-	-	-
	6300 Purchased Services	110,000	165,000	275,000	330,000	330,000
	6400 Supplies & Materials	-	-	-	-	-
	6500 Equipment	-	-	-	-	-
	6600 Debt Service					
2551	Total Transportation Services	110,000	165,000	275,000	330,000	330,000
	6100 Salaries					
	6200 Benefits					
	6300 Purchased Services					
	6400 Supplies & Materials	96,788	135,459	174,174	210,505	227,744
	6500 Equipment	-	-	-	-	-
2563	Total Food Services	96,788	135,459	174,174	210,505	227,744
	6100 Salaries					
	6200 Benefits	-	-			
	6300 Purchased Services	10,000	10,000	10,000	10,000	10,000
	6400 Supplies & Materials	-	-	-	-	-
	6500 Equipment					
2642	Total Recruitment and Placement	10,000	10,000	10,000	10,000	10,000

	GRAND TOTAL EXPENDITURES	1,473,872	2,042,086	2,706,825	3,200,000	3,502,928
3812	6300 Purchased Services 6400 Supplies & Materials 6500 Equipment Before/After Care	<u>-</u>	-	-	-	
	6100 Salaries 6200 Benefits					

Leadership Facilities Cost Projection Table												
	<u>Year 1</u>	Year 2	Year 3	Year 4	<u>Year 5</u>							
100 sq ft/student												
square footage allocation of facility	12,500	17,300	22,000	26,300	28,300							
operating costs allocation at \$7/sf	87,500	121,100	154,000	184,100	198,100							
Rent at \$12/sf	150,000	207,600	264,000	315,600	339,600							
Debt Service for 750K leasehold improvements	60,182	60,182	60,182	60,182	60,182							
Total Facility Costs	297,682	388,882	478,182	559,882	597,882							

	The Leadership School												
YEAR	1	2	3	4	5								
K	50	50	50	50	50								
1	50	50	50	50	50								
2	25	50	50	50	50								
3		23	47	47	47								
4			23	45	45								
5				21	21								
6					20								
TOTAL	125	173	220	263	283								

### **Overview of Enrollment model**

.

Target class size is 25 - opening with 2 sections of K and 1, and 1 section of 2

Every effort will be made to retain families, but for conservative budgeting purposes, have included a 5 % attrition in 3rd grade and beyond.

WADA calculation									
	Enrollm ent (K- 5)	Attend ance %	ADA	FRL WEIGHT	LEP WEIGHT	Remedial ADA	Summer ADA	WADA	per WADA payment
Year 1	125	89.0%	111.3	16.94	0.00	0.00	0.00	128.19	8,687
Year 2	173	90.0%	155.7	23.71	0.00	0.00	13.74	193.14	8,727
Year 3	220	91.0%	200.2	30.48	0.00	0.00	19.02	249.70	8,777
Year 4	263	92.0%	242.0	36.84	0.00	0.00	24.18	302.98	8,827
Year 5	283	92.5%	261.8	39.86	0.00	0.00	28.91	330.54	8,877
	Yea	ar 1		Ye	ar 2		Year	3	
	frl	lep		frl	lep		frl	lep	
Expected %	90%	2%		90%	2%		90%	2%	
count	100.13	2.23		140.13	3.11		180.18	4.00	
threshold %	29.1%	2.5%		29.1%	2.5%		29.1%	2.5%	
threshhold count	32.37	2.78		45.31	3.89		58.26	5.01	
for weighting	67.75	0.00		94.82	0.00		121.92	0.00	
weight	0.25	0.6		0.25	0.6		0.25	0.6	
wada	16.94	0.00		23.71	0.00		30.48	0.00	
	\$/Stude	nt	Voor 1	Year 2	Veer 2	Veer 4	Year 5		
TITLE 1	\$/Stude 700	iii.	Year 1 100		Year 3 180	Year 4 218	236		
TITLE 2	100		100						
SPED Part B	0		125						***all sped pa
Food Service	783		123	156					an speu pe
	700		111	100	200	272	202		
			Year 1	Year 2	Year 3	Year 4	Year 5		
TITLE 1			70,088	98,091	126,126	152,435	164,918		
TITLE 2			12,500	17,300	22,000	26,300	28,300		
TITLE 4			-	10,000	10,000	10,000	10,000		
SPED Part B			-	-	-	-	-		

				SALAR	IES							
STAFF SALARY WOR	KSHEET			UALAN	20							
	ROLLMENT			125		173		220		263		283
		Base Salar	No.	Year 1	No.	Year 2	No.	Year 3	No.	Year 4	No.	Year 5
	Position	_	Emp.	Budget	Emp.	Budget	Emp.	Budget	Emp.	Budget	Emp.	Budget
Administrators												
	Executive Director	95,000	1	95,000	1	96,900	1	98,838	1	100,815	1	102,831
	Director of Teaching and											
	Learning	80,000		-	-	-	1	80,000	1	81,600	1	84,897
	Director of Operations	70,000	1	70,000	1	71,400	1	72,828	1	74,285	1	77,286
	Director of Student Affairs	70,000		-	1	71,400	1	72,828	1	74,200	1	75,684
			2	165,000	3	239,700	4	324,494	4	330,899	4	340,697
Core Instructional Sta	ff											
	Kinder	48,000	2	96.000	2	97,920	2	99.878	2	101.760	2	103,680
	1st	48,000	2	96,000	2	97,920	2	99.878	2	101,760	2	103.68
	2nd	48,000	1	48,000	2	97,920	2	99,878	2	101,760	2	103,68
	3rd	48,000	0	-	1	48,960	2	101,760	2	103,680	2	103,68
	4th	48,000	0	-	-	-	1	48,960	2	101,760	2	103,68
	5th	48,000	0	-	-	-	-	-	1	48,960	2	99,87
	6th	48,000	0	-	-	-	-	-	-	-	1	50,88
	Instructional Coach	57,500	0	-	1	58,650	1	59,823	2	121,900	2	124,20
	SPED Coordinator	55,000	0	-	-	-	-	-	-	-	-	
Enrichment Staff			5	240,000	8	401,370	10	510,178	13	681,580	15	793,35
	Creatiele 1	48.000	0.5	24.000	4	48.060		40.020	4	E0 990		E1 04
	Specials 1 Specials 2	48,000	0.5	24,000	1	48,960	1	49,939	1	50,880 50,880	1	51,84 51,84
	Specials 2 Specials 3	48,000 48,000	0.5	24,000	0.5	24,480	1	49,939	1 0.5	50,880 25,440	1	51,84 51,84
	Specials 3	48,000	0	48,000	- 1.5	73,440	2	99,878	0.5 <b>2.5</b>	<u> </u>	3	155,52
Support Staff				40,000	1.5	10,410		00,010	2.0	127,200		100,02
	Nurse	45,000	0.5	22,500	1	45,900	1	46,818	1	47,700	1	48,60
	Social Worker	45,000	1	45,000	1	45,900	1	46,818	1	47,700	1	48,60
	Guidance Counselor	45,000	0.5	22,500	0.5	22,950	1	46,818	1	47,700	1	48,60
			0	-	0	-	0	-	0	-	0	
Operations Staff			2	90,000	3	114,750	3	140,454	3	143,100	3	145,80
	Receptionist	40,000	1	40,000	1	40,800	1	40,000	1	40,800	1	41,61
	School Ops Manager	50,000	0	-	-	-	1	50,000	1	51,000	1	52,02
	-		1	40,000	1	40,800	2	90,000	2	91,800	2	93,636
	Total Salaries		11.0	583,000	16.0	870,060	21.0	1,165,005	24.5	1,374,579	27.0	1,529,01

#### LEADERSHIP SCHOOL PURCHASED SERVICES AND SUPPLIES DETAIL

Budget Item	Year 1	Year 2	Year 3	Year 4	Year 5
Curriculum	12,500	17,300	22,000	26,300	28,300
Specialist Materials	3,125	4,325	5,500	6,575	7,075
SUBS	3,125	5,000	6,250	8,125	9,375
Classroom Paper and Supplies	3,125	4,325	5,500	6,575	7,075
Computers/Tablets	30,000	20,000	20,000	20,000	20,000
Software	6,250	8,650	11,000	13,150	14,150
Instructional Equipment/Technology	10,000	6,000	6,000	6,000	6,000
CLASSROOM equipment	1,500	900	900	900	900
Library and Media Center	1,250	1,730	2,200	2,630	2,830
Assessment	3,125	4,325	5,500	6,575	7,075
teacher laptops	11,000	5,000	5,000	5,000	5,000
Field Trips	7,500	10,380	13,200	15,780	16,980
SPED OT, PT, SLP	-	-	-	-	-
SPED SUPPLIES	-	-	-	-	-
SOFTWARE_SIS	5,000	5,000	5,000	5,000	5,000
Professional Development	10,000	20,000	30,000	40,000	50,000
INSURANCE-D and O	3,000	4,000	5,000	6,000	7,000
INSURANCE-Workman's Comp	5,000	7,500	10,000	12,500	15,000
INSURANCE - Property and Liability	7,500	10,000	12,500	15,000	17,500
Legal	2,500	5,000	10,000	12,500	15,000
Audit	-	6,000	7,000	8,000	9,000
DUES & SUBSCRIPTIONS	1,000	1,500	2,000	2,500	3,000
Principal DISCRETIONARY	500	500	500	700	1,000
BANK FEES	1,800	1,800	1,800	1,800	1,800
SOFTWARE SUI	5,000	6,000	6,180	6,400	6,750
Backoffice Support	48,000	54,000	60,000	66,000	72,000
Copier	9,000	9,000	18,000	18,000	36,000
OFFICE SUPPLIES	7,200	7,200	7,200	7,200	7,200
Trash	-	-	-	-	-
Phone/Internet					
rent					
<b>REPAIRS &amp; MAINTENANCE</b>	-	-	-	-	-
janitorial	-	-	-	-	-
UTILITIES-gas/electric	-	-	-	-	-
maitenance supplies	-	-	-	-	-
food service costs	96,788	135,459	174,174	210,505	227,744
student recruitment expense	5,000	5,000	5,000	5,000	5,000
faculty recruitment expense	5,000	5,000	5,000	5,000	5,000
IT Support Services	18,750	25,950	33,000	39,450	42,450
Parent Involvement	1,000	1,500	2,000	2,500	3,000
	1,000	1,000	2,000	2,000	0,000

Assumption

100/student 25/student 5 sub days per core staff @125/day

25/student

Assume 1 tablet cart for every grade level, 25 Surface tablets per cart

50/student

2000/new classroom

300/new classrom

10/student

25/student

1000/new instructional staff

60/student/fieldtrip

\*\*\*Note this assumption predicated on SSD providing outsourced services

\*\*\*Note this assumption predicated on SSD providing outsourced services

paid with title funds

150/month

750/copier/month 600/month incorporated into operation of plant projection 5/day/student

150/student funded by title 1

	The Leader	ship Schoo	71		
	Year 1 Budget	Year 2 Projected	Year 3 Projected	Year 4 Projected	Year 5 Projected
Administration	Budget	Tiojeoteu	Tiojeoteu	Tiojeoteu	Tiojeolea
Principal					
Office					
Total Administration	\$0	\$0	\$0	\$0	\$0
Professional Services					
Legal	2,500	5,000	10,000	12,500	15,000
Backoffice	48,000	52,000	60,000	65,000	72,000
Audit		6,000	7,000	8,000	9,000
Total Professional Services	50,500	63,000	77,000	85,500	96,000
Education					
Substitutes	3,125	5,000	6,250	8,125	9,375
SPED OT, PT, SLP		-	-	-	-
Total Education Services	3,125	5,000	6,250	8,125	9,375
Technology					
IT Support Services	18,750	25,950	33,000	39,450	42,450
Other					
Janitorial	36,000	42,000	48,000	54,000	60,000
Copier	9,000	9,000	18,000	18,000	36,000
Transportion	110,000	165,000	275,000	330,000	330,000
Trash	6,000	6,000	6,000	6,000	6,000
Total Other Services	161,000	222,000	347,000	408,000	432,000
Fotal Contractual Services	\$ 233,375	\$ 315,950	\$ 463,250	\$ 541,075	\$ 579,825

The Leadership School

Ber FICA STLPSRS	nefits 1.45% 14.15%	
Total	15.60%	
Health/Dental	5400	

### The Leadership School

		WADA used to calculate Prop c	128	193	250	303	283
	EVENUE WORKSHEET Detail	r	Year 1 Projected	Year 2 Projected	Year 3 Projected	Year 4 Projected	Year 5 Projected
5113	Prop c			127,547	192,179	248,447	301,465
5140	Earnings on l	nvestments					
	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 Sc	burces					
	5171	Admissions					
	5172	Bookstore Sales					
	5173	Student Organization Membership Dues a	nd Fees				
	5179	Other Pupil Activity Income					
5180	Community S	ervices					
	5181	Community Services					
5190		le from Local Sources					
	5191	Rentals					
	5192	Gifts	250,000	96,000	94,000		
	5195	Prior Period Adjustment					
	5196	Net Receipts from Clearing Accounts					
	5198	Miscellaneous Local Revenue					
5199		Local Revenue - Subtotal	\$ 250,000	\$ 223,547	\$ 286,179	\$ 248,447	\$ 301,465

This page has been intentionally left blank.

### **Appendix DD Financial Commitment Letter**



August 17, 2020

Kimberly Townsend Founder/Executive Director The Leadership School 3802 Kentucky Derby Dr St. Louis, MO 63034

To whom it may concern:

This letter is a confirmation of The Opportunity Trust's partnership with The Leadership School (TLS) and our financial commitment supporting TLS in its efforts to launch a K-8 school. Both The Opportunity Trust and TLS seek to:

- Create schools that prepare children to thrive in the 21<sup>st</sup> century.
- Prioritize areas of St. Louis that have a history of disinvestment.
- Knowledge share with other schools to promote mutual improvement and innovation.
- Create a pipeline of new teachers and future school leaders.

In support of TLS and the goals outlined in its charter application, The Opportunity Trust has committed to contribute \$2000 per seat over 3 years contingent upon annual progress toward growth and student outcome targets.

2021- 180 ne	w seats	\$	360,000
2022- 60 new	seats	\$	120,000
2023- 60 new	seats	\$	120,000
Total-	\$ 600,	000	

We have tremendous optimism about the potential impact of this effort and confidence in the organization's leadership. We look forward to continuing to partner to transform access to quality public education in our community.

Sincerely,

Ein Seroggius

Eric Scroggins Founder and CEO

> 4220 Duncan Avenue · Suite 201 · St. Louis, MO | 63110 theopportunitytrust.org



# Appendix EE - Insurance Quote

# EDUCATIONAL INSTITUTIONS COVERAGE GUIDE

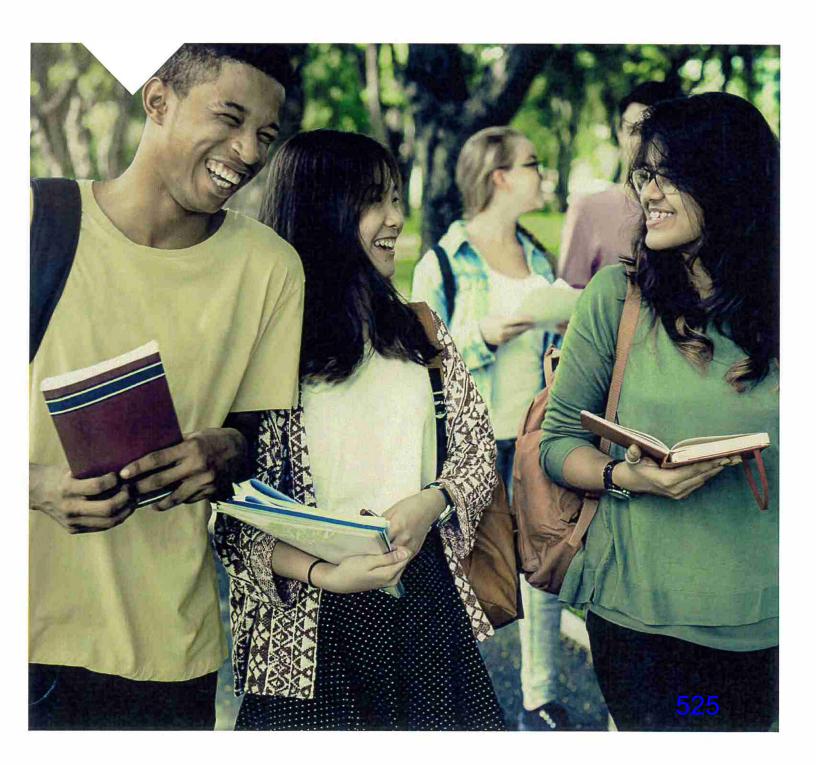
Glatfelter **⊚Public** Practice<sup>™</sup>

ALTER BRITE

The Glatfelter Public Practice Educational Institutions program is designed specifically for public school systems K-12 and community/junior colleges, as well as independent schools, select religious private schools and charter schools. We offer a broad range of coverages, specialized underwriters and industry-focused risk management services.

### TARGETS

- Public school systems from pre-kindergarten through grade 12, community and junior colleges (without dormitory exposures) and vocational schools in all states except AK, HI, KY, LA & WV.
- Private schools and select religious private schools located countrywide, except: AK, HI, KY, OK, & TX and charter schools located countrywide, except AK, HI, IA, KS, KY, MT, ND, NE, OK, SD, TX, VA, VT & WV.



# PROPERTY

#### **Proprietary Forms**

Broadened Definitions of Real and Personal Property

#### **Coverage Extensions**

- \$250,000 Accounts Receivable, higher limits available to \$1,000,000
- Ordinance or Law Coverage
  - + Coverage A Loss to Undamaged Portion of the Building: Included in the Building Limit
  - Coverage B Demolition Cost and Coverage C
     Increased Cost of Construction: Greater of 100% of the amount paid for initial direct physical loss or \$1,000,000
- Equipment Breakdown
  - + \$100,000 Expediting Expense\*
  - + \$250,000 Hazardous Substance\*
  - + \$100,000 Spoilage\*
  - + \$500,000 Data Restoration
  - + Loss of Income and Extra Expense Included
  - + \$100,000 Green Coverage
- \$1,000,000 Newly Acquired or Constructed Property, Each Building
- \$1,00,000 Newly Acquired or Constructed Business Personal Property, Each Building
- \$250,000 Business Income and Extra Expense, Per Occurrence\*
  - + \$100,000 Utility Service Time Element
  - + Period of Restoration Increased Period to Comply with Ordinance or Law
  - + \$100,000 Food Contamination
  - + \$100,000 Newly Acquired Locations
  - + Supplementary Provisions apply for fundraising activities
- \$250,000 Musical Instruments, Band Uniforms, Athletic Equipment, Portable Audio Visual and Communication Equipment and Theatrical Equipment Off Premises, Per Occurrence: \$500 Deductible (Higher Limits Available)
- \$250,000 Valuable Papers and Records, Each Described Premises; \$500 Deductible (Higher Limits Available)
- \$100,000 Property Off Premises, Including Transit, Per Occurrence

- \$250,000 Pollutant Remediation Expense Annual Aggregate at Each Described Premises
- \$500,000 Software Covered Cause, Computer Virus or Intentional Destruction by an Employee
- Utility Services Direct Damage Subject to the Blanket Limit
- \$250,000 Debris Removal, Per Location, Per Occurrence\*
- \$50,000 Spoilage due to off-Premises Electrical Service Interruption, Per Occurrence
- \$25,000 Personal Effects and Property of Others, Each Described Premises
- \$50,000 Fine Arts, Per Loss; \$500 Deductible\*
- \$150,000 Outdoor Property, Per Location, Per Occurrence (Higher Limits Available)
  - + \$25,000 Sublimit Trees, Plants & Shrubs, Per Location, Per Occurrence
  - + \$5,000 Sublimit Per Tree, Plant or Shrub
- \$50,000 Fire Department Service Charge
- Fire Protective Device Recharge, Necessary and Reasonable Costs to Recharge/Refill
- \$25,000 Arson, Theft or Vandalism Information Reward, Per Loss
- \$25,000 Lock Replacement, Per Occurrence
- \$50,000 Non-owned Detached Trailers
- Foundations, Underground Pipes, Flues or Drains Included in Building Limit
- Building Glass Tenant
- \$25,000 Water Contamination Notification Expense Coverage - no deductible
- \$250,000 Crisis Incident and Violent Event Coverage\*
- Sewer Backup, Per Occurrence Subject to Blanket Limit
- Signs on Premises Included in Building Limit
- Personal Property Extended to Within 1,000' of Premise
- Preservation of Property Coverage Extended to 90 Days
- \$20,000 Inventory Cost, Preparation of Claim, Per Occurrence

- Commandeered Property Replacement Cost plus Loss of use
- \$100,000 Damage to Building from Theft

#### Not Assessable

Single Deductible waiver for Auto and/or Inland Marine

\* Higher limits available

## **INLAND MARINE**

#### **Proprietary Form**

Coverage A - Blanket Tools and Equipment

- · Definition includes Construction Equipment
- Pays Up to Blanket Limit with maximum of \$10,000 for any single item (Higher Limits Available)
- Replacement Cost
- Minimum Deductible is \$250

#### Coverage B - Scheduled Equipment

- Replacement Cost or Actual Cash Value
- · Pays Up to the Limit Shown in Schedule
- Minimum Deductible is \$250

#### **Coverage Extensions**

- \$15,000 Debris Removal Expenses
- Emergency Services and Law Enforcement Personal Effects (Actual Replacement Cost)
- \$25,000 Employee-Owned Tools & Equipment
- \$10,000 Non-Owned Tools & Equipment

- \$10,000 Rented or Borrowed Emergency Equipment\*
- Newly Acquired Scheduled Equipment (30 Days)
- \$100,000 Rented or Borrowed Equipment (Can Increase to \$500,000)
- \$25,000 Drones or Unmanned Aircraft
- \$1,000 Fire Department Charges (No Deductible Applies)
- Watercraft and Personal Watercraft (\$25,000 per Occurrence)

#### Coverage Extensions - Flood & Earthquake

Deductible Options Available

#### Not Assessable

Single Deductible waiver for Property and/or Auto

\* Higher limits available



# AUTOMOBILE

ISO Based Forms

\$1,000 Combined Single Limit

#### Coverage Extensions

- Who is an Insured
  - + Elected or Appointed Officials
  - + Employees and Volunteers
  - + Additional Insureds as Required by Contract Agreement or Permit; Primary and Non-Contributory
  - + Commissions, Authorities, Boards or Agencies and their Officers and Members
  - + Owners of Commandeered Autos
- Substitute Teachers Expanded Definition
- Employee Hired Autos Physical Damage
- Hired Auto Liability Expanded to Include Liability Coverage for Autos Hired
  - + Employees
  - + Elected or Appointed Officials
  - + Commissioners, Officers and Members
- \$3,000 Rental Reimbursement
- \$5,000 Towing Per Disablement
- Physical Damage:
  - + \$1,500 Transportation Expense Coverage Maximum + \$100/Day Loss of Use Expenses; \$3,000 Maximum
- \$1,000 Personal Effects
- Physical Damage Comprehensive Coverage; \$5,000 Deductible Per Any One Cause (may vary by risk).
- · Airbag Coverage Extension Actual cash value
- Bus Rodeos Actual cash value

- Supplementary Payments:
- + Bail Bonds \$5,000, Per Accident
- + Reasonable Expenses Incurred by Insured \$500/Day
- Knowledge of Accident
- Replacement Cost for Owned School Buses
- In the event of a "total loss" of an owned school bus which is 10 years old or newer, we will pay the cost, less the deductible, to replace the damaged owned school bus with a new bus of like kind and quality.
- \$10,000 Electronic Equipment
- Commandeered Auto Replacement Cost Plus Loss of Use
- Includes Expected or Intended Injury Resulting from the use of Reasonable Force to Protect Persons or Property
- Lease or Loan Gap Coverage Included
- \$500 Tapes, Records and Discs Limit
- Temporary Substitute Auto Coverage Included
- Physical Damage Deductible Coverage for Employees or Volunteers
- 10% to Max of \$2,500 Replacement of a Private Passenger Auto with a Hybrid or Alternative Fuel Source Auto
- Waiver of Transfer of Rights of Recovery
- Unintentional Failure to Disclose
- Expanded Definition of Bodily Injury

#### Not Assessable

Single waiver for Property and/or Inland Marine



# **GENERAL LIABILITY**

#### **Proprietary Form**

\$1,000,000 Occurrence I \$3,000,000 Aggregate Limit of Liability

- · Broadened Definition of "Who Is an Insured"
  - + Substitute Teacher Coverage Extension
  - + Volunteer Worker Coverage Extension

#### Additional Insured Employees

+ Designated Healthcare and Personal Care Professionals

#### **Students as Insured**

+ Designated Healthcare and Personal Care Professional Education Programs

Expanded BI Definition includes mental anguish, mental injury and more resulting from BI

School Broadcasting and Publication

Drone Coverage - up to 15 pounds

\$100,000 Violent Expense Coverage

Abuse and Molestation Liability - \$1,000,000 Occurrence/\$1,000,000 Aggregate (Higher Limits Available to \$1,000,000/\$3,000,000)

+ \$250,000 Occurrence/\$500,000 Aggregate -Alleged Participant Coverage (Higher Limits Available to \$1,000,000/\$3,000,000) School Resource/Security Officers Incidental First Aid or Emergency Medical Amendment of Coverage for Property Rented to You Non-Owned Watercraft Without Length Limitations Owned Watercraft up to 100 hp

Pollution Exceptions - Application and Storage of:

- + Swimming Pool Chemicals
- + Classroom and Lab Chemicals
- + Pesticides and Herbicides
- + Road Salt

Notice of Error in Claim Reporting

#### Supplementary Payments

- + \$5,000 Bail Bonds Limit
- + \$500/Day Reasonable Expenses Incurred by Insured

Representations Condition Coverage Extension Not Assessable

# **EXCESS LIABILITY**

Limits up to \$10,000,000 Available

#### Underlying Coverages

- General Liability
  - + Unmanned Aircraft Liability Sublimited to \$1,000,000
  - + Abusive Acts Liability (No Alleged Participants Coverage)
  - + Cyber Liability Sublimited to \$1,000,000

- Automobile
- Educators' Legal Liability (Coverages A and C)

# EDUCATORS LEGAL LIABILITY CYBER LIABILITY PRIVACY CRISIS MANAGEMENT EXPENSE

#### Claims Made

# **Coverage A** – Educators Legal Libility for Monetary Damages

- \$1,000,000 Occurrence Wrongful Acts
- \$1,000,000 Occurrence Employment Practices
- \$3,000,000 Shared Aggregate (\$6,000,000 Optional Aggregate)
- Defense Costs Outside the Limit

**Coverage B** – Defense Expense for Injunctive or Declaratory Relief

 \$100,000 Occurrence/\$300,000 Aggregate (Higher Limits Available to \$400,000 Occurrence/\$600,000 Aggregate)

Deductible Options from \$5,000 to \$100,000

#### Coverage C - Cyber Liability\*\*

- \$1,000,000 Each Occurence | \$3,000,000 Aggregate Limit of Liability
- Shared Aggregate with Coverage A

Coverage D - Privacy Crisis Management Expense\*\*

• Limits from \$50,000 to \$500,000

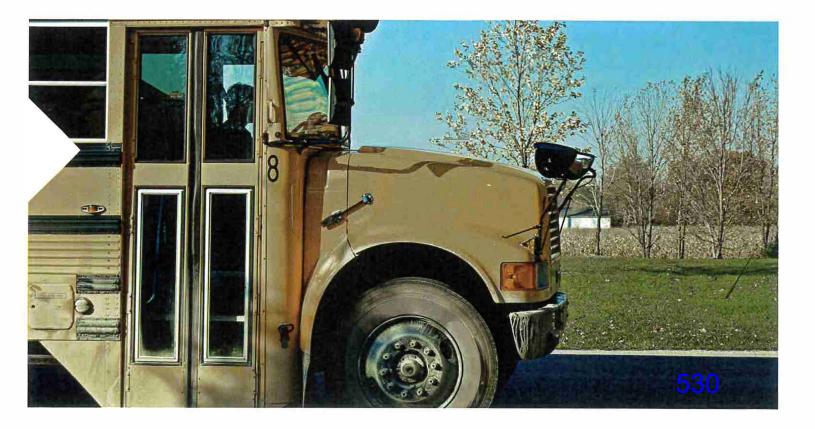
Coverage E - Cyber Extortion Expense\*\*

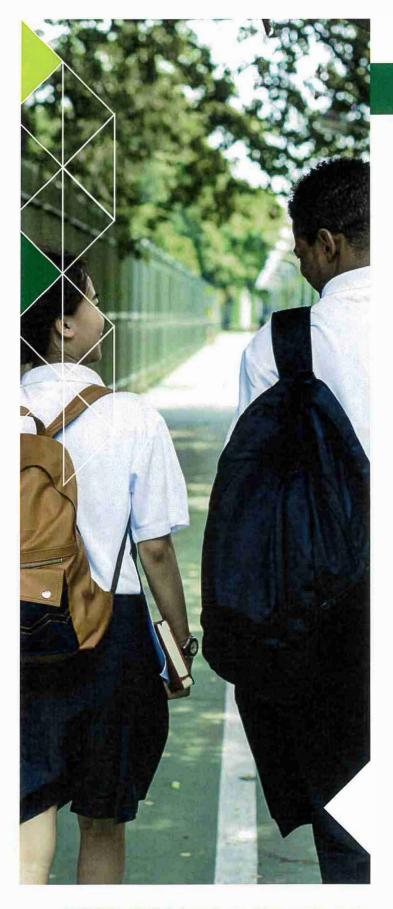
- \$20,000 Limit
- Shared Aggregate Limit Coverages D and E

Employment Related Administrative Hearings Before EEOC or State or Local Equivalent

Not Assessable

\*\* By Endoresement





### STUDENT ACCIDENT OPTIONAL COVERAGE

- Full Excess Student Accident Coverage
- Traditional K-12 Public, Private and Select Religious Schools
- 100% Usual and Customary
- \$25,000 Medical/Dental Expense Benefit (higher limits available up to \$1,000,000)
- No Deductible (deductible options available upon request)
- \$5,000 Death Benefit
- \$10,000 Dismemberment Benefit
- Two Year Benefit Period
- · Football coverage at separate rate
- Foreign Travel Coverage included at no extra charge
- Online access to Claim Form (Student Accident Claims handled by TPA Administrative Concepts)

### **888.855.4782 | glatfelterpublicpractice.com** 690 Stockton Drive, Suite 110 | Exton PA 19341

CA License OBJ7046. This document provides a brief description of our program. It is not a contract of insurance. Refer to the actual insurance policy for a description of coverage, exclusions and conditions. Specimen policies are available for your review. Coverage may not be filed and/or available in all states.

(01/20)

### Appendix FF - Facility Letter of Intent to Lease

March 23, 2020

African Diaspora Council, Inc. 1425 Ferguson Ave St. Louis, MO 63133

**RE**: Letter of intent for the lease of the current building and future site improvements thereon located at 1425 Ferguson Avenue, Saint Louis, MO. 63133, commonly known as African Diaspora Council (Formerly Grace Lutheran Church)

The purpose of this letter of intent (LOI) is to propose the terms and conditions under which the African Diaspora Council, Inc. would enter into a lease agreement ("Lease") with The Leadership School (hereinafter "The Leadership School") for the premise described below.

The Leadership School is seeking authorization as a public charter school from the Missouri State Department of Elementary and Secondary Education in accordance with <u>R.S.Mo160.400</u>. Commitment to lease the property is subject to The Leadership School getting authorization from the state, and approval from the City of Pagedale to utilize this facility as a school.

- I. The Lessee: The Leadership School (the "Lessee").
- II. The Lessor: African Diaspora Council, Inc. (the "Lessor").
- Address of Premises: 1425 Ferguson Avenue, Saint Louis, MO 63133 (the "Premises").
- IV. Lease Term: The term of the lease shall be for a period of 10 years commencing on the 1st day of June, 2021 and expiring on the 30th day of June, 2031.
- V. **Use of Leased Premises**: The Premises consists of certain real property that is approximately 7.2 acres. Lessee desires to lease the existing building consisting of approximately 27,000 sq ft, the parking lot, green space between Ferguson Ave and the existing building, and other improvements located thereon including additional buildings constructed for the purpose of The Leadership School.

The Lessee intends to use the Premises for the following purpose: The premises shall be used solely for the operation of a public charter school established in accordance with <u>Revised Missouri Statutes 160.400 through</u> 160.425, to include kindergarten through eighth-grade programs and related administrative uses.

The Lessor intends to improve the Premises in the following manner: To make improvements and additions to the Premises based on the needs of the Lessee in order to accommodate the total number of students enrolled. This includes, but is not limited to, dedicated cafeteria space, all-purpose meeting space, student and staff bathrooms and administrative space.

VI. **Delivery of Premises:** After completion of agreed upon renovations and repairs (including but not limited to roof, HVAC, renovations), to be delivered at the Lease Commencement Date.

. . . .

- VII. **Rent Commencement Date**: The Rent Commencement Date for the Lease is the Lease Commencement Date.
- VIII. Lease Term: Ten (10) years beginning on the Lease Commencement Date (as the same may be renewed, the Term). There will be optional term renewal. The lessee is not in default of the Lease beyond any applicable notice and cure periods at the time of such exercise and at the commencement of such renewal term.
  - IX. Annual Base Rent: Commencing Date, the "Annual Base Rent" shall be in the amount of two hundred forty-three thousand dollars (\$243,000/\$9 per sq ft) per annum for the existing Premises. Annual Base Rent shall be payable in equal monthly installments and subject to adjustments and credits hereinafter provided. On the 1st of each month with the first payment due upon the commencement of the lease (the "Base Rent).
  - X. **Expenses:** In addition to the Annual Base Rent, the Lessee shall be required to pay the following monthly expenses: Common Area Maintenance (CAM). All costs, expenses and obligations of every kind and nature whatsoever relating to the premises shall be paid by lessee, (including without limitation, water, and sewer use fees, insurance premiums, utility expenses, and any and all costs of operating, repairing and maintaining all or any portion the premises, except as otherwise expressly set forth herein).
  - XI. Security Deposit: A security deposit in the amount of Thirty thousand three hundred seventy-five dollars (\$30,375) shall be due prior to or upon the signing of a lease.
- XII. Lease Renewal: Lessee has the right to renew the lease a total of two (2) renewal periods which may be exercised by giving written notice to the Lessor no less than 90 days prior to the expiration of the lease. Lessee also has the right to exit the lease at the one-half point of the Term (5 years). This right may be exercised by giving a written notice to the Lessor no less than 90 days prior to the halfway point.

- XIII. **Rent Increase**: Upon a lease renewal, the Base Rent shall increase by an agreed upon percentage determined prior to signing the lease.
- XIV. **Subletting**: The Lessee may not sublet the Premises without first obtaining the prior written consent of the Lessor.
- XV. Binding Effect: Notwithstanding any other provision contained herein, this LOI constitutes a general, non-binding letter of intent and is not intended to, and does not create a legal, binding commitment or obligation on the parties or any of their affiliates to pursue the transaction contemplated by this LOI or any other transaction. This Letter of Intent shall be considered non-binding. Therefore, the parties acknowledge that this Letter of Intent is not enforceable by any Party. The terms outlined herein are solely for the purposes of reaching a later agreement in the future, of which, the Lessee and Lessor are not bound.
- XVI. Additional Provisions: None.

÷ .....

XVII. **Governing Law:** This Letter of Intent shall be governed under the laws of the State of Missouri.

LESSEE Lessee's Signature Claudely Jan Date 3/3/2020 Printed Name Kimberly Tamsend Title Funder (Executive Director

LESSOR	1 1			
Lessor's Signature	multi tight	Date	3/31/	2020
Print Name	Anani		7	
Title Pr/CEO Found	r of ADC.		2	

534

**Appendix GG - Food Service Quote** Food Service Consultants, Inc.

Quality Food • Personalized Service • Locally-Owned

Mrs. Gina Watkins The Leadership School 1425 Ferguson St. Louis, Mo. 63133 April 3, 2020

Mrs. Watkins,

Thank you for your interest in contracting with Food Service Consultants, Inc. for your Charter School needs. Food Service Consultants is a local food service management company, which specializes in serving some 70 schools in the greater St. Louis Metropolitan area. Our primary goal is to offer a high quality and fiscally sound food service program that will meet the ever-changing needs of the accounts we so proudly serve. Our unique experience comes from a diversified staff of caring professionals. There is simply no other food service company that is more dedicated to the mission of service our client's needs to the very best of our ability. We are very excited to have the opportunity to work with you while you develop your program here in St. Louis, Mo.

Based on your preliminary questions, we have come up with an estimated price for your inaugural year of operations. Please remember that this is a loose cost assumption given that we don't have defined menus or staffing needs yet. Based on your information we are in the following range. I understand that you are adding an additional grade level each year, so please note that pricing may fluctuate from year to year.

- Breakfast for 180 students = \$1.54 per day
- Lunch for 180 students = \$3.10 per day
- Snacks for 180 students = <u>\$ .46 per day</u>
- Total for 180 students = \$5.10 per day or \$918.00 total
- Estimated total of \$151,470.00, for the first year of service, based on 165 school service days

We can also develop pricing for special events as needed if you are interested.

I look forward to working with you as we develop this relationship. Please feel free to reach out to me for any further information.

Sincerely,

el G blim

Michael G. Kumpf President

> 8534 Watson Road | Saint Louis, Missouri 63119-5219 (314) 569-3663 | Fax (314) 569-2357

# **Appendix HH - Transportation Quote**



Caring for students today, tomorrow, together.'

April 3, 2020

Mrs. Watkins,

Thank you for contacting First Student to discuss future transportation needs for "The Leadership School" charter school in the 2021-2022 school year. First Student is the market leader in North America for home to school transportation and have vast experience in charter school programs. Below I have provided some rough pricing based off preliminary discussions today. Please keep in mind that these are just rough estimates as we do not have any specific route detail such as distance and route data.

The prices below are subject to change once actual data is provided at time of setup:

Bus Type	2021-2022
	\$350.00-\$370.00
65-72 Passenger Bus	(based off 5-hour min)
	\$360.00-\$380.00
Handicap Accessible Bus	(based off 5-hour min)
	\$95.00-105.00 Per day
Bus Monitor Rate	(based off 5-hour min)

First Student also provides charter and field trip rates if you are interested in looking at pricing when that time comes.

We look forward to working with you in the future and creating a successful partnership forward.

Sincerely, Lucas Terando St Louis Sr. Location Manager Appendix Ⅱ ► James G. Thomeczek, Mo. Robert J. Thomeczek, Mo., Ill., Ks. John F. Brink, Mo., Ill.



David T. Willard, Ph.D. Educational Consultant

> Brandi N. Sabourin Legal Assistant

1120 Olivette Executive Parkway, Suite 210 • St. Louis, Missouri 63132 • 314.997.7733 • 314.997.4888 fax 3606 Gillham, Unit 21 • Kansas City, Missouri 64114 • 816.874.8700 (by appointment only) www.TBlawfirm.com

December 9, 2020

### By United States Mail and E-mail (margaret.landwehr@dese.mo.gov)

Ms. Margaret Landwehr Chief Counsel Missouri Department of Elementary and Secondary Education P.O. Box 480 Jefferson City, Missouri

### Re: The Provision of Special Education and Related Services in Charter Schools Located in St. Louis County

Dear Ms. Landwehr:

This letter follows our meeting on Wednesday, November 25, 2020, that came on the heels of the announcement that backers of a charter school to be located within the boundaries of the Normandy Schools Collaborative were on the cusp of submitting – or had already submitted – their application to the Missouri State Board of Education for approval. Normandy is a component district of the Special School District of St. Louis County and a question had come up with respect to whether SSD would be responsible for making a free appropriate public education available to children with disabilities who choose to attend the charter school in lieu of attending a school operated by Normandy.

Because of the uniqueness of SSD, and because the charter school at issue would be the first charter school in St. Louis County, this seemingly simple question is not so easily answered – at least at first blush. However, SSD has considered the question and believes that existing law provides a basis for the answer.

At the outset, SSD does not believe that the answer lies in § 162.700.4, RSMo., as suggested by some during our meeting. That section, at one time codified as § 162.700.3, and re-codified following the passage of the ECSE provisions in the IDEA, P.L. 99-457, is designed to permit component school districts in St. Louis County to operate ECSE programs.

SSD believes that the voters of St. Louis County entrusted the education of children with disabilities who reside in St. Louis County and who attend public schools within the County to SSD. That trust has been reaffirmed by subsequent votes on tax levies and bond issues.

SSD also believes that it has lived up to that trust. SSD offers innovative and dynamic programming for children with disabilities. SSD is respected in the State of Missouri and across the country as a leader in special education. Along with that, SSD has maintained its accreditation. Thus, there is no statutory

basis for removing SSD from its role as the provider of special education to children with disabilities who reside in St. Louis County.

Similarly, there is no basis for imposing new burdens on SSD, such as educating non-St. Louis County resident children or diverting federal funding, state aid, or local tax revenues away from SSD to support a charter school. SSD notes that under SSD's analysis and under the suggested "162.700.4 analysis"— and notwithstanding any provision in Sections 160.400-160.425 — SSD's providing special education and related services to children with disabilities attending a charter school that is located in St. Louis County, is limited to children with disabilities who actually reside in St. Louis County.

Moving forward, it will be incumbent upon the charter school to provide adequate and appropriate space for SSD to carry out its mission of making a free appropriate public education available to St. Louis County-resident children with disabilities. It is also SSD's understanding and expectation that any such charter school would become a signatory to the General Assurances Document and abide by said document and other similar documents, including the Local Plan for Compliance with State Regulations.

Along those lines, the expectation is that should a child need more intensive services than are available in a charter school classroom, that student may access services in a special education classroom, a public separate day facility, or some other appropriate placement across the continuum of placements, under the same terms and conditions as are children with disabilities who currently reside in one of SSD's component districts.

SSD's educating children with disabilities who reside in St. Louis County should not result in a change to the unique form of governance in place at SSD. Parents of children with disabilities attending a charter school in St. Louis County would continue to be represented by a member of their local school district's board of education on SSD's Governing Council. We see no statutory provision that suggests otherwise.

In short, following the establishment of one or more charter schools in St. Louis County, SSD would continue to operate and to be funded as it is currently – other than SSD's providing special education and related services to St. Louis County resident children with disabilities attending those charter schools.

Because SSD's analysis is based on existing statutory provisions – as was the analysis suggested during our meeting – SSD did not see the need to have its Board of Education formally act on the issue.

Within the foregoing parameters and understandings, and reserving all rights should the foregoing not be the understanding of the any charter school applicant or the Department of Elementary and Secondary Education/State Board of Education, SSD will provide special education and related services to children with disabilities who actually reside in St. Louis County and who attend a public charter school located within the boundaries of one of SSD's component districts.

Very truly yours,

James G. Thomeczek

Dr. Elizabeth Keenan (ekeenan@ssdmo.org) Mr. Charles Hatfield (chuck.hatfield@stinson.com)

### Wahby, Robbyn

From:	Kimberly Townsend <ktownsend@tlsstl.org></ktownsend@tlsstl.org>
Sent:	Thursday, October 22, 2020 4:37 PM
То:	sfoster@normandysc.org; Marcus Robinson
Cc:	aneal@normandysc.org;        sgwilliams@normandysc.org;        kpierre@normandysc.org; rlroberts@normandysc.org;        Wahby,        Robbyn
Subject:	Charter Application for The Leadership School
Attachments:	07. TLS Appendix CC.Budget Model_20201020.pdf; 06. TLS REVISED BYLAWS - October 21, 2020 - signed.pdf; 08. TLS.AppendicesDD-HH.pdf; October 20, 2020 TLS Submission to NSC.pdf

Dear, Mrs. Foster,

In compliance with Missouri statute (RSMo 160.405.1), I have attached a copy of our full charter application and supporting documents that The Leadership School submitted to the Missouri Charter Public School Commission this afternoon, October 22, 2020. We look forward to future conversations regarding our plans to open a public charter school within the boundaries of the Normandy Schools Collaborative.

I respectfully request a reply confirming receipt of our charter application.

Sincerely, Kimberly Townsend

--Kimberly Townsend Founder/Executive Director The Leadership School (314) 227-1777

01. TLS Charter Application Narrative - October
02. TLS.Appendices.A-F.pdf
03. TLS.Appendices.G-P.pdf
■ 05. TLS.Appendices.R-BB.pdf

From:	Kimberly Townsend
To:	State Board of Education
Cc:	Uptergrove, Rachel; Wahby, Robbyn
Subject:	Charter Application from The Leadership School
Date:	Thursday, October 22, 2020 6:32:42 PM
Attachments:	icon.png

Good evening, Mr. Shields,

As you can see below, the email that I sent with attachments of our charter application materials could not be received because the files were too large.

Therefore, I have mailed a flash drive with our application materials to your offices in Jefferson City. I have attached photo documentation to this email. We submitted our application to the Missouri Charter Public School Commission today and your copy of the files should be delivered Monday, October 26, 2020.

Sincerely, Kimberly

------ Forwarded message ------From: **Mail Delivery Subsystem** <<u>mailer-daemon@googlemail.com</u>> Date: Thu, Oct 22, 2020, 4:57 PM Subject: Delivery Status Notification (Failure) To: <<u>ktownsend@tlsstl.org</u>>



### Message too large

Your message couldn't be delivered to **sbe@dese.mo.gov** because it exceeds the size limit. Try reducing the message size and resending.

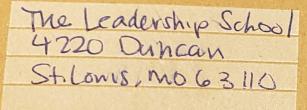
The response from the remote server was:

550 5.7.0 Message Size Violation - The message you sent to  $\underline{\rm sbe@dese.mo.gov}$  is too large and cannot be delivered.

----- Forwarded message ------From: Kimberly Townsend <<u>ktownsend@tlsstl.org</u>> To: <u>sbe@dese.mo.gov</u>, "Uptergrove, Rachel" <<u>Rachel.Uptergrove@dese.mo.gov</u>> Cc: "Wahby, Robbyn" <<u>Robbyn.Wahby@mcpsc.mo.gov</u>> Bcc: Date: Thu, 22 Oct 2020 16:55:28 -0500 Subject: Charter Application from The Leadership School

----- Message truncated -----

FROM:



TO: Mr. Charlie Shields Clo Rachel Uptergrove Director of Charter Schools P. O. Box 480 Jefferson City, MO 65102-0480

hoto Document Mailer ' x 10"





FLORISSANT 2200 N HIGHWAY 67 FLORISSANT, MO 63033-9998 (800)275-8777 10/22/2020 06:18 PM Product Qty Price Unit Price \$1.79 1 \$1.79 DocMlr 6x10 \$3.80 First-Class Mail® 1 Package Jefferson City, MO 65102 Weight: 0 1b 1.60 oz Estimated Delivery Date Mon 10/26/2020 Tracking #: 9502 1117 9063 0296 3937 29 \$3.15 Signature Confirm \$6.95 Total \$8.74

Grand Total: \$8.74 Debit Card Remitted \$8.74 Card Name: VISA Account #: XXXXXXXXXXX0554 Approval # Transaction #: 248 Receipt #: 037807 Debit Card Purchase: \$8.74 AID: A0000000980840 Chip AL: US DEBIT PIN: Verified