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Missouri Charter Public School Application
Cover Sheet Form

NAME OF PROPOSED CHARTER SCHOOL:
Friendly Academy

NAME OF NOT-FOR-PROFIT 501 (C) (3) ORGANIZATION HOLDING THE CHARTER:
Friendly Academy Inc.

PRIMARY CONTACT PERSON: Dr. Tesha Robinson

Title/Relationship to Non Profit: Founder, Executive Director

Mailing Address: 5501 Delmar Blvd., Suite A300, St. Louis, MO 63112

Telephone (Primary): (618) 954-2255 Telephone (Secondary):

Email Address: dr@tesharobinson.org

GOVERNING BOARD CHAIR: Dr. Alesha Morrison

Title/Relationship to Non Profit: Board Chair

Mailing Address: 5501 Delmar Blvd., Suite A300, St. Louis, MO 63112

Telephone (Primary): (618) 954-2255 Telephone (Secondary):

Email Address: anmsolutions5@gmail.com

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CHARTER SCHOOL PHYSICAL ADDRESS ☑ NOT KNOWN

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

The proposed charter school will reside in the following school district: St. Louis City

The proposed charter school, if approved, intends to open in: Fall 2025

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ENROLLMENT PROJECTIONS

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

SCHOOL YEAR	GRADE LEVELS SERVED	YEAR (20XX)
1st	K-1	YEAR 1 – 2025-26 (100)
2nd	K-2	YEAR 2 – 2026-27 (175)
3rd	K-3	YEAR 3 – 2027-28 (250)
4th	K-4	YEAR 4 – 2028-29 (325)
5th	K-5	YEAR 5 – 2029-30 (400)

GRADE LEVELS K TO 5 PROJECTED TOTAL ENROLLMENT: 450

THE SCHOOL INTENDS TO BE AT FULL ENROLLMENT IN: 2032-2033

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 sponsorhip. The person named as the contact person for the application is so authorized to serve at the primary contact for this application on behalf of the organization.

DocuSigned by:
Alesha Morrison
F365EAD76E994D6...

3/12/2024

CHAIRPERSON SIGNATURE DATE

Alesha Morrison

PRINTED NAME

DocuSigned by:
Tesha Robinson
92FDA3B82CCB4C7...

EXECUTIVE DIRECTOR/FOUNDER/PRINCIPAL SIGNATURE

Tesha Robinson	Founder/Executive	3/12/2024
PRINTED NAME	TITLE/ROLE	DATE

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.

DS
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3/12/2024

INITIAL DATE 3/12/2024

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Executive Summary

Recognizing the need in St. Louis for a school that not only delivers excellent academics but also fosters an emotionally secure environment for students to thrive, we are driven by a commitment to meet these dual requirements. Friendly Academy's mission is to equip students with a high-quality and holistic education rooted in love. Our school model centers on "l*ove yourself, love others, and love learning*." With crime and violence growing too common in the world and in our communities, families understandably want more than just high-quality academics from schools. They are looking to schools to emphasize behaviors and experiences that both empower children and encourage them to demonstrate care and concern for one another. Friendly Academy will meet the holistic needs of students. Similarly, teachers are experiencing burnout faster than in years past. Friendly Academy will prioritize faculty wellness by providing intentional support that fosters healthy emotional, social, and physical well-being.

Friendly Academy is proposing a tuition-free and high-quality K- 5 option for all families residing in St. Louis City. Given the higher poverty rates and lower access to high-quality schools in North St. Louis, we will target families who reside in the 63112, 63113, and 63107 zip codes. Regionally, North STL has the city's highest number of age-eligible children[1] with the least high-quality school options. That means recruitment and enrollment are ripe for a quality school like Friendly Academy.[2] Friendly Academy will start by educating students in K - 5th grade with the desire to expand to multiple schools by replicating our elementary campus and possibly expanding to include grades K - 12th. We are committed to giving students the quality education they deserve and have been deprived of by applying our core pillars: **Faculty and Student Wellness, Family and Community Partnerships**, **Service Learning, Literacy**, **Personalized Learning, and Entrepreneurship.**

Friendly Academy's Board of Directors is fully committed to the school's mission and vision. Our Board of Directors holds a wealth of experience and comprehensive knowledge that will ensure accountability and execution toward success. The areas of expertise include but are not limited to, general and special education, community services and development, mental health, real estate, finance, operations, entrepreneurship, technology, and human resources. We recognize that having solid systems for operation and finance is essential for a strong launch and sustainability. Therefore, Friendly Academy has worked collaboratively with operational and financial consultants on best practices and tools for success. Our success lies in the balance of these components, each reinforcing the other to create a transformative educational experience that prepares our graduates to display love and compassion while being academically prepared for the next phase of their lives and pioneers of the future.

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[1] United States Census Bureau. "United States." *U.S. Census Bureau QuickFacts: United States*, https://www.census.gov/quickfacts/fact/table/US/IPE120222.

[2] The Opportunity Trust, and Esbacher Consulting, LLC. *St. Louis City Landscape Analysis and Areas of Opportunity. Summer 2023.* 2023. PowerPoint Slides.

Technical Checklist

Statute or Regulation	Description	Page Number
160.400.2 160.400.4 160.400.5	Confirm that the proposed school is located in an eligible school district	p. 39
160.403	Proposed school is sponsored by an eligible sponsor	p. 71
160.400.7-8 Chapter 355	Missouri Non-profit	p. 71, 491 - 492
160.400.11	Sponsorship fees are in budget	p. 100
160.400.14	Criminal background checks and family care safety registry conducted for all members of governing board	p. 71
160.400.15	No board members hold office or are employees of school; or provide services	p. 72, 498
160.405.1	Submitted and approved by sponsor	n/a
160.405.1	Submitted copy of application to school distrcit and State Board of Education within five business days of submission to sponsor	n/a
160.405.1	Performance contract (covering 160.400 - 160.425, 160.439)	p. 55 - 58
160.405.1.(1)	Mission and vision statement for charter	p. 1 - 2
160.405.1.(2)	Description of the organizational structure	p. 78 - 80
160.405.1.(2)	Bylaws of governing body	p. 496 - 515
160.405.1.(2)	Describe how parents, educators, and community members will be involved in governance and operations	p. 76, 96
160.405.1.(3)	Financial plan for first three years of operation (MCPSC requires the term of the charter)	p. 99
160.405.1.(4)	Description of policy for securing personnel services	p. 87 - 88

160.420.3	Personnel employed by charter school shall participate in retirement system of school district	p. 89
160.405.1.(4) 160.420.1 160.420.2	The school will establish personnel policies that: require personnel to participate in the school district's retirement system, allow school district personnel to work for the charter school while remaining employees of the district, and that prohibit employing instructional personnel with revoked or suspended licenses.	p. 69, 87
160.405.1.(4) 160.405.1.(12)	Provide the qualifications for personnel and the school's policies for securing personnel services, including compliance with the requirement that 80% of instructional personnel must be certified	p. 69, 87, 653 - 672
160.405.1.(4)	Professional Development Plan	p. 23 - 27, 86
160.405.1.(5)	State the grades and ages of students to be served	p. 1, 40 - 41
160.405.1.(6)	Include a calendar for a school term that is at least equal to the requirements of 160.011	p. 33, 403 - 404
160.405.1.(7)	Description of pupil performance standards	p. 6 - 7
160.405.1.(7)	Description of academic program performance standards including indicators, measures, metrics and targets	p. 55 - 58
160.405.1.(7)	Indicators, measures, metrics and targets for academic program performance	p. 55 - 58
160.405.1.(7)	Goals on graduation, standardized tests and academic growth	p. 55 - 58
160.405.1.(8)	Description of educational program and curriculum	p. 1 - 70
160.405.1.(9)	Five year term for the charter	p. 71
160.405.4.(4) 160.405.1.(10)	Procedures for monitoring financial accountability of charter consistent with MO financial accounting manual	p. 102, 718 - 724
160.405.1.(11)	Health, safety and other legal requirements	p. 109, 729 - 730
160.405.1.(12)	Describe the proposed student discipline policy	p. 59 - 70
160.405.1.(12) 160.410.1	Description of student admission policy, including no tuition, no fees beyond what school district is prohibited;	p. 94

160.410.2 160.410.3 160.415.11	student eligible under terms of judicial settlements; procedures ensure admission of students with disabilities in nondiscriminatory manner	
160.405.1.(13)	Description of the school's grievance procedures for parents and guardians	p. 91
160.405.1.(14) 160.405.8 160.405.9	Charter School Agreement detailing sponsor intervention, revocation of charter (policies and contract)	p. 103
160.405.1.(15) 160.405.16.(6)	Closure procedures (MCPSC closure plan plus applicants additional steps)	p. 110, 731 - 739
160.405.1.(15)	Closure procedures include transition of student records	p. 110, 731 - 739
160.405.1.(15)	Closure procedures include archival of business operations	p. 110, 731 - 739
160.405.1.(15)	Closure procedures include transfer or repository of personnel records	p. 110, 731 - 739
160.405.1.(15)	Closure procedures include submission of final financial records	p. 110, 731 - 739
160.405.1.(15)	Closure procedures include resolution of any remaining financial obligations	p. 110, 731 - 739
160.405.1.(15)	Closure procedures include disposition of charter school assets	p. 110, 731 - 739
160.405.1.(15)	Closure procedures include notification to parents, district, retirement, state board of education	p. 110, 731 - 739
160.405.1.(16)	Provide a description of the special education and related services that will be available.	p. 51 - 54
160.405.4.(1)	Nonsectarian in programs	p. 94
160.405.4.(1)	Nonsectarian admissions policies	p. 94
160.405.4.(1)	Nonsectarian employment practices	p. 88
160.405.4.(1)	Nonsectarian operations	p. 107
160.405.4.(2)	Compy with state, county, city laws and regulations on	p. 106

	health	
160.405.4.(2) 167.115 - 117	Compy with state, county, city laws and regulations on safety	p. 106
160.405.4.(2) 160.261 167.161 167.164 167.171	Compy with state, county, city laws and regulations on minimum educational standards	p. 66 - 67
167.518	Comply with state, county, city laws and regulations on academic assesment	p. 55 - 58
167.020	Comply with state, county, city laws and regulations on transmittal of student records	p. 45
160.041	Comply with state, county, city laws and regualtions on minimum school days and hours	p. 33
168.133	Comply with state, county, city laws and regulations on employee criminal history background checks and family care safety registry; all employees	p. 69, 86
160.405.4.(4)	LEA complies with all requirments of ESSA as it relates to federal audit requirements	p. 102
160.405.4.(4)	Debt included in repayment plan in financial plan	p. 102
160.405.4.(5)	Provide a comprehensive instructional program for at least one grade or age group, K-12	p. 1 - 8
160.405.4.(5)	Provide a comprehensive instructional program for at least one grade or age group (early childhood optional)	p. 1 - 8
160.405.4.(6)(a) 160.514	Design a method to measure pupil progress towards academic standards	p. 28 - 32
160.405.4.(6)(a) 160.514	Establish baseline student performance in performance contract during the first year	p. 28 - 32
160.405.4.(6)(a)	Collect student performance data	p. 28 - 32
160.405.4.(6)(a) 160.518	Participate in statewide assessment	p. 28 - 32
160.405.4.(6)(a)	Complete and distribute annual report card as perscribed	p. 29

160.522		
160.405.4.(6)(a) 160.410	Provide data required for the student of charter schools	p. 29
160.405.4.(7) 162.670 - 162.710 IDEA Section 504	Comply with all federal and state laws and regulations regarding students with disabilities	p. 51
160.405.4.(8)	Documentation a copy of the application was submitted to local district	n/a
160.405.4.(8)	Statement outlining reasons for approval by sponsor related to 160.400 - 160.425 and 167.349	n/a
160.405.14.(1)	Chief financial officer maintains a suerty bond	p. 107
160.405.14.(2)	Chief financial officer maintains an insurance policy	p. 107
160.415.1	Collect and report average dailiy attendance, free and reduced lunch, special education and limited English proficiency puil count	p. 83
160.415.7.(1)	Provide evidence of success by the service provider or management organization in serving a similar student population, including demonstrated academic achievement, successful management of non-academic school functions	n/a
160.415.7.(2)	Attach a term sheet or similar document for the duration of the proposed service contract. The attachment should meet all the following requirements.	n/a
	Delineate the roles and responsibilities of the school's governing board, school staff, and the service provider	n/a
	Outline the scope of services and resources to be provided by the service provider	n/a
	Describe how the board will oversee and hold the service provider accountable. Include the performance evaluation measures, timelines, and means the board will exercise to address performance or breach of contract by the service provider	n/a
	Describe the compensation structure, including clear	n/a

	identification of all fees to be paid to the service provider	
	Provide an investment disclosure for the service provider	n/a
	State the term of the contract and conditions for renewal and termination.	
160.415.7.(3)	List any known real or perceived conflicts of interest between the school governing board and the proposed service provider or any affiated business.	n/a
160.415.7.(4)	Disclose and explain any termination or nonrenewal of contracts the service provider had for equivalent services to any US charter school within the last five years	n/a
160.414.7.(5)	Explain how the governing board will ensure it has independent legal counsel and financial oversight of the service provider	n/a
160.415.7.(6)	Describe the process for ensuring that service provider expenditures that will be billed to the school have prior approval by the governing board or a designee.	n/a

A. 1 Mission, Vision, and Goals

School Overview

Friendly Academy is applying to open a K-5 Local Educational Agency (LEA) in Fall of 2025. The school will serve as a quality educational option in North St. Louis. We will start with Kindergarten and first-grade students during our inaugural year (2025-2026) (RSMo 160.405.1.(5), 160.405.4.(5)) . Each year, the subsequent grade will be added to ultimately serve K- 5 grade in the 2029-2030 school year. Our long-term goal is to serve students from Kindergarten through high school graduation. We will partner with Friendly Temple, a faith-based organization, to actualize our mission and vision with the St.Louis community. Friendly Temple will provide access to a thoughtful and engaged community, an equipped facility, and a network of social service providers. Friendly Academy is a free, public, and non-religious school.

Mission

Friendly Academy will equip students with a quality and holistic education rooted in love.

Vision

Friendly Academy empowers all students to live purpose-driven lives by using their gifts and talents to make a positive difference in their families, their communities, and the world.

Friendly Academy fosters an environment where students are encouraged to *love themselves, love others, and love learning.* We define love as the practice of patience and kindness in human interactions and a sense of joy in the pursuit of learning.

Love Yourself *(Self-awareness and confidence)*
We show self-love by *valuing* the internal characteristics that make us unique. Self-love differs from vanity and selfishness and instead focuses on self-awareness and confidence. Students develop confidence and purpose as they identify and accept their areas of strength and opportunities for growth. *Why is this important?* Students with greater self-awareness are more likely to be reflective of their actions and how they impact those around them. Confident students are more likely to challenge themselves in productive ways and have less fear and anxiety about learning.

Love Others *(Compassion)*
We show our love for others through acts of service. It is a part of our identity to “be friendly” by showing kindness and goodwill. *Why is this important?* Students who feel supported by their peers develop a sense of belonging and develop trusting relationships. Creating this emotionally safe environment for students is foundational for focusing on learning.

Love Learning *(Fun, Engaging, and Rigorous Experiences)*
We show our love for learning by enjoying and having fun while learning new and challenging content. *Why is this important?* Students have higher academic success when they experience engagement and joy at school. Students experience rigor when they have a voice and choice about their own learning and engage in higher-order thinking and problem-solving.

Core Values

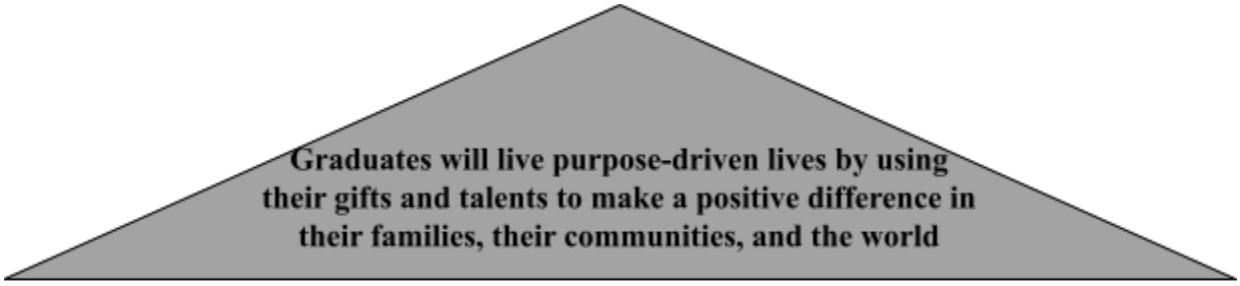
Love is our primary core value. We show love by demonstrating patience and kindness towards others. As a result, we also have the following secondary core values:

Community: We show community by engaging in collective care and joining others to achieve our mission.

Innovation: We show innovation by creating and taking risks to implement new ideas to help us learn and grow.

Educational Philosophy

The house graphic below summarizes Friendly Academy's model. Our core values are the foundation that drives everything that we do. The five pillars of our model are how we plan to carry out our values. The framing is our mission statement to reach our vision, which is noted inside the roof.



Partnering with families, Friendly Academy will equip students with a quality and holistic education rooted in love.				
Faculty and Student Wellness	**Family and Community Partnerships**	**Service Learning**	**Literacy**	**Personalized Learning: Integrating AI & Entrepreneurship**

"Love yourself, Love others, Love learning"
Community and Innovation

Below are Friendly Academy's five pillars that serve as our educational philosophy and foundation for our school model.

We serve the whole child and faculty by addressing their emotional, social, and physical needs (Faculty and Student Wellness):
Wellness describes good physical and mental well-being for students and faculty. Post-pandemic anxiety and depression have increased by 25% worldwide, with higher rates among young people and women.[3] Also, more people struggle to find contentment and satisfaction with their identity, exacerbated by the role of social media. A faculty wellness team with counseling and trauma-informed credentials will support our students' well-being. Friendly Academy will partner with organizations to provide counseling and wellness services to our faculty. Promoting healthy well-being in faculty empowers them to self-care. Our team members must be healthy and whole for our students to feel loved and supported. When they are whole, they can pour into our students from a full cup.

We enroll families, not students, and provide wrap-around services to meet targeted needs (Family and Community Partnerships):
Forming strong partnerships is a hallmark of our approach to successfully serving our students, families, and faculty. We see our students' success in schools as a collaborative approach. We do not enroll students, we enroll families. Friendly Academy provides wrap-around services by connecting with community partners such as Friendly Temple, which generously shares its facilities and supports, including before and after-school programs and essential resources for our families and faculty. In addition, we are partnering with local universities to create a pipeline for recruiting quality teachers, school social workers, and counselors. Friendly Academy will partner with families by engaging with them and partnering with them during the entire charter application phase. We will continue to meet with families and conduct empathy interviews during the planning year. Throughout the school year, families will have the option to receive a home visit to connect with faculty in environments that may be more comfortable and familiar. Families will have monthly opportunities to partner with our school to assist with events and decision-making. Families will also be empowered through our partnership with parent advocacy organizations, which aim to encourage healthy relationships between parents and students.

We learn through hands-on activities that help build our character and serve others (Service Learning):
The National Youth Leadership Council describes service learning as "an approach to teaching and learning in which students use academic and civic knowledge and skills to address genuine

[3] World Health Organization. *World Health Organization (WHO)*, https://www.who.int/.

community needs."[4] Students benefit from engaging in the service-learning experience as they lead every part of the process, generating learning and growth opportunities. Service learning is not only about volunteering but also about reflecting on those experiences and connecting them to academic learning. Service Learning can also help students identify their strengths, which could be their gifts and talents, as they are engaged in helping others. Naturally, the service learning projects will highlight areas of students' interest and may spark ideas for career pathways.

We believe that literacy and reading comprehension are the foundation for rigorous learning (Literacy): Focusing on literacy will help our students develop the fundamental skills and knowledge to read, write, and comprehend the written word effectively. Literacy is the gateway to a world of knowledge, imagination, and communication. Our students will embark on a journey in the Science of Reading, a collection of evidence-based principles that guide effective literacy instruction. This teaching is based on The Five Big Ideas: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Literacy at this stage is not just about deciphering text; it's about fostering a lifelong love for reading, enabling clear communication, and building a strong foundation for future academic success. Students will also be able to learn about other forms of literacy, such as financial literacy.

We understand every student is different, and instruction should be aligned with their unique needs and interests (Personalized Learning): Personalized learning is a dynamic and student-centric approach to education that tailors the learning experience to individual needs, preferences, and abilities. It will help students at Friendly gain a love for learning as students have the autonomy to engage in learning that interests them. At its core, personalized learning recognizes that every learner is unique, and one-size-fits-all educational models often fall short of meeting the diverse requirements of students. This will help create higher levels of engagement and joy.

School Innovation

Friendly will enhance our model by integrating components of **Artificial Intelligence (AI) and entrepreneurship**. AI will be used as a tool to support personalized learning by offering adaptive educational software and interactive digital resources that cater to each student's unique abilities and learning pace. Furthermore, AI-powered virtual assistants can assist teachers with administrative tasks, leaving more time for personalized instruction. Safety measures can be improved with AI-driven surveillance and monitoring systems, ensuring the well-being of students. Overall, integrating AI into elementary school design holds the potential to create a more efficient, engaging, and safe educational environment for students and educators alike. The U.S. Department of Education is dedicated to promoting the utilization of technology to enhance both teaching and learning, as well as to foster innovation across educational frameworks. Research has shown that AI enables new forms of interaction, AI can help educators address variability in student learning, AI supports powerful forms of adaptivity, AI can enhance

[4] NYLC. "Why Service-Learning?" *National Youth Leadership Council*, 4 March 2024, https://nylc.org/why/.

feedback loops, AI can support educators.[5] The article notes The Blueprint for an AI Bill of Rights as a resource to identify potential risks associated with AI.[6]

Integrating entrepreneurial skills into an elementary school design is a forward-thinking approach that empowers young minds with the tools they need to thrive in an ever-evolving world. By incorporating elements of entrepreneurship, such as creativity, problem-solving, and critical thinking, into the curriculum and classroom environment, we can foster a spirit of innovation from an early age. Elementary school students can be encouraged to explore their ideas, take risks, and develop a growth mindset. This not only prepares them for future business endeavors but also equips them with valuable life skills, including financial literacy and teamwork. Additionally, an entrepreneurial focus in elementary education can instill a sense of initiative and a passion for learning that will serve students well throughout their academic and professional lives.

Target Population

Friendly Academy serves as a tuition-free and high-quality K- 5 option for all families who reside in St. Louis City. Given the higher poverty rates and lower access to high-quality schools in North St. Louis, we will target families who reside in the 63112, 63113, and 63107 zip codes. The proposed facility location is in North St. Louis. Nearly two-thirds (62%) of St. Louis City students scored below basic in math, and almost half (44%) scored below basic (the lowest of four levels of performance) in reading.[7] Despite the decline in student enrollment in the targeted area, a high percentage of the population is under the age of 18; there are approximately 17,000 children under the age of five.[8] An article published by St. Louis Public Radio,[9] referenced some families leaving St. Louis due to dissatisfaction with the underperforming schools. The data suggests there is a pool of families who may be enrolled in underperforming schools and seeking quality education options for their children.

Friendly Academy will also target families who are members of our partner faith-based institutions. Families who reside in North St. Louis will no longer need to drive across several neighborhoods to locate a quality school. The low proficiency rates and higher concentration of school-age children support the need for Friendly Academy to serve as a quality option for education in North St. Louis. We will offer families a community of partners that provides collective care and wrap-around services such as counseling, adult education, housing, food, and clothing.

Projected Population

Friendly Academy's student population will reflect the demographics of the families who live in our community. According to U.S. News and Missouri Comprehensive Data System, we made

[5] For more information, see https://tech.ed.gov/files/2023/05/ai-future-of-teaching-and-learning-report.pdf
[6] For more information, see https://www.whitehouse.gov/ostp/ai-bill-of-rights/
[7] Missouri Department of Education. "Missouri Education Dashboard." *Missouri Comprehensive Data SYstem*, https://apps.dese.mo.gov/MCDS/Visualizations.aspx?id=22.
[8] United States Census Bureau. "United States." *U.S. Census Bureau QuickFacts: United States*, https://www.census.gov/quickfacts/fact/table/US/IPE120222.
[9] Grumke, Kate. "Why St. Louis-area schools are still losing students every year." *STLPR*, 15 December 2022, https://www.stlpr.org/education/2022-12-15/st-louis-area-schools-are-still-losing-students-every-year.

the following projections by averaging data from nearby schools. Over 90% of our students will qualify for Free and Reduced Lunch (FRL). We anticipate a population of students who may be identified as gifted and talented or needing special services to be approximately 8% - 15%. Some of our students will be at risk for academic failure based on the school district's low proficiency rates in Math and Reading. We will meet our students' needs by providing a rigorous education using High-Quality Instructional Material (HQIM). Our model includes personalized learning that allows us to identify our students' unique needs and target those needs for intervention. See Section A.2 for more information about our instructional and curriculum model. We will provide wraparound services and social-emotional support to meet the non-academic needs of our students without deprioritizing academic excellence. More information about social emotional and wraparound services can be found in Section A.7.

Graduate Profile

Loving and Compassionate: Friendly graduates love themselves and others. Friendly students will show support for their peers and develop a sense of belonging and develop trusting relationships.

Confident and Self-Aware: Friendly graduates will *value* their characteristics that make them unique. Students will develop confidence and purpose as they identify and accept their areas of strength and growth.

Academically Prepared: Friendly graduates are academically prepared for the next phase of their life. They have the tools, resources, and knowledge to accelerate in middle, high school, and beyond.

Healthy and Whole: Friendly graduates thrive because they know how to maintain their well-being. They value their mental and physical health and know how to care for both. They are equipped with the social and emotional skill sets to build healthy relationships with others.

Pioneers of the Future: Friendly graduates are innovative and forward thinkers that are willing to take risks to achieve healthy personal and professional goals.

Performance Goals

A copy of the year 1 performance goals can be found in Appendix A.1.1 While Friendly Academy has a comprehensive list of goals pursuant to RSMo 160.405.1.(7) (See Section A.7), we have three primary goals for success:

1) **Proficiency:** By year five, at least 80% of students enrolled in Friendly Academy for three consecutive years will score proficient or advanced on the state assessment in English Language Arts and at least 80% of students will score proficient or advanced in Mathematics and Science.

2) **Social Emotional Learning:** 90% of students will meet or exceed their personalized SEL goals that are aligned with the CASEL framework after one year of enrollment at Friendly. Results will be measured by each individual student, their teachers, and their families' observations and feedback.
3) **Staff Wellness:** Annually, 90% of staff members will respond positively on a formal survey that they feel cared for at our school and that they are satisfied with our culture.

Vision of Success

In order to ensure we are working towards our long-term goals and aligned with our mission, we have created a Vision of Success that maps out Year 1, Year 3, Year 5, and Year 10.

Year 1 Vision

In the Fall of 2025, Friendly Academy is scheduled to commence its operations with an initial enrollment of 100 kindergarten and first-grade students. Our aspiration is that by the close of the school year, all students will have successfully reached their academic, social, and emotional goals. We are dedicated to recruiting, hiring, and equipping diverse teaching staff who share our commitment to the mission, vision, and success of each student.

As an organization, we are actively establishing and strengthening community partnerships that will position Friendly Academy for sustained, long-term success. Our partnerships are comprehensive and based on the students' and families' needs. Families will be invited to share their service needs throughout the school year. We will start with partnerships that offer general services such as family counseling and basic needs. By the end of our inaugural year, it will become evident to all stakeholders that Friendly Academy is making significant progress toward realizing its mission and objectives.

Year 3 Vision

At the conclusion of our third school year, our initial cohort of first-grade students will have completed third grade. Third grade is significant because it marks the first year when Missouri students undertake the MAP test. While we will have other benchmark assessments and data to gauge our students' progress, the outcomes of the MAP test will provide valuable insights into how Friendly students are performing in relation to their peers across the state.

We expect our MAP test results to demonstrate positive performance and on track to meet our five-year goals by gradually increasing our proficiency rates. At this point, 50% of our students are proficient in ELA, and 40% are proficient in Math. We will initiate conversations to explore and deliberate on plans for potential expansion and growth.

Year 5 Vision

Five years after opening, Friendly will have reached full capacity, offering educational services from kindergarten through fifth grade. Friendly Academy will have evolved into a high-quality institution, successfully meeting all performance goals. Our fifth-grade students will embody the qualities of creative and critical thinkers, lifelong learners, individuals with cultural competence, well-rounded individuals, and academically exceptional students. If we decide to grow by adding grade levels, our students will graduate and attend our middle school campus. If we pursue growing by replicating the elementary campus, our graduates will be exposed to middle school options in the community that meet their needs and interests.

Additionally, we will have successfully involved our families and the community in the decision-making related to expanding our school. We will have had ongoing meetings to determine which type of expansion will best serve our families and the community. This could include plans for expanding into the middle school level and/or launching a replication of our elementary school.

Year 10 Vision

A decade later, Friendly envisions becoming a shining example of what a K-5 school should aspire to be for students, not just in St. Louis but across Missouri. By Year 10, the first cohort of 1st graders will be getting ready to graduate high school. Those students will have leveraged what they learned at Friendly and had successful high school careers. They are well-positioned to engage in a rigorous post-secondary education and experiences.

Our mission is to establish a legacy that supports generational changes in the St. Louis community. We aim to craft a school model that sets the standard for both academic excellence and cultural success. Our model is designed to nurture and develop students, guaranteeing that every child is well-prepared for high school and can become a contributing member of their community. Our graduates will embody qualities of compassion, love, and self-awareness and will be well-rounded and socially conscious young adults.

A.2 Educational Program and Curriculum

Description of Education Program and Philosophy

Friendly Academy's program design is based on the belief that students should love themselves, love others, and love learning. Students who receive a quality and holistic education will be better prepared to excel in post-secondary education and life. At Friendly Academy, we selected a rigorous and engaging curriculum as it is crucial for fostering a successful learning experience that our students will love. To achieve this, we identify skills that must be developed, ensuring they are appropriately challenging and on grade level. We integrate hands-on, interactive activities that make learning enjoyable, promoting a sense of curiosity and exploration. We adopt personalized learning to help meet students' needs and provide enrichment opportunities aligned to students' interests. Our goal is to encourage critical thinking and problem-solving through projects and discussions. Friendly Academy will integrate entrepreneurship as a tool to enhance the learning experience for students. We will also integrate Artificial Intelligence (AI) as a tool to assist with personalized learning and streamline teacher instructional tasks as appropriate. Social Emotional Learning (SEL) will drive how Friendly will equip students to love themselves and others. Students will engage in various service learning projects to promote loving others by serving their community. As a result of our robust curriculum, instructional model, and social-emotional framework (both described below), Friendly Academy will achieve our performance goals.

Overview of Curriculum & Instruction

The students in St. Louis deserve access to High-Quality Instructional Materials (HQIM) because it is one of the essential components to achieving high student outcomes. A study by The New Teacher Project found that students devoted over 500 hours per academic year to tasks unsuitable for their grade level, accompanied by instructions that failed to challenge them enough. Providing instruction below students' grade level amounts to six months of wasted class time in each core subject. The mission of Friendly Academy is to partner with families and equip students with a quality and holistic education rooted in love. HQIM is essential to providing a quality and rigorous education to our students. We love our students by having high expectations and giving them instruction that is on grade level. Grade-level materials help to produce strong academic outcomes and prepare students for college.[10] We considered the following factors when developing our curriculum model:

1. Alignment with state standards
2. Focus on evidence-based practices
3. Engagement
4. Relevance

[10] TNTP. "The Opportunity Myth: What Students Can Show Us About How School is Letting Them Down - and How to Fix It." 2018. *TNTP*, https://tntp.org/publication/the-opportunity-myth/.

The curriculum must be adaptable to meet our students' wide range of needs. We know that implementation with fidelity and ongoing professional development are essential to making our curriculum effective. Our selected curriculum has green ratings on Edreports.org and is based on input that we have received from education professionals in the field and academia. Green ratings on Edreports mean, "Materials that fully meet criteria, if implemented with fidelity, will provide students with the content and skills practice that will support them in reaching the college and career ready standards."[11] The green ratings also mean that our curriculum is nationally recognized as "high-quality instructional materials (HQIM)," which means they are closely aligned to rigorous Missouri Learning Standards and easy for teachers to use. Teachers will receive the curriculum for internalization before the launch of the school. Teachers will receive ongoing professional development and planning time to implement the curriculum with fidelity. Administrators will provide coaching and use data to guide teachers to instructional excellence. The selected curriculum is further explained throughout this section are closely aligned to rigorous standards and easy for teachers to use. The scope and sequence plans for the core academic subjects were developed by the curriculum companies and will be adopted by Friendly Academy.

Subject Area	Curriculum
English Language Arts	• Wit & Wisdom • Core Knowledge Arts (CKLA)
Mathematics	• Eureka Math²
Science	• Amplify Science
Social Studies	• InquireED
SEL	• Conscious Discipline • CASEL

Our curriculum selection is closely aligned with state standards:

- Missouri Learning Standards[12] "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."

[11] Edreports. "Materials Matter." *EdReports.org*, https://www.edreports.org/.

[12] Missouri Department of Elementary & Secondary Education. "Missouri Learning Standards." *Missouri Department of Elementary & Secondary Education*, https://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards.

- Next Generation Science Standards (NGSS)[13] The NGSS were developed by states to improve science education for all students. A goal for developing the NGSS was to create a set of research-based, up-to-date K–12 science standards. These standards give local educators the flexibility to design classroom learning experiences that stimulate students' interests in science and prepare them for college, careers, and citizenship.

Mathematics

Eureka Math² is a comprehensive mathematics curriculum for Pre-K–Algebra I that is designed to help students build a deep conceptual understanding of math and achieve grade-level proficiency. The curriculum is based on the latest research in math education. Eureka Math² is organized around a coherent progression of mathematical concepts that build from grade to grade. The curriculum is also designed to be flexible and adaptable to meet the needs of all learners. One of the key features of Eureka Math² is its use of problem-based learning. Students are engaged in solving real-world problems that challenge them to think critically and apply their mathematical knowledge. The curriculum also provides students with opportunities to collaborate with their peers and learn from each other.

English Language Arts

Wit & Wisdom is a Kindergarten through Grade 8 English language arts (ELA) curriculum created by Great Minds®, an organization that brings together teachers and experts to create rich and rigorous content. With Wit & Wisdom, every text a student explores is authentic and of the highest quality. Students use these texts at every turn to learn and eventually master essential reading, writing, speaking, listening, grammar, and vocabulary skills. Students read books they love to build knowledge of important topics and to develop and refine literacy skills. All students read and discuss grade-level texts, and the curriculum includes suggestions for supporting this learning at key moments in the lessons.

Most of the Grade K Missouri Learning Standards: English Language Arts are fully covered by Grade K of the Wit & Wisdom curriculum. The areas where the Grade K Missouri standards and Grade K of the Wit & Wisdom curriculum need to align will require supplemental materials and the use of Wit & Wisdom content from other grade levels. A detailed analysis of alignment is provided in the table below. With strategic placement of supplemental materials, students can be successful in achieving the proficiencies of the Missouri standards while benefiting from the rich texts and knowledge building of Wit & Wisdom.[14]

Literacy

Missouri recently implemented a Literacy Law, Senate Bill 681.[15] Senate Bill 681 defines reading instruction for Missouri and aligns with the research. The focus is for all students to develop appropriate reading skills by receiving explicit instruction in each of the following

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[13] *Next Generation Science Standards*, https://www.nextgenscience.org/.

[14] Wit & Wisdom. *Wit & Wisdom Grade K*. Missouri Learning Standards: English Language Arts Correlation to Wit & Wisdom. June 2019,https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/2023%20Alignment%20Studies/Wit%20Wisdom/Missouri/WW_MO_GK.pdf.

[15] "Literacy-Based Quick Reference Guide | Missouri Department of Elementary and Secondary Education." *Missouri Department of Elementary & Secondary Education*, https://dese.mo.gov/media/pdf/literacy-based-quick-reference-guide.

components: phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax, and semantics. Friendly Academy will adhere to the law and best practices for ensuring that our students learn to read fluently. Therefore, our approach to teaching literacy is grounded in the Science of Reading. Aligned with the Science of Reading, we believe that children learn to read by teaching the five big ideas:

- Phonemic Awareness - The ability to identify and play with individual sounds in spoken words.
- Phonics - Reading instruction on understanding how letters and groups of letters link to sounds to form letter-sound relationships and spelling patterns.
- Fluency - The ability to read words, phrases, sentences, and stories correctly, with enough speed, and expression.
- Vocabulary - Knowing what words mean and how to say and use them correctly.
- Comprehension - The ability to understand what you are reading.

To implement the five big ideas about literacy, Friendly Academy is adopting the Core Knowledge Arts (CKLA) Skills program. CKLA is a comprehensive literacy curriculum that provides explicit and systematic instruction in the foundational skills of reading and writing for students in kindergarten through second grade. The program is designed to help students master the essential skills they need to become proficient readers and writers, including phonemic awareness, phonics, fluency, vocabulary, grammar, and writing.

CKLA Skills is organized into two strands: Skills and Listening & Learning. The Skills strand focuses on the development of reading and writing skills in tandem. Students practice encoding using the sound-spellings they have learned. Decodable stories are introduced to provide students with opportunities to apply their phonics skills in context. The Skills strand also addresses handwriting, spelling, and the writing process.

The Listening & Learning strand focuses on the development of oral language and comprehension skills. Students engage in a variety of activities that promote listening comprehension, vocabulary development, and oral language expression. They also learn to retell stories, answer questions, and express their ideas in a clear and organized manner.

CKLA Skills is a research-based program that has been shown to be effective in improving student literacy outcomes. The program is used by schools across the country and has been recognized for its high quality and effectiveness.[16] For more information about CKLA and to review a sample Scope and Sequence, see Appendix A.2.1.

Representation in Literature

“To develop foundational literacy skills and a love of reading, children need access to a diverse

[16] For more information, see https://amplify.com/programs/amplify-core-knowledge-language-arts/

collection of engaging and age-appropriate books."[17] Students find inspiration to read when the pages of a book mirror and validate their personal experiences. To enhance children's motivation and literacy skills, it is essential to provide universal access to a diverse range of children's books. This collection should include captivating fiction and nonfiction works that reflect diverse perspectives and experiences. Creating environments that allow children to choose their reading materials is key, as children are more motivated readers when given the freedom to choose. Ultimately, a valuable book for a child's literacy development sparks their interest, and a diverse book collection increases the likelihood of each child finding books that resonate with them, promoting their journey toward becoming proficient readers and lifelong learners. Friendly Academy will house a wide range of books representing our school community. Students will have access to read books at school and at home. Every day, we will designate reading time to develop a love for reading and support literacy.

Science

Amplify Science is a comprehensive and innovative science curriculum designed to engage students in active, inquiry-based learning experiences. Developed by educators and experts, Amplify Science is rooted in the Next Generation Science Standards (NGSS) and focuses on fostering students' scientific literacy and critical thinking skills. The program employs a three-dimensional learning approach, integrating science and engineering practices, crosscutting concepts, and disciplinary core ideas. One of the notable benefits of Amplify Science is its use of interactive digital simulations, hands-on activities, and real-world phenomena, which captivate students' interest and make abstract scientific concepts more tangible. The curriculum also emphasizes the development of students' communication and collaboration skills as they work on solving authentic scientific problems. By fostering a deep understanding of scientific principles and encouraging curiosity, Amplify Science prepares students for future success in STEM (Science, Technology, Engineering, and Mathematics) fields and promotes a lifelong appreciation for the scientific process. For a copy of the Amplify Science scope and sequence, see Appendix A.2.2.

Social Studies

InquirED will be used for our social studies curriculum. It's designed around inquiry-based learning, and aims to foster Culturally Responsive Instruction. It facilitates the acquisition of knowledge in History, Civics, Geography, and Economics through engaging investigations and actionable projects. InquirED is aligned with State Standards in History, Civics, Geography, Economics, English Language Arts (ELA), and Social and Emotional Learning (SEL).[18] It ensures comprehensive coverage of these standards, thereby providing a well-rounded educational experience. To enhance accessibility and adaptability, the curriculum is exclusively digital, featuring fully customizable units. Additionally, it includes a wealth of ready-to-use sources, strategies, and tools, empowering educators with the resources needed to deliver effective and engaging social studies instruction.

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[17] Christabel Pinto, Missing Out: Why US Children Need to see themselves in books, Global Literacy Program, https://www.educationandcareernews.com/the-future-of-education/missing-out-why-u-s-children-need-to-see-themselves-in-books/

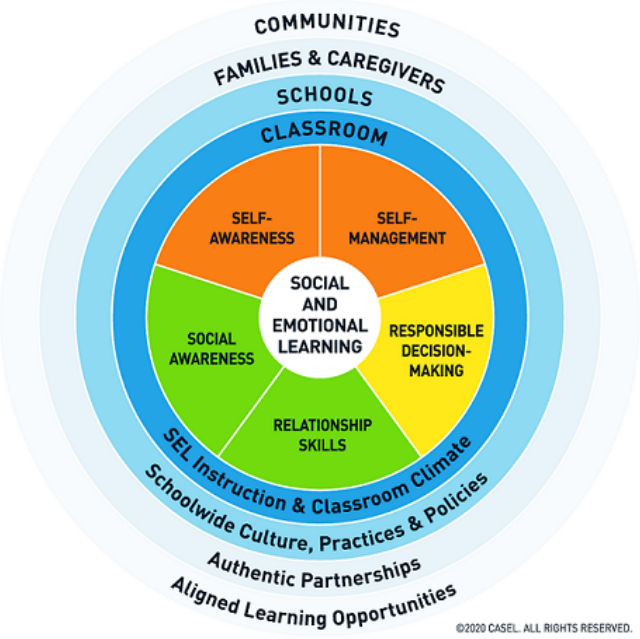
[18] For more information, see https://dese.mo.gov/media/pdf/cur-mls-crosswalk-ss-k-5

Service-Based Learning

"The state board of education shall encourage the adoption of service-learning programs and projects among school districts. As used in this section, the term "service-learning programs and projects" means a student-centered, research-based method of teaching and learning which engages students of all ages in solving problems and addressing issues in their school or greater community as part of the academic curriculum. As a result, service-learning fosters academic achievement, civic engagement, and character development" (170.037. Adoption of service-learning programs and projects encouraged). An example of a service-based learning project is students beautifying their community by cleaning and painting a mural of a community leader they learned about in social studies.

The rich social studies contexts can become launchpads for service-based learning projects that ignite students' passion for social justice. We believe understanding historical and contemporary societal issues isn't enough; students must also learn to apply that knowledge by engaging in real-world problem-solving. Imagine students researching local history and then collaborating on a service project promoting local heroes and showcasing them in the community. By leveraging the social studies context and connecting it to service-based learning, we empower students to become knowledgeable citizens and active agents of positive change.

Social Emotional Learning



Social and emotional learning (SEL) involves the acquisition and effective application of knowledge, attitudes, and skills by both children and adults. This process is essential for understanding and managing emotions, setting and achieving positive goals, experiencing and expressing empathy for others, establishing and maintaining positive relationships, and making responsible decisions.[19] The Collaborative for Academic and Social Emotional Learning (CASEL) defines social and emotional learning as "An integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of

[19] For more information, see https://casel.org/what-is-sel/

inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities".

The K-12 Social-Emotional Learning (SEL) Workgroup of the State Board of Education introduced the Competencies of Relationship-building Education (CORE) Framework, Glossary, and Student Indicators in 2023. This "Core Skills" framework serves as a tool to assist schools in delivering SEL to students, aiming to enhance their readiness to thrive as successful and productive contributors to a global society, by explicitly identifying skills and indicators of social-emotional learning. While the State Board of Education opted to adopt the SEL Workgroup's work as a framework/resource document for stakeholders, they did not proceed with implementing statewide SEL Standards.

MO Core Skills Framework (See Appendix A.2.4 to review the full framework)

> Me: A healthy sense of self. Students develop core integrity to act upon principles that provide a foundation for trustworthiness, dependability, and honesty.
>
> We: Relationship-building skills that are critical to employment and life success. Students consider how their behavior influences those around them, enabling students to build healthy relationships with others.
>
> Others: Prosocial skills that have a positive effect on those around them, and improve their communities. Students build integrity and healthy relationships to treat others with kindness and respect.

Friendly Academy will use the Missouri CORE framework and the Collaborative for Academic and Social-Emotional Learning to help provide a robust range of goals for our students to achieve. All students need to receive intentional support to thrive socially and emotionally. The SEL standards will give us baseline information about our students and targets to aim for regarding their well-being and social interaction.

We are strongly considering Conscious Discipline[20] as a curriculum to help our students meet their SEL goals. Conscious Discipline provides organizational and teaching practices approaches to SEL. Conscious Discipline is grounded in scientific and developmental research, acknowledged by SAMHSA's National Registry of Evidence-Based Programs and Practices (NREPP). The Conscious Discipline Brain State Model, fosters a compassionate culture and guides a purposeful transformation in adults' comprehension of behavior. The methodology subsequently supplies meticulously researched, brain-friendly strategies tailored to address each child's unique needs wisely. This demonstrably successful approach enhances self-regulation, feelings of safety, connection, empathy, and intrinsic motivation in both children and adults.

[20] For more information, see https://consciousdiscipline.com/

Specials/Encore Classes

Physical Education (PE) & Health
PE and Health classes provide students with a holistic approach to wellness, fostering a positive relationship with their bodies. Through a blend of structured team and individual activities, students enhance gross and fine motor skills and cultivate sustained physical activity and appropriate social behavior in physical settings. Beyond the physical aspect, these classes impart crucial knowledge related to health, personal hygiene, the role of body systems in healthy living, and the significance of regular exercise. By aligning lessons with the Missouri Learning Standards for PE and health, the teacher ensures a comprehensive educational experience. A fitness journal is maintained to encourage student engagement and self-care further, allowing students to set and track their wellness goals and celebrate accomplishments. Integrating accessible readings from various resources promotes literacy, complementing the activities and concepts learned in PE. Ultimately, this class becomes a platform for physical development and nurturing a sense of self-love through mindful care of the body.

Dream Lab
We believe students must have space to dream and create to spark a love for learning through curiosity. The Dream Lab is an innovative encore class designed to cultivate a dynamic “think tank” environment where students can explore their creativity and curiosity. This unique class goes beyond traditional education by integrating entrepreneurship skills with service-based learning. Students are encouraged to dream big and develop projects that not only fuel their passion but also contribute to the community. The Dream Lab experience is not just about theoretical knowledge; it's a hands-on approach to learning where students turn their ideas into actionable projects. By combining entrepreneurial principles with a focus on community service, Dream Lab empowers students to become forward-thinking individuals who not only dream of a better future but actively work towards making it a reality. Students can also express their creativity during this class by applying visual and performing art. Through this class, students gain valuable skills in innovation and business while developing a sense of social responsibility and the ability to positively impact the world around them.

Personalized Learning and Artificial Intelligence

Friendly Academy believes all students are unique and can love learning. Personalized learning tailors educational experiences to students' needs, learning styles, and pace. This approach fosters a deeper understanding of subjects, promotes self-directed learning, and allows educators to address specific challenges or accelerate progress based on each student's unique strengths and weaknesses. Personalized learning enhances engagement, motivation, and overall academic achievement by catering to students' diverse learning preferences. By tailoring content and pacing to students' needs, personalized learning creates an environment where students feel a sense of ownership and agency over their education, instilling a deep-seated motivation to explore and understand. Furthermore, incorporating technology in personalized learning platforms enables interactive and dynamic learning experiences, making education more engaging and relevant to the modern digital age. As students embark on a journey where their

interests, strengths, and challenges are acknowledged and addressed, personalized learning not only nurtures academic growth but also cultivates a genuine passion for lifelong learning, shaping individuals who view education as an exciting and fulfilling endeavor.

At Friendly Academy, we hold the conviction that our Personalized Learning Program should serve as an environment that intentionally unlocks the full potential of our students through both challenging academic pursuits and diverse non-academic experiences. The Personalized Learning Program is designed to complement and enrich the classroom lessons and learning experiences of our students at Friendly Academy, providing a broader and more holistic educational journey. By doing so, we aim to foster the development of essential critical thinking skills and 21st-century competencies, empowering our students not only within the school environment but also for their future endeavors beyond Friendly Academy.

Artificial Intelligence (AI) "refers to the simulation of human intelligence by software-coded heuristics".[21] Artificial intelligence (AI) is becoming increasingly popular in education as a way to enhance the learning experience for students of all ages. AI can be used to personalize learning, provide real-time feedback, and automate tasks, freeing up teachers to focus on more creative and engaging instruction. For example, AI-powered tutors can provide students with one-on-one instruction and support, while AI-based grading systems can provide immediate feedback on assignments. AI is also used to develop new and innovative learning experiences, such as virtual reality simulations and interactive games. As AI technology continues to develop, it is likely to play an even greater role in education in the future.

AI can be used to help provide valuable insights into student performance and learning trends to promote personalized learning. "Not only can AI tools enhance creativity and productivity, but also they can program educators with valuable insights into student learning and assist with some of the time-consuming tasks that educators have".[22] Artificial intelligence (AI) can revolutionize education by providing personalized learning experiences for students. AI can be used to:

- Assess student needs and progress: AI can analyze data from student assignments, quizzes, and exams to identify their strengths and weaknesses. This information can then be used to provide students with personalized instruction and support.
- Adapt learning materials to individual students: AI can create customized learning paths for each student based on their unique needs and learning styles. This can help students learn more effectively and efficiently.
- Provide real-time feedback: AI can provide students with immediate feedback on their work, which can help them identify and correct their mistakes. This can help students learn more effectively and improve their understanding of the material.

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[21] Scott, Gordon. "Artificial Intelligence (AI): What It Is and How It Is Used." *Investopedia*, 2023, https://www.investopedia.com/terms/a/artificial-intelligence-ai.asp.

[22] Poth, Rachelle Dené. "AI Tools for Teachers." *Edutopia*, 20 October 2023, https://www.edutopia.org/article/7-ai-tools-that-help-teachers-work-more-efficiently?gclid=CjwKCAiA04arBhAkEiwAuNOsIrJghgjpj_IMkGmrlE33kbqozJammpESG3KrdajKuiMdRe8s5hztfxoCWMQQAvD_BwE.

- Create engaging learning experiences: AI can be used to create gamified learning experiences that are more engaging and motivating for students. This can help students stay on track and make learning more fun.
- Support teachers: AI can automate many administrative tasks, such as grading assignments and providing feedback. This can free up teachers' time to focus on providing personalized instruction to their students.

Overall, AI has the potential to make learning more personalized, effective, and engaging for all students.

AI is still a relatively new concept for educators, and we acknowledge that there is more to learn about opportunities associated with AI. We are researching the following organizations and participating in training to choose which industry leaders we want to partner with. The Executive Director and Director of Academics will spearhead this work.

Magic School: The mission acknowledges that teachers are burned out. Therefore, they offer help to lighten the load by rewriting, proofreading, and summarizing text so teachers can save their energy for where they shine best—in the classroom, in front of students.

AI for Education: They provide AI strategy development, and AI policy development. Professional development is another service offered to help educators integrate AI into lesson plans.

Brisk Teaching: They provide a Brisk Chrome extension to help teachers create educational materials, level resources, share feedback, and inspect student working. Brisks leveraged AI to connect and extend impact while reducing time spent on non-student-facing activities.

Diffit: Teachers can use this platform to customize and differentiate resources for grade-level content.

Entrepreneurship

Friendly Academy has been exploring curriculum and partnerships with organizations to integrate entrepreneurship skills into our program. We do not believe that every child must aspire to become an entrepreneur. We believe that the jobs of the future are unknown, and it is important for students to have an "entrepreneurial mindset". The Network for Teaching Entrepreneurship defines the entrepreneurial mindset as a "set of skills that enable people to identify and make the most of opportunities, overcome and learn from setbacks, and succeed in a variety of settings. Research shows that an entrepreneurial mindset is valued by employers, boosts educational attainment and performance, and is crucial for creating new businesses."[23]

[23] "The Entrepreneurial Mindset." *NFTE*, https://nfte.com/entrepreneurial-mindset/.

NFTE has developed a scale to measure the entrepreneurial mindset in students who participate in their programs. Their Mindset Index (EMI) measures eight core domains that we have identified, through our own research and that of others, as critical to becoming entrepreneurial.

- Future orientation
- Comfort with risk
- Opportunity recognition
- Initiative and self-reliance
- Communication and collaboration
- Creativity and innovation
- Critical thinking and problem solving
- Flexibility and adaptability

We will integrate instructional practices that encourages the entrepreneurial mindset in all classes. Entrepreneurialshop curriculum will be taught during students time in the Dream Lab.

Curriculum	Prospective Partnerships
VentureLab is a nonprofit organization that is helping create the next generation of innovators and changemakers through entrepreneurial learning. The organization has exceeded a cumulative of 777K students and educators, caregivers and community members impacted by their entrepreneur programs and curriculum. See Appendix A.2.5 for a sample lesson plan.	Mission STL/Beyond School is an AmeriCorps program that prepares students to enter high school with the social, emotional, and academic tools needed to be successful in high school and beyond. According to a 21st Century Community Learning Center evaluation, 98% of students improved in all core content areas due to their personalized reading programs, one-on-one tutoring, and enrichment classes. Entrepreneurship skills are a part of their enrichment classes. Friendly Academy could partner with Beyond School to help integrate entrepreneurship during the school day and after school.
Uncharted Learning offers schools a complete curriculum, teacher training, and support services to assist students in acquiring versatile, real-world skills. Uncharted has impacted over 98,000 students and over 310 schools. Their impact has led to over 9,500 business models being developed. Their curriculum serves students in grades 4th - 12th. The elementary lessons can be adjusted to Kindergarten students. See Appendix A.2.6 for more information and a sample lesson	The Missouri AfterSchool Network builds systems across the state that improve, support, and sustain high-quality afterschool programs. MASN combines nationally-recognized curriculum, community-driven programs, and Missouri entrepreneurial ecosystem support to empower K-12 students to explore entrepreneurship and develop their own ideas.

plan.	
Network for Teaching Entrepreneurship (NFTE) mission is to "ignite the entrepreneurial mindsets with unique learning experiences that empower students to own their futures.	The Center for Innovation and Entrepreneurship mission of CIE is to serve as a hub of entrepreneurial activities to foster the growth of emerging entrepreneurs and cultivate the next generation of entrepreneurs and leaders as future business owners. They realize the mission by facilitating an entrepreneurship curriculum, hands-on educational training, and services to complement formal classroom learning in a state-of-the-art entrepreneurship center for Harris-Stowe State University students and the community.

Instructional Model

Vision of Excellence

In order to create conditions to deliver on our goals of ensuring students have the academic and social-emotional growth to live a life of choice and opportunity, we focus on four tenets of instruction and the accompanying systems that allow those tenets to thrive. The four tenets serve as the priorities of our instructional model: high expectations, essential content, academic independence and risk-taking, and evidence of learning. Essentially, we strive to create classrooms where teachers and students create healthy, positive, thriving classroom cultures, effectively deliver high-quality standards-aligned curriculum, provide opportunities for students to engage with the most important learning of the lesson independently and in groups and ultimately produce artifacts that demonstrate their learning. Below articulates the methodology and expectations of creating a shared instructional vision, describes each tenet, the accompanying systems required to maximize their impact, and the timeline for when they should be a focus in the school year.

High Expectations

The culture of our classrooms is safe, warm, joyful and challenging, setting the table for all children to engage meaningfully in their learning. Teachers and students, together, through their words and actions, demonstrate an unwavering belief that all can and will succeed. Teachers are responsible for setting high expectations for students, ensuring instructional time is maximized, and that students are given every opportunity to succeed.

> *Systems to Maximize Impact:* In order for all classrooms to meet the demands of a high expectations classroom, instructional coaches must have a vision for what an ideal high expectations classroom looks like. Then, instructional coaches need training in real-time coaching, and observation/feedback. This means that the managers of instructional coaches have to also have training in real-time coaching and observation feedback so they can support the instructional coaches. Further, you have to create an environment in the school where these practices are normalized. That can be achieved by starting the school year with feedback being a normal process, and clear articulation to teachers for what they can expect regarding support and feedback and the accompanying rationale for why it is so important. Ultimately, we take teacher support and feedback seriously because the profession is so important for our students to be equipped with the skills, knowledge, and habits they deserve to have choices and opportunities after high school and in life. Within this tenet, in particular, it will be important to address teacher mindsets to ensure there is a belief that all children can meet a high bar. We know from reports like the *Opportunity Myth* that point to teachers' belief in whether or not students can/will meet the demands of Missouri Learning Standards as a predictor of learning. Lastly, this tenet can be supported through exemplar videos that are shown and the creation of a tool to measure high expectations in classrooms.
>
> *Timeline:* High expectations should be the initial focus of the school year, from summer training through the first quarter of the school year. For teachers and all students to have a chance at academic success they need to build high expectations classrooms early in the year, with the support of their coaches. As much professional development and coaching as possible should relate to this tenet at the beginning of the school year.

Essential Content

Students have consistent access to high-quality instructional materials that support proficiency and growth within the standards. Teachers deliver their content at the appropriate grade-level rigor without changes that diminish the rigor. Instructional materials are culturally appropriate and represent a wide array of viewpoints.

> *Systems to Maximize Impact:* For teachers to have the skills and knowledge to maximize this tenet, they need opportunities to internalize lessons and co-plan with their coaches and teachers who teach similar content. Intellectual preparation starts with

internalizing the content of a unit so that teachers deeply understand what is being taught and make decisions about how students will interact with the material. Teachers will prepare their lesson internalization *one week* before facilitating the lesson to students. See Appendix A.2.3 for the Lesson Internalization Plan template. Teachers will complete their Lesson Internalizations during weekly coaching meetings with the Director of Academics. Sitting atop this tenet is the adoption of high-quality instructional materials, which was discussed earlier in this section.

Timeline: This tenet should start before the school year begins during the summer institute to give teachers a headstart to internalizing their content. Caching and professional development should be on-going and aligned to maximize this tenet.

Academic Independence and Risk Taking

Students are given opportunities to productively struggle with the most important learning in each lesson independently, with partners, and with the whole group. Students have opportunities to bring their thinking to the whole classroom, where through vigorous debate and conversation, students build their own understanding. The teacher acts as a facilitator in the room to support, but not as the "keeper of the knowledge."

Systems to Maximize Impact: The three systems that can significantly maximize this tenet are: observation feedback, real-time coaching, and co-planning. Most importantly, the symbiosis of all these levers is critical in maximizing the teacher's skill in this tenet. Instructional coaches need to be well-versed in these levers, which means high-quality support from administrators. Further, teacher-leaders who are leading meetings will also need training and support to work as both leaders and change agents in their content areas.

Timeline: This tenet should be focused on in the second quarter of the school year alongside essential content. They work together where teachers are learning how to do the planning necessary to maximize their curriculum while ensuring in execution, students are given ample opportunities to do the learning. It is normal and natural for this focus to continue into quarter three, depending on the amount of growth teachers and coaches are able to make in this window.

Evidence of Learning

Teachers, leaders, and students have a consistent understanding of how they are learning and growing in class. Teachers and leaders are focused on collecting artifacts that demonstrate students are making adequate progress toward the standards being taught in class. Plans are created for the whole group and sub-groups that are not making adequate progress.

Systems to Maximize Impact: The core system that maximizes this tenet is data meetings

(see Appendix A.2.7 for a Data Meeting Overview and Cheat Sheet from UnCommon Schools). In order for data meetings to yield the greatest impact on students, leaders and teachers need to be well-versed in the demands of the standards, and understand the various ways mastery of the standard can be attained. Core to the data meetings is that they happen regularly, either with the content team or in individual instructional coaching check-ins.

Timeline: This tenet should be the focus of quarters three and four. Student learning should always be at the core of all the tenets, but ultimately when students are not learning, it is generally because one of the other three tenets is lagging. Therefore, once we master/demonstrate proficiency in the other three tenets, it opens the door for data meetings to be immensely effective in ensuring all students are making adequate progress.

Professional Development for Implementation of the Education Program

By investing in the professional growth of educators, schools foster a dynamic learning environment that prioritizes equity, ultimately narrowing the achievement gap and ensuring all students have access to high-quality education and opportunities for success. Simultaneously, leadership development ensures that school leaders are equipped with the skills to create a supportive and empowering environment, align school goals with academic excellence, and strategically guide the implementation of effective teaching practices. This dual-tiered approach establishes a collaborative and coherent framework, essential for optimizing the collective impact of teachers and leaders, ultimately contributing to enhanced student achievement and success.

In alignment with RSMo 160.405.1.(4), and to ensure every student receives high-quality instruction that is rooted in love, we prioritize professional coaching and developing our teachers. We will also set teachers up for success by providing high-quality guiding documents and resources. All teachers will participate in a three-week summer institute. The institute will focus on aligning our vision and mission for the school, academic best practices, wellness, and school operations. We will spend time focusing on curricula and assessments for internalization. The summer institute will highlight our core pillars of entrepreneurship, Artificial Intelligence, and service-based learning integration to enhance instruction. Teachers will also have time for collaborative planning and room preparation during this time. In addition to the summer institute, we have weekly practice clinics that are further described below. Our faculty will also participate in a monthly professional development day. See Appendix A.2.8 for the Friendly Academy Academic Calendar and A.2.9 for the Friendly Staff Daily Schedule.

Summer Institute Overview

Week	Monday	Tuesday	Wednesday	Thursday	Friday
	Summer Institute				
1-2	**Friendly Academy Kick Off** Mission, Vision & Values Organizational Priorities Team & Community SEL: Positive Staff Culture Entrepreneurship, AI, & Service Based Learning Personalized Learning	**Operating in Excellence** Goal Setting Staff Handbook First Day of School Overview Teacher|Student Schedule Arrival Dismissal SEL: Caring for Self	**Creating a Strong Classroom Culture** Fostering Teacher & Student Relationships SEL: Conscious Discipline Defining a Strong Classroom Community Establishing Routines and Procedures (*Teach Like a Champion - TLaC*) Setting High Behavioral Expectations (*TLaC)*		
3	**Instruction: Planning that Ensures Academic Achievement** Exceptional Learners (gifed and special services) Curriculum Unpacking Structuring and Delivering Your Lessons Creating an Exemplar (Intellectual Prep) SEL: Balancing Work		**Instruction: Planning that Ensures Academic Excellence** Maintaining High Academic Expectations (TLaC) Collaborative Planning Double Plan (TLaC) Draw the Map (TLaC) SEL: Prioritizing What Matters		

Professional Development Calendar

Timeframe	Leader Development	Teacher Development
Summer Institute	**High Expectations/Essential Content** **Leading in Excellence**: How to Lead Effectively on a Team (using DISC + Strengths Profile) **Time Management**: How to Organize Your Time to Drive School-wide Outcomes **Observation & Feedback**: How to Conduct the Observation & Feedback Cycle	**High Expectation/Essential Content** **Friendly Academy Kick Off**: An Overview of Who We Are **Operating in Excellence**: Systems that Make Friendly Academy Successful **Culture:** Creating a Strong Classroom Culture

	Curriculum & Instruction: Becoming an Expert in Curriculum & instruction processes	**Instruction**: Planning that Ensures Academic Excellence
Beginning of Year	**Essential Content/Academic Independence/Risk Taking** **Curriculum & Instruction**: How to create an exemplar **Culture Clinics:** What skills should teachers master within the classroom? **Staff Culture & Development**: How to lead a staff development cycle **Student Culture**: How to establish Social Emotional Learning (SEL) with positive incentives **MTSS**: How do we support all students? **Observation & Feedback**: Coaching teachers through observation & feedback cycles **Personalized Learning**: Entrepreneurship, AI, & Service Based Learning	**Essential Content/Academicd Independence/Risk Taking** **Curriculum & Instruction**: How to create an exemplar **Culture Clinics:** Coach Teachers to on Skill Development to Mastery **Team Excellence**: What are my unique strengths & how does it contribute to team efficacy? **Time Management**: What operating mechanisms will guide teacher success **MTSS**: How do we support all students? **Observation & Feedback**: What is the observation and feedback cycle? **Personalized Learning**: Entrepreneurship, AI, & Service Based Learning
Middle of Year	**Academic Independence/Risk taking/ Evidence of Learning** **Data Driven Instruction**: How to make Decisions Using Data, leveraging AI **Data Driven Instruction**: How to lead student work analysis meetings? **Data Driven Instruction**: How to create a reteach action plan after a unit assessment? **Student Culture**: Monitor SEL and incentives to ensure positive student culture **Staff Culture & Development**: Reflecting on the year: mid-point review with two-way feedback **Personalized Learning**: Entrepreneurship, AI, & Service Based Learning **MTSS**: Response to Intervention: how are students progressing (mid-point review)	**Academic Independence/Risk taking/Evidence of Learning** **Data Driven Instruction**: How to analyze and report exit ticket data-using AI **Data Driven Instruction**: How to lead student work analysis meetings? **Data Driven Instruction**: How to create a reteach action plan after a unit assessment? **Student Culture**: Monitor SEL and incentives to ensure positive student culture **Staff Culture & Development**: Reflecting on the year: mid-point review with two-way feedback **Personalized Learning**: Entrepreneurship, AI, & Service Based Learning **MTSS**: Response to Intervention: how are students progressing (mid-point review)
End of Year	**Evidence of Learning**	**Evidence of Learning**

	Data Driven Instruction: How to use AI to create a reteach action plan after unit assessment. **Data Driven Instruction**: How do we aggressively monitor in the classroom? **MTSS**: Response to Intervention: how are we meeting all students' needs	**Data Driven Instruction**: How to use AI to create a reteach action plan after unit assessment. **Data Driven Instruction**: How do we aggressively monitor in the classroom? **MTSS**: Response to Intervention: how are we meeting all students' needs

Culture of Feedback and Instructional Coaching

We believe in creating a culture of feedback at Friendly Academy because it creates a supportive and collaborative environment where teachers feel valued and empowered to improve their teaching practices continuously. Feedback provides teachers with specific insights into their strengths and areas for growth, fostering a culture of ongoing professional development. Additionally, a feedback-rich culture promotes open communication, trust, and a sense of accountability among staff members. Students also benefit as teachers refine their instructional methods based on feedback, leading to improved learning experiences. Moreover, a culture of feedback encourages a growth mindset, where challenges are viewed as opportunities for improvement rather than obstacles. Empowering teachers with the mindset of continuous improvement transforms classrooms into dynamic hubs of learning, where educators are not just disseminators of knowledge but fervent learners themselves, always seeking better ways to inspire and educate. Leaders at Friendly Academy will also seek feedback from faculty and families. There will be multiple methods to give feedback (i.e., Panorama Survey, targeted feedback sessions, anonymous forms, and casual requests).

Effective instructional coaching leads to better teacher retention by providing prompt feedback and personalized support. Instructional coaching promotes teachers' wellness and job satisfaction as leaders serve as reflective thought partners and guides. Coaching enhances student outcomes and a more enriching educational experience for all stakeholders.[24] Friendly Academy loves teachers by observing and giving them consistent feedback to enhance their growth. The Director of Academics will maximize coaching sessions by employing the protocols of the RELAY Graduate School of Education (see Appendix A.2.10 for the "Get Better Faster" Coach's Guide). The Director of Academics will provide tailored coaching to faculty, aiming to refine their pedagogical skills through regular observation and feedback cycles. These cycles occur at least bi-weekly and draw insights from observations, student work samples, and performance data. The coaching sessions, held both individually and in groups, are strategically designed to target specific areas for growth in each teacher's professional development. Throughout these sessions, educators analyze exemplary teaching practices and student work, encouraging critical thinking about successful elements and identification of gaps in their own approaches. This systematic process supports the formulation of tangible action steps for swift improvement. The integration of real-time feedback and individual/group meetings empowers teachers to actively guide their professional development journey.

[24] Linsey Deacon, https://www.nwea.org/blog/2023/3-ways-quality-instructional-coaching-impacts-teacher-efficacy/. NWEA. 2023

Weekly Practice Clinics and PD

Practice clinics serve as dynamic platforms for teachers to refine their instructional techniques and enhance their overall effectiveness in the classroom. Grounded in a data-driven approach, the training program leverages insightful observations and analytics to pinpoint specific areas for growth in academic instruction and school culture. Friendly Academy has implemented Relay GSE's innovative weekly practice clinics. By tailoring the clinics to address these identified needs, Friendly Academy ensures that its teaching staff receives targeted and relevant support, accelerating their professional development and ultimately elevating the quality of education provided to students. We will also use Paul Bambrick Santoya Get Better Faster Scope and Sequence (Appendix A.2.11) for professional development. Through the Relay GSE weekly practice clinics and PD, Friendly Academy underscores its commitment to empowering educators and fostering an environment of continuous learning. Teachers will have one hour built into their schedule each week to participate in the practice clinics.

Wellness Development

At Friendly Academy, our commitment to teacher well-being extends beyond the conventional realms of professional development. Recognizing the multifaceted challenges that educators encounter, we will develop partnerships with community wellness and trauma-informed experts to deliver targeted training programs. These sessions, led by specialized partners (i.e., Crossroads Counseling Center), will not only delve into the unique challenges teachers face but also provide practical strategies for stress management, the establishment of healthy boundaries, and the cultivation of resilience. Moreover, we understand that promoting teacher well-being requires a comprehensive approach. As such, some of the training will be conducted separately to allow for in-depth exploration and personal reflection, while other components will be seamlessly integrated into academic practices. This integrated approach emphasizes the interconnectedness of teacher wellness and academic success, highlighting the idea that educators must prioritize their well-being to maximize their positive impact on students. By addressing the holistic needs of teachers, Friendly Academy aims to create a supportive and thriving educational community that fosters not only academic excellence but also the overall health and sustainability of its educators.

Formal Teacher Evaluation/Assessment

The Director of Academics conducts two formal evaluations each year, which are recorded in Whetstone, enabling teachers to access their results, feedback, and actionable steps immediately. These evaluations are reviewed in detail with teachers during their second and fourth quarter meetings. New teachers, within their initial two years, undergo evaluations using Missouri's New Teacher Feedback Forms,[25] while teachers in their third year onwards are assessed through Missouri's Growth Guide. A copy of the Missouri Teacher Evaluation guide can be found in Appendix A.2.12.

[25] For more information on Missouri's New Teacher Feedback Evaluation Tool, see https://dese.mo.gov/media/pdf/oeq-ed-newteacherfeedbackforms

A.3 Assessing Student Performance

Approach to Student Assessment

We believe that "feedback is a gift" for both teachers and students and is an essential component of effective learning. Feedback provides students with valuable information about their strengths and opportunities for growth; when shared appropriately, feedback can motivate students to continue learning and develop a love of learning. Numerous studies have shown that feedback is one of the most powerful influences on student achievement. For example, a meta-analysis of over 800 studies by John Hattie[26] found that feedback had an average effect size of 0.80, which is larger than any other factor in education research. In addition to impacting student achievement, feedback also plays an important role in developing students' metacognitive skills. Metacognition is the ability to reflect on and monitor one's own thinking and learning processes. Feedback helps students to develop these skills by providing them with opportunities to think about their work, identify their mistakes, and develop strategies for improvement.

AI for Education discussed that beyond classroom instruction, both feedback to students and planning consume a significant portion of a teacher's weekly workload.

Artificial Intelligence can address these challenges in the following ways:

- AI can swiftly generate formative feedback, assisting teachers in optimizing their performance. Through guided input, educators can customize AI-generated feedback based on rubrics, identified areas of growth, and future steps. AI can also pose thought-provoking questions to stimulate higher-order thinking.
- The implementation of AI ensures equity by delivering immediate and plentiful feedback, providing all students with opportunities for improvement through constructive input.
- A teacher-in-the-loop AI feedback system enables personalized and high-quality feedback aligned with learning objectives and individual student needs.
- It's crucial to emphasize that AI's role should be limited to offering formative feedback and not providing scores or summative evaluations.

Measuring Students' Performance

We believe that by assessing student performance, educators gain valuable insights into individual strengths and weaknesses, enabling targeted instructional strategies to enhance learning outcomes. Additionally, performance assessments contribute to a more holistic understanding of a student's academic progress, fostering continuous improvement and personalized educational approaches. We will use assessment data to identify insights into students' understanding and mastery of content, which allows for targeted and differentiated instruction based on individual learning needs. We will track students' progress over time, providing a clear picture of their academic growth and helping to identify areas that may require

[26] Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge.

additional support or enrichment. Pursuant to RSMo 160.405.4.(6) and 160.514, student performance data will be collected and measured per the calendar below so that Friendly Academy school leaders and teachers can measure progress toward academic standards. Baseline assessments in reading and math will be administered to all students within the first four weeks of each school year. Student performance data will be submitted for the school's annual report card and will be published as prescribed, per RSMo 160.410 and RSMo 160.522.

At Friendly Academy, we will conduct the mandatory state assessment, following state policy and RSMo 160.518. Our commitment includes preparing and sharing an annual report card as outlined in RSMo 160.522 and RSMo 160.410.1.(4). Our primary objective is for every student to exhibit proficiency or display progress toward proficiency each year. Utilizing the data gathered from the annual Missouri Assessment Program (MAP), we will assess students' advancement over time, considering grade levels, subject areas, and other pertinent metrics. MAP assesses students' progress toward mastery of the Show-Me Standards which are the educational standards in Missouri. The Grade-Level Assessment is a yearly standards-based test that measures specific skills defined for each grade by the state of Missouri.

Northwest Evaluation Association (NWEA) Benchmark Assessment

Friendly Academy recognizes the unique strengths and growth areas of each student. To assess academic progress, we will conduct Northwest Evaluation Association (NWEA) Benchmark Assessments three times a year, beginning in Kindergarten. The state-approved K-3 reading assessment list has been released by the Department of Elementary and Secondary Education (DESE). According to RSMo 167.645, every school district and charter school is required to assess all students in kindergarten through grade three at the start and conclusion of each academic year. The assessment should measure their reading level or reading readiness, and starting from the 2023-24 school year, local education agencies (LEAs) are mandated to use one of the assessments provided in the official list to fulfill statutory requirements. NWEA is a state-approved assessment for K-3 reading.

The NWEA Measures of Academic Progress (MAP) assessments play a crucial role in identifying students who may need intervention, those who are talented and gifted, individuals requiring targeted instruction, and those ready for enrichment activities. At the start of each academic year, during the initial fourweeks of school, we will administer MAP assessments in Reading, Math, and Language Usage to gain comprehensive insights into each student's academic profile.

The NWEA assessments, including MAP Growth Assessment, are computer-adaptive, providing precise and reliable data on each student's learning level, regardless of their ability or grade. The adaptive nature of the assessments tailors questions to each student's performance, ensuring an accurate representation of their proficiency. Even with this adaptability, all NWEA MAP assessments are aligned with Missouri Learning Standards, offering teachers comparative data and the ability to predict proficiency on high-stakes tests. Furthermore, NWEA assessments are nationally normed, enabling us to benchmark Friendly Academy's students against their peers nationwide. This comprehensive approach to assessment ensures that our educational strategies

align with both state and national standards, fostering a well-rounded educational experience for our students.

Assessment Calendar

Assessment	Grade	Subject	Timeframe	Administrator
NWEA MAP (Baseline, Reading, Math)	K - 5th	Math & Reading	3 times per year (August, December, May)	Classroom Teacher
Missouri Assessment Program (MAP)	3rd - 5th 5th	Math, Language Arts Science	1 time per year (March - April)	Classroom Teacher
SEL Screener	K - 5th	Social Emotional Learning	2 times per year (August & April)	School Social Worker
Speech, Language, Hearing & Vision Screening	K - 5th	Auditory, Visual	1 time per year (August - September)	Contractual Speech Pathologist, School Nurse
Unit Assessments	2nd - 5th	Math, ELA, Science	6 times per year (once per 6 weeks)	Teacher
Formative Assessments	K - 5th	All	Daily	Teacher

Friendly Academy will utilize a blend of formative and summative assessments to gauge students' understanding and progress. Formative assessments serve as glimpses into a student's grasp of concepts, skills, or knowledge, utilizing various methods like exit tickets, writing assignments, class participation and discussions, graphic organizers, and homework tasks. Summative assessments, on the other hand, are typically administered at the conclusion of a unit and provide a comprehensive evaluation of students' overall understanding. While both assessment types are utilized, the focus at Friendly Academy tilts towards formative assessments, aligning with our goal to guide ongoing instruction effectively. Additionally, we incorporate diverse assessment methods to gain a comprehensive understanding of individual student progress towards learning goals and grade-level standards.

Data-Driven Decisions

At Friendly Academy, administrators recognize the critical role of data meetings in fostering a data-informed culture and enhancing instructional practices. To support us in our efforts, we will utilize UnCommon Schools / Relay Graduate School of Education’s framework for data team meetings (see Appendix A.2.7). As we vet AI schools, before the school launch, we will identify an AI tool that can assist teachers with quickly analyzing students’ assessment data for teachers. These meetings will be structured to provide a collaborative space for teachers to engage in the process of gathering, analyzing, and using performance data. Administrators will kickstart these

sessions by outlining the overarching goals and objectives tied to data-driven instruction, emphasizing its impact on student outcomes. Subsequently, teachers will be guided through practical demonstrations of effective data collection methods and introduced to user-friendly tools for analysis.

The data meetings will go beyond mere dissemination of information; they will actively involve teachers in hands-on activities and student work analysis that directly relate to their classrooms. Administrators will encourage open dialogue and sharing of best practices among teachers, fostering a community of continuous improvement. By examining real-life scenarios and collectively brainstorming strategies, teachers will develop a nuanced understanding of how to tailor their instruction based on data insights. Moreover, administrators will leverage these meetings to provide ongoing support and address any challenges teachers may encounter in the process. Through this dynamic and interactive approach, administrators at Friendly Academy aim to empower their teaching staff with the skills and confidence needed to seamlessly integrate performance data into their instructional decision-making processes. The Director of Academics will train teachers to contribute to data meetings by gathering, analyzing, and using performance data to improve instruction. Professional development for performance data is included in our Professional Development in Section A.2.

Data Reporting and Usage

Friendly Academy will utilize a Student Information System (SIS) for housing and storing student data. We are vetting Teacher Ease and PowerSchool as possible systems to implement. We will use a SIS to track student records, transcripts, scheduling, medical records, grades, report cards, etc. To supplement, we use Panorama Education to track behavior, SEL, and cultural data. Panorama Education syncs with both Teacher Ease and PowerSchool to streamline data. The above systems give log-in access to administrators, teachers, and families. Families are provided access to their accounts during summer orientation, so they have on-demand access throughout the school year whenever they choose.

Report Cards

Report cards at an elementary school serve as a vital tool in communicating a student's academic progress to both parents and educators. These comprehensive documents provide a detailed overview of a child's performance across various subjects, highlighting strengths and areas for improvement. Report cards will be issued on a quarterly basis and will include grades, teacher comments, and assessments of a student's behavior and social skills. They play a crucial role in fostering open communication between teachers and parents, creating a collaborative environment to support a child's educational journey. Beyond academic achievements, report cards often emphasize the development of social skills such as teamwork, communication, and problem-solving. The information contained in report cards serves as a valuable foundation for parent-teacher conferences and helps guide future educational strategies tailored to each student's unique needs.

- Individual Student Reports(ISR): As required by DESE, Friendly Academy will provide information on the performance of students on the assessment. We will give families a copy of the ISR within 15 days of the assessment.

Grade Level Promotion

Our promotion criteria will be determined by demonstrating academic progress. Specifically, we will assess benchmark indicators aligned with the Missouri Learning Standards (MLS) and our curriculum guidelines to evaluate readiness for the next grade level. In our planning year, the Student Success Team will establish a set of at-risk indicators tailored to each grade level, comprising MLS that students must master to advance. Given the individualized goals of each student, we will maintain continuous communication with both students and parents to monitor their progress. Family teacher conferences will serve as opportunities to discuss whether students are on track for promotion. At Friendly Academy, retention will only be considered in cases where students have not met a minimum of 60% of the indicators of readiness.

State and Board Reporting

As required by DESE, Friendly Academy will utilize the Annual Report for performance reporting and metrics. The Executive Director will review student achievement data and explicitly highlight students' academic performance across various sub-groups, such as ethnicity, gender, socioeconomic status, English proficiency, and disability status.

Friendly Academy will communicate monthly with our Board of Directors regarding data and student performance. The Executive Director will thoroughly review student performance data in every curriculum sub-committee meeting. Highlights of student performance will be discussed during the regular board meetings. Annually, the Executive Director will present to the Board of Directors on the schools performance progress, strengths and opportunities for improvement.

A.4 School Calendar and Daily Schedule

Friendly Academy firmly believes that through deliberate scheduling and a focused approach to how we structure our school days, we can optimize the time spent in school while still adhering closely to traditional school hours. Moreover, our emphasis on quality over quantity supports our mission of keeping love at the foundation of our school. We love our families and faculty by thoughtfully designing our academic calendar to meet the needs and preferences of our community and the state requirements. We implemented a daily schedule that prioritizes literacy, mathematics and innovation. Our academic calendar has been carefully crafted based on feedback from parents, families, and community members. The calendar has also been informed by data from other school leaders in the city. We will operate on a similar schedule to SLPS and other neighboring schools. Upon the first year of operation, we will survey and request feedback from families when crafting the calendar for year two.

Friendly Academy adheres to a schedule running from mid-August through early June. It includes intermittent breaks during the academic year, as well as a generous two-month summer vacation period. Aligned with our school model, there is a scheduled wellness day during each month to promote self-care for our faculty and families. As part of our commitment to eliminating the "summer slide" and ensuring a secure learning environment during the summer months, Friendly Academy will seek to partner with summer camps and academic enrichment programs to refer our students to.

Each school day runs from 8:00am to 3:30pm, and in total, students receive 1,106 hours (excluding daily lunch breaks) of regular instruction each school year, which is in accordance with RSMo 160.041 and RSMo 171.031. Friendly Academy's calendar is pursuant to statute RSMo 160.405.1.(6) and RSMo 160.011 ,which requires LEAs to provide a minimum of 1,044 hours of instruction each school year. Friendly Academy has identified 8 makeup days, totaling 62 hours, in case of missed school days due to inclement weather per RSMo 171.031. Makeup days will be included in the school calendar and marked distinctly. A proposed School Calendar can be found in Appendix A.2.8.

The regular school year is divided by quarterly and semester. Parents have access to grades 24/7 by logging in to our Student Information System. Parents will also receive a quarterly report card during parent-teacher conference. During this meeting, the homeroom teacher thoroughly reviews the report card and helps plan, strategize, and set goals for the next quarter; these goals become the anchor of students' personalized learning plans. At the end of each semester, a more comprehensive report card is mailed home or given to parents during parent-teacher conferences that reflects the entire school year, behavioral reports, and other documentation to support their childs' progression.

Key Components of the Daily Schedule

Morning Huddles
Every morning kicks off with a vibrant and engaging morning huddle with our faculty (before the students arrive). The huddle is quick, lasting only about five to ten minutes each day. This daily gathering serves as a cornerstone for fostering a sense of unity and purpose within the academy's community. Faculty come together in a collaborative environment to align on goals for the day and share pertinent updates. The morning huddle not only sets the tone for the day ahead but also cultivates a culture of open communication and shared responsibility. By creating a space for individuals to express their thoughts, share insights, and receive collective encouragement, Friendly Academy ensures that each day begins with a sense of connection, purpose, and a shared commitment to academic and personal growth. Occasionally, there may be a need for an afternoon huddle to debrief and/or reset as situations arise.

Morning Boost/Closing Circle
Students should have a designated time to check-in with adults and receive encouragement to promote a positive start to the school day. Starting the day off right can increase academic outcomes throughout the day. All students will start the day with a morning boost in their classroom. This can include short SEL activities and energizers. Monthly, we will have a whole school morning boost to build school-wide community. Ending the day well also matters for students. During closing circle, students get to discuss highlights from their day and hear what's on the agenda for the following day.

Wellness Room
Short breaks allow students who struggle with regulation time to regroup, which improves their learning outcomes. These breaks afford students the opportunity to recalibrate and regroup, positively impacting their overall learning outcomes. To further support their well-being, students will have access to our dedicated wellness room throughout the day. Students will be taught how to identify their emotions and appropriate use of the room. This serene space, meticulously designed to nurture emotional and mental well-being, will be under the attentive care of both the school social worker and school counselor. As a haven for emotional restoration, the wellness room aims to provide a safe and supportive environment where students can navigate challenges and find solace. By prioritizing the promotion of calmness and mood regulation, the wellness room emerges as a vital resource in fostering a holistic approach to student development and success.

**Wellness Room Picture: generated using Artificial Intelligence (AI) and school model prompt*

Dream Lab

The Dream Lab is a dedicated space for creative exploration and serves as a catalyst for imaginative thinking and problem-solving. The Dream Lab provides students with a dynamic and stimulating environment that cultivates curiosity and innovation. Through hands-on activities and projects, students not only engage in the process of invention but also develop essential entrepreneurial skills such as critical thinking, collaboration, and adaptability. This unique space fosters a sense of wonder and empowers students to channel their creativity into tangible ideas, laying the foundation for a future generation of innovative thinkers and leaders. Classes have assigned time in the Dream Lab on a weekly basis.

**Dream Lab Picture: generated using Artificial Intelligence (AI) and school model prompt*

Academics
At Friendly, we prioritize providing all students with the opportunity to participate in double-blocked Reading and English Language Arts (ELA) as well as Math courses. We understand the significance of offering students ample time to delve into fundamental content areas. These essential foundations not only enrich their early years of education but also serve as a cornerstone for their future academic accomplishments.

Students will engage in a comprehensive English Language Arts (ELA) program, encompassing a minimum of 120 minutes of daily ELA instruction. Students will engage in an extended 90-minute Integrated Studies Block, strategically designed to seamlessly integrate ELA instruction throughout various content areas. For a thorough overview of the literacy program, please refer to section A.2 - Curriculum and Instruction.

Daily English Language Arts Instruction
At Friendly Academy, we have structured our daily English Language Arts (ELA) instruction based on the belief that our students will get better at reading through sustained, long term practice doing real intellectual heavy lifting: reading varied texts independently and together, explaining their thinking about reading, and writing about reading in authentic ways. At the elementary level, students will participate in at least 120 minutes of ELA instruction daily, with an additional 60 minute Integrated Studies block which incorporates ELA instruction across the content areas. See A.2 - Curriculum and Instruction for a detailed overview of the literacy program. The schedule is organized into the following blocks to support student mastery of English Language Arts.

Instructional Overview

	Average Daily Instructional Minutes	Total Instructional Minutes per Week
English Language Arts	120	600
Mathematics	100	500
Integrated Studies with a focus on Science & Social Studies	60	300
Related Arts (Visual Arts, Performing Arts, PE)	60	300
Social Emotional Learning	30	150
Dream Lab	-	110 (Fridays)

The proposed daily schedule for the 2025-2026 school year is presented below. The schedule features five homeroom classes, consisting of three kindergarten classes and two first-grade classes, listed across the top. As you follow the schedule, you'll gain insight into the various classes and activities students will participate in throughout their day.

Some of these classes, such as Reading Foundations and Math Foundations, are specifically designed to cater to the individualized needs of each student. During other parts of the day, students will be under the guidance of their homeroom teacher, with the valuable support of a teacher assistant who is actively collaborating in the classroom to address the diverse needs of our students.

"Kindergarten Student" 2025-2026 Daily Schedule		
	Monday -Thursday	**Friday**
8:00am - 8:30am	Breakfast/Morning Boost	
8:30am - 9:30am	ELA	ELA
9:30am - 10:30am	Literacy Lab	Math
10:30am - 11:30am	Integrated Studies	Personalized Lab
11:30am - 11:40am	Class Restroom Break	
11:40am - 12:20pm	Transition Lunch/Recess	
12:20pm - 1:10pm	Specials (P.E., Art)	
1:10pm -1:20pm	Class Restroom Break and Transition	
1:20pm - 1:30pm	Calming Time/Refocus/Snack	
1:30pm - 2:20pm	Math	Core Value Block: Dream Labs (Innovation) SEL Activity (Love) Service-based Learning (Community)
2:20pm - 3:10pm	Math Lab	
3:10pm - 3:20pm	Closing Circle	
3:20pm - 3:30pm	Transition/Dismissal	

Daily Schedule for Staff

The schedule provided in Appendix A.2.9 exemplifies a typical daily routine for our Friendly teachers. Each of our Friendly teachers is allocated two 50-minute prep periods daily. This

dedicated time is instrumental in ensuring our educators are well-equipped for their classes and is used primarily for lesson internalization. Regular prep periods empower teachers to keep their gradebooks up-to-date and foster for a better school culture. Homeroom teachers are responsible for ELA and integrated studies. There is a separate teacher for math and specials.

By providing teachers with the necessary support and resources during their workday, we enable them to perform at their best. This, in turn, directly benefits our students' learning and overall performance. At Friendly, we are committed to minimizing the demands placed on our teachers beyond their core teaching responsibilities, allowing them to channel their invaluable time and effort into academic preparation.

Inclement Weather Days

The shift to remote learning prompted by the COVID-19 pandemic has led Friendly Academy to adopt a fresh strategy to minimize disruptions to teaching and learning caused by inclement weather. Alongside the makeup hours already accounted for in our school calendar, Friendly Academy will craft and implement a virtual learning plan that revolves around an asynchronous learning setup. The virtual education courses will align with the requirements of RSMo 162.1250. Students will be able to complete learning activities outlined in their Personalized Learning Plans using digital resources familiar to them from their classrooms. The development of Friendly Academy's virtual learning plan will be overseen by the Executive Leadership Team and school design team, subject to approval by the Board before the commencement of the school year.

The following appendices contain detailed schedules and an overview of a typical day for a student.

- Appendix A.2.8: Academic Calendar for First Year of Operation
- Appendix A.4.1: Sample Daily Schedule for Kindergarten
- Appendix A.4.2: A "Day in the Life" of a Kindergarten Student

A.5 Students the School Will Serve

Given the higher poverty rates and lower access to high-quality schools in North St. Louis, Friendly Academy proposes a tuition-free and high-quality K- 5 option for all families residing in the community. There is a demand for a high-quality school as "Low-quality public services and schools contribute to the broader devaluation of properties in the neighborhood and stand in the way of attracting new residents," according to the Economic Innovation Group. We will target families who reside in the 63112, 63113, and 63107 zip codes and are situated in an eligible district in accordance with RSMo 160.400.2. However, Friendly Academy is open to all families who reside in St. Louis City. Friendly Academy will start by educating students in K - 5th grade and will explore expansion to multiple schools by replicating our elementary campus and possibly expanding to include grades K - 12th.

Our partnership with Friendly Temple will help maximize our enrollment plan and our capacity to offer our families wraparound services that they have named they desire. Friendly Temple is a faith-based community staple with thousands of congregants online and across three campuses. Although we partner with Friendly Temple, our school is not religious and is a tuition-free and public option for families. The purpose of our partnership with Friendly Temple is to provide wrap-around services like counseling and adult education to our families. Friendly Temple has agreed to share their facilities, generously reducing our overhead cost and leading to faster financial sustainability. Friendly Temple will support our before and after-school programs and provide basic resources for our families and faculty, such as food pantries and clothing.

Friendly Temple has served North St. Louis for over 70 years by providing family services, housing, redevelopment, and banking. Our partnership with an organization of this magnitude increases our school's capacity to achieve ambitious outcomes. We are honored to leverage part of their name and influence while establishing our own identity. Friendly Academy is our community's missing "puzzle piece" as we experience redevelopment and establish hope for future generations. We are developing a school model based on the community's needs and

desires for their families. Our quest to create a school that meets the needs of our community is ongoing.

We have met with dozens of educators, community partners, and families to learn how Friendly Academy can best serve our targeted population. We will empower a community that has been underserved and underestimated. Friendly Academy will meet the community's desire for emotional safety and academic rigor by providing academic excellence rooted in love.
The community provided insight and feedback on the type of school they desired for their children. During our dozens of small group and one-on-one sessions, residents expressed the need for a school that was emotionally safe and engaging as two of the main priorities. Many families identified the unique needs of their children and want a school that is equipped to differentiate learning experiences. Families discussed wanting their voices to be heard and involved in the decision-making at Friendly Academy. The feedback related to Friendly Academy's partnership with Friendly Temple was all positive. Residents applauded the idea of our collective care approach and discussed the necessity of serving the whole child with wrap-around services. We are committed to giving students the quality education they deserve and have incorporated their feedback with our mission of equipping students with a holistic and quality education that is rooted in love. Our program model is thoroughly explained in Sections A.1 and A.2.

Enrollment Projections
Friendly Academy is scheduled to commence its educational journey in the fall of 2025, initially focusing on serving Kindergarten and 1st-grade students during its inaugural year. Over the course of four years, Friendly Academy's grade levels will progressively expand, ultimately accommodating students from Kindergarten through 5th grade. The school's approach is deliberately gradual, emphasizing the importance of cultivating a robust school culture and tightly-knit community from the outset. This cautious approach in the first year allows for effective program implementation and proper resource allocation. Following the inaugural year, Friendly Academy will enroll an increasing number of Kindergarten students with further grade level expansions as students naturally progress through the system. The 2028-2029 school year will mark a significant milestone as Friendly Academy reaches its full capacity, serving students from Kindergarten through 5th grade.

Friendly Projected Enrollment, Years 1-5					
Grade	**25-26**	**26-27**	**27-28**	**28-29**	**29-30**
K	50	75	75	75	75
1	50	50	75	75	75
2		50	50	75	75

3			50	50	75
4				50	50
5					50
Total	**100**	**175**	**250**	**325**	**400**

Friendly Academy recognizes that reaching these enrollment goals is no easy task. While we have targeted and intentional efforts to reach students and families as outlined in section B.5 - Student Recruitment and Enrollment, the city of St. Louis is losing students every year. As reported by stlpublicradio.org, St. Louis Public Schools is now the fifth largest district in the region— as it used to be the largest in 2016-17. In 1998 the district had more than 44,000 students and now has less than 17,000.[27] According to sluprime.org, there are 3,000 fewer students in St. Louis City this year than in 2019-2020. Since 1940, St. Louis City has seen a decrease of over 50%, according to the U.S. Census Bureau.

Despite the decline in student enrollment, regionally, North St. Louis has the city's highest number of age-eligible children with the least high-quality school options.[28] That means recruitment and enrollment are ripe for a quality school like Friendly Academy. Friendly Academy will also target families who are congregants of partner organizations. As described above, the community has demanded a quality school for years. Families who reside in North St. Louis will no longer need to drive across several neighborhoods to locate a quality school. We have secured a facility in the community. The low proficiency rates and higher concentration of school-age children support the need for Friendly Academy to serve as a quality option for education in North St. Louis.

North St. Louis is ready for a school that gives back to the community. As described in section A.1, service learning is one of the core pillars of Friendly Academy. Participating in service learning, students can learn valuable skills like teamwork, communication, and problem-solving. They can also gain a greater understanding of the challenges faced by their communities. Examples of service learning include third graders planting a community garden and 5th graders panting a mural. Ultimately, service learning is rewarding and will enhance students' learning experiences and positively impact the community. North St. Louis needs a school in partnership with the community and families to combat the negative narrative and serve as a catalyst for change.

[27] Grumke, Kate. "Why St. Louis-area schools are still losing students every year." *STLPR*, 15 December 2022, https://www.stlpr.org/education/2022-12-15/st-louis-area-schools-are-still-losing-students-every-year.
[28] United States Census Bureau. "United States." *U.S. Census Bureau QuickFacts: United States*, https://www.census.gov/quickfacts/fact/table/US/IPE120222.

Friendly Academy recognizes that reaching these enrollment goals is no easy task. Our initial focus is on serving 100 kindergarten and 1st-grade students, with plans to expand to 400 students across K-5 within five years. Based on demographic data collected from the National Center for Education Statistics (NCES)[29] of the local charter elementary schools, Kindergarten, and 1st grade student enrollment are more than 100 students total. Friendly Academy enrollment projections are aligned with other schools in the community. With the community expressing dissatisfaction with current school offerings and showing interest in our proposed model, these insights collectively support the feasibility of our enrollment projections. Additionally, demographic trends indicating population stability in our target areas, alongside our strategic recruitment and marketing plans, underscore the realism of our growth expectations, setting a solid foundation for the successful scaling of Friendly Academy.

The following data was collected from the National Center for Education Statistics (NCES)

School Name	KG	1st
Atlas Public Schools	75	39
North Side Community School	61	57
KIPP Wisdom	93	81
KIPP Victory	106	93
KIPP Endeavor	58	52
KIPP Wonder	62	52

Student Attrition

During the academic year, as students advance from one grade to another, we anticipate a certain degree of attrition as some students relocate or move. Should a student and family decide to depart, Friendly may choose to fill the vacancy with a child from the waitlist for grades Kindergarten through Fifth Grade. However, to ensure the preservation of a robust school culture and maintain uniformity for all students, Friendly can choose to refrain from replacing students lost to attrition after the beginning of the second quarter of each school year.

Admission Policy

In alignment and full compliance with RSMo 160.410.1-3, all students who reside within the St.Louis Public School District boundaries will be eligible to enroll at Friendly Academy.

[29] IES | NCES. *National Center for Education Statistics (NCES) Home Page, a part of the U.S*, https://nces.ed.gov/.

Furthermore, school admission will not be limited based on race, ethnicity, national origin, disability, or income level.

St. Louis Data and Demographics

St. Louis City Demographics by Race	
Subject	**Number**
Native Hawaiian and Other Pacific Islander	0.0%
American Indian & Alaska Native	.03%
Some Other Race	1.3%
Asian	2.9%
Hispanic or Latinx	3.5%
White	43.9%
Black or African American	49.2%

Key metrics, North St. Louis and St. Louis metro area

Indicator category	Indicator	North St. Louis	St. Louis Metro
Demographics	Total population, 2019	121,600	2,804,900
	White	9.2%	73.7%
	Black/African American	86.0%	18.1%
	Hispanic/Latino	1.5%	3.1%
	Native	0.1%	0.2%
	AAPI	1.2%	2.6%
	Foreign born	2.1%	4.8%
Poverty and income	Poverty rate	32.0%	10.7%
	Median household income	$28,500	$65,700
Housing	Housing cost burden	43.9%	22.5%
	Vacant housing	41.7%	11.5%
	Owner-occupied	39.7%	69.3%
Education	Adults with no high school diploma	18.4%	7.3%
	Adults with Associate's degree or higher	13.5%	43.5%
Employment	Prime-age adults not working	33.4%	18.1%
	"Good paying" jobs per 1000 prime-age workers	1,241	938
	Establishment growth rate, 2010–2019	13.5%	3.0%
Occupation	Management, business, science, and arts	25.1%	40.6%
	Service	31.8%	16.9%
	Sales and office	21.3%	22.3%
	Natural resources, construction, and maintenance	5.2%	7.6%
	Production, transportation, and material moving	16.6%	12.6%

Source: EIG analysis of U.S. Census Bureau American Community Survey, Longitudinal Employer-Household Dynamics, and Business Patterns data.

School Age Population

According to data collected by Claritas for Think Health STL, there are approximately 16,833 aged 0-4 in St. Louis City. Additionally, there are 15,982 children aged 5-9 within the same boundaries. Based on the data, it is predicted that enrollment will increase as there are more children ages 0-4 than currently elementary students.

Reported Number of Children Aged 0-4	Reported Number of Children Aged 5-9	Reported Number of Children Aged 10-14
16,833	15,982	14,198

In addition to looking at census data, the Friendly team also looked at academic achievement as it still remains low for students across St. Louis City. Although there are some schools that outperform their area peers, the achievement gap still remains far too wide for students across the city. The following table shows proficiency rates across charter and district schools in Friendly's priority zip codes.

Enrollment Zone Proficiency Percentiles on 2023 Missouri Assessment Program (MAP)			
School Name	**Enrolled**	**ELA % Proficient**	**Math % Proficient**
Kipp Wisdom	**419**	**21.2%**	**12.2%**
Washington Montessori	**256**	**10.2%**	**7.9&**
Northside Community School	**353**	**26.7%**	**20.0%**
Ashland Elementary	**242**	**5.9%**	**2.3%**

High Risk Student Populations

As defined in RSMo 160.405, a "high risk" student as follows: "A student is one who is at least one year behind in satisfactory completion of course work or obtaining high school credits for graduation, has dropped out of school, is at risk of dropping out of school, needs drug and alcohol treatment, has severe behavioral problems, has been suspended from school three or more times, has a history of severe truancy, is a pregnant or parenting teen, has been referred for enrollment by the judicial system, is exiting incarceration, is a refugee, is homeless or has been homeless sometime within the preceding six months, has been referred by an area school district for enrollment in an alternative program, or qualifies as high risk under department of elementary and secondary education guidelines."

Services

Alongside strong academic support, Friendly's school model provides students who are at-risk with love and trauma-informed care. While "high-risk" students typically face more barriers, challenges, and stress than most students, it's important for these students to find a balance and escape between some of the stressors and challenges. Therefore, we will offer students opportunities to relieve stress and express themselves by being innovative. Wellness, counseling, and other support are part of our standard programming for all students, especially students who are at risk. Students will have access to a wellness room for self-regulation and mental health professionals (i.e, school social workers) who will help facilitate their social and emotional growth. These services are imperative to support students who have experienced trauma or impacting situations at home that might make school more difficult. Additionally, these services allow students to share positive experiences or new changes in their lives.

Homeless or Migrancy

Additionally, Friendly will enact policies to assure full compliance with McKinney-Vento Homeless Assistance Act made applicable under RSMo 167.020.1 and the Missouri State Plan for Homeless Children and Youth. The Dean of Operations will serve as the McKinney-Vento Liaison who is responsible for tracking and coordinating efforts on behalf of students and families. Friendly Academy also has a McKinney-Vento guidebook that ensures compliance at

all levels throughout the school year. This guidebook will be implemented at Friendly Academy. The guidebook can be found in Appendix A.5.1.

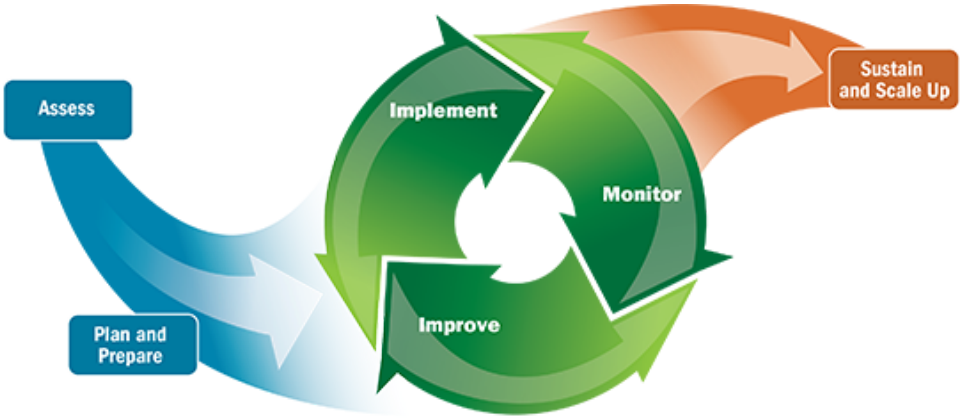
A.6 Special Student Populations

Commitment to Learners
Friendly Academy believes that all students can learn and have strengths. We hold high expectations for all students and operate on a strength-based approach. Students and families will be a part of building a personalized learning plan that supports their learning needs and expedites growth. Friendly Academy is committed to creating and implementing policies, procedures, and initiatives to guarantee that every student who is identified and in need of special education, English Language Learner/migrant services, or support for homelessness, receives proper instructional and behavioral assistance in line with federal and state laws.

The proposed founding Executive Director's educational roots are in the Special Education Department. As a former school social worker, Dr. Robinson was a part of the Individualized Educational Plan team. She participated by completing social histories, and adaptive and behavior assessments to determine eligibility for special services. Dr. Robinson also provided social work as a related service to help students meet their social and emotional goals. Dr. Alesha Morrison, board of directors, has a background in special education and spent over ten years being a part of the assessment and interdisciplinary team for special education. Dr. Robinson and Dr. Morrison also played an essential role in providing services to families who were identified as homeless and receiving EL Services. This includes, but is not limited to, referrals for family services, securing resources, and intervention services.

Multi-Tiered System of Support (MTSS)
At Friendly Academy, our approach to providing a Multi-Tiered System of Supports (MTSS) is rooted in a commitment to meeting the diverse needs of all students. MTSS, a collaborative and evidence-based system, aims to create school-wide prevention, enrichment and intervention processes. Our commitment to MTSS is underscored by our focus on Personalized Learning Plans that will drive academic, social, emotional, and behavioral success for each student. MTSS and personalized learning are complementary approaches in education that, when interwoven, can effectively address the diverse needs of students. MTSS ensures that students receive the appropriate level of support, while personalized learning ensures that this support is aligned with each student's unique learning profile. This synergy allows for a more holistic and effective educational experience, ensuring that every student has the opportunity to succeed and grow according to heir individual potential.The MTSS system shifts how school leaders and teachers actively intervene and individualize instruction for all students. As an integrative system, the MTSS process will empower school leaders and teachers to actively refine students' Personalized Learning Plans to ensure differentiated instruction and interventions are provided to meet the diverse needs of all students.The goal is to ensure that each student can attain both academic success and success in various aspects of life through a differentiated and personalized approach.

The American Institute for Research (AIR) has created an MTSS framework that Friendly Academy will adopt as it builds the processes to structure school-wide systems that will meet the



diverse needs of students. A sample MTSS implementation guide and rubric is included in Appendix A.6.1.

The MTSS team includes administrators, general education teachers, Special education teachers, support staff, and specialists who collaborate to identify students' needs, monitor progress, and adjust interventions as necessary. Regular data analysis and ongoing communication with parents and caregivers are integral components of our MTSS approach, ensuring a comprehensive and responsive system that fosters the academic and holistic development of each student at Friendly Academy.

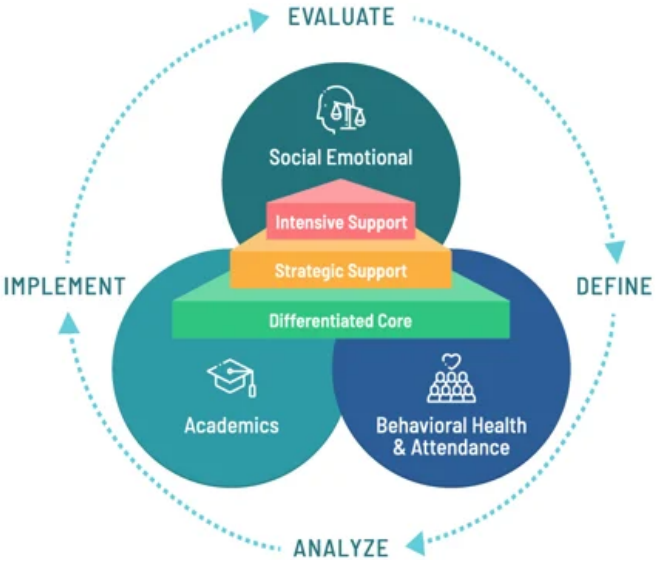
Response to Intervention (RTI)

RTI, or Response to Intervention, is an approach designed to provide early and systematic support to students who may be struggling academically or behaviorally. At Friendly Academy, we are committed to implementing RTI in a thoughtful and inclusive manner to ensure the success of *all students*. Our RTI framework involves a tiered intervention cycle that addresses students' academic and behavioral needs through a combination of universal, targeted, and intensive interventions.

Universal Supports (Tier 1): We prioritize high-quality, evidence-based instruction in the general education setting. This includes differentiated instruction, personalized learning approaches, and a positive and inclusive school climate that promotes the well-being of all students.

Targeted Supports (Tier 2): For students who may require additional assistance, we implement targeted interventions. This involves small-group instruction, focused interventions, and progress monitoring to address specific challenges and accelerate their learning.

Intensive Supports (Tier 3): Students who require more individualized and intensive support receive personalized interventions. This may involve one-on-one instruction, specialized programs, and collaboration with support services to ensure that every student has the opportunity to succeed.



Our RTI process is data-driven, with regular assessments to monitor student progress and adjust interventions accordingly. The RTI team at Friendly Academy, consists of teachers, specialists, and support staff, who collaborate to ensure a cohesive and responsive intervention plan is developed for each student. We also maintain open communication with parents and caregivers to involve them in the process and collectively support student success. Through these efforts, RTI at Friendly Academy aims to create an inclusive and nurturing learning environment where every student has the opportunity to thrive academically, socially, and emotionally. An overview of the RTI goals, roles and responsibilities is included in Appendix A.6.2

Integrating MTSS and RTI

By integrating both RTI and MTSS within an elementary school, educators can create a comprehensive system that addresses the varied needs of students, ensuring a supportive and inclusive learning environment. The key is to approach these frameworks collaboratively, emphasizing prevention, early intervention, and continuous improvement to foster the overall success and well-being of every student. MTSS and RTI are related frameworks designed to support students' academic, behavioral, and social-emotional needs. As we assess the need for each student, we will create a combination of universal, targeted, and intensive interventions to ensure students experience success. While MTSS and RTI share common principles, they differ in scope and emphasis.

	Multi-Tiered Systems of Supports (MTSS)	Response to Intervention (RTI)
Focus	Encompasses a broad range of supports including: academic, behavioral and social-emotional aspects	Primarily address academic and behavioral challenges
Goal	Aims to create a positive and inclusive school culture that meets the diverse needs of all students, emphasizing prevention and early intervention	Identifies and intervenes with students who are struggling to ensure they receive targeted assistance, and may include Special Education services
System	Provides a comprehensive system that addresses the needs of all students through universal, targeted and intensive support	Typically consists of three tiers, with increasing levels of support

Implementation of MTSS & RTI at Friendly Academy:

Assessment and Data Collection:

- Regularly assess students' academic, behavioral, and social-emotional progress.
- Utilize various data sources to identify students in need of additional support.

Collaboration and Professional Development:

- Foster a collaborative culture among educators, specialists, and support staff.
- Provide ongoing professional development to ensure all staff members are equipped to implement evidence-based practices.

Parent and Community Involvement:

- Maintain open communication with parents and caregivers to involve them in the process and garner their support.
- Collaborate with community resources to provide additional support if necessary.

Continuous Monitoring and Adjustments:

- Regularly review data to monitor the effectiveness of interventions.
- Adjust strategies and interventions based on ongoing assessments and student progress.

Tier 1 - Universal Supports:

- Implement evidence-based practices for all students.
- Foster a positive school climate and address the diverse learning needs within the general education setting.

Tier 2 - Targeted Supports:

- Identify students who may benefit from additional support through data analysis and teacher collaboration.
- Provide targeted interventions, such as small-group instruction, to address specific needs.

Tier 3 - Intensive Supports:

- For students requiring more individualized support, implement intensive interventions.
- Collaborate with specialists and support services to address unique challenges comprehensively.

Students with Disabilities

As per the Individuals with Disabilities Education Improvement Act (IDEA) 2004, Special Education encompasses tailored instruction and related services designed to address the distinctive needs of children with disabilities in the Least Restrictive Environment (LRE), all at no cost to the student or their family. At Friendly Academy, our commitment is to educate every student, irrespective of their learning or behavioral needs. Considering the demographic composition of neighboring elementary schools, we estimate that 8-15% of our student body may be identified with special educational needs. Friendly Academy is dedicated to furnishing students requiring additional support with a Free and Appropriate Public Education (FAPE) within the Least Restrictive Environment (LRE), in alignment with each student's Individualized Education Plan (IEP). We will adhere meticulously to national and state guidelines regarding the identification of special education and provision of accommodations, including adherence to the Individuals with Disabilities Education Act (IDEA) Part B, Americans with Disabilities Act Title II, Rehabilitation Act Section 504, and other civil rights upheld by the U.S. Department of Education Office of Civil Rights (OCR), as well as relevant Missouri statutes, particularly sections RSMo 160.405.1.(16), RSMo 162.670 -710. Complying with federal law, Friendly Academy will annually submit a local compliance plan outlining how we intend to provide free and appropriate public education to children with disabilities to DESE. We commit to full adherence with the local compliance plan, the state plan, and all pertinent state and federal laws and regulations, including meticulous recordkeeping and reporting obligations. Additionally, Friendly Academy will ensure transportation services for students in need of special education services in accordance with 34 CFR §300.323.

Friendly Academy's Special Education Referral Process ensures the identification of all students with special service needs in accordance with federal Child Find requirements (34 CFR

300.125). Prior to the initial provision of special education and related services to a child with a disability, Friendly Academy conducts a comprehensive individual initial evaluation, following the guidelines of 34 CFR 300.305 and 34 CFR 300.306.

The overall identification process for students with disabilities at Friendly Academy involves completing the Child Find 45-day screening forms for eligible children and convening a prereferral/SIT team. Parents have the option to request an evaluation for their child at any time.

Upon a parent's request, the Director of Academics initiates the collection of existing data and schedules a Review of Existing Data (RED) Meeting. During this meeting, the team reviews data across various domains, including health, motor skills, vision & hearing, speech/language, cognitive skills, adaptive behavior, academic skills, social/emotional behavior, post-secondary transition, and assistive technology needs. Following the review, the team issues a Notice of Action within 30 days, explaining the decision. Parents can file a due process complaint if they disagree.

Documentation is necessary, indicating that a group of individuals, meeting the requirements of an IEP team and other qualified professionals, reviewed all relevant existing data on the child in accordance with Special Education Compliance, Program Review Standards and Indicators, DESE, Section 200.30.

Required Participants:

- Representative of the LEA: Director of Teaching and Learning or designee
- Student’s Regular Education Teacher
- School Psychologist/Psychological Examiner
- Speech-Language Pathologist/Diagnostician (Speech only)
- Individual Interpreting Instructional Implications of Evaluation Results
- Other qualified professionals having pertinent information to share about the student

Invited but not required:

- School Social Worker
- Parent and student at any age, if appropriate

The information reviewed should include:

- Evaluations and information provided by the parents of the child
- Performance on current classroom-based assessments
- Performance on state and school-wide assessments
- Classroom-based observations
- Observations by teachers and related services providers, if available and applicable
- Latest report card
- Work samples

- SIS information: attendance, discipline, etc.
- Appropriate anecdotal records
- Any outside reports
- Student Data Profile
- School health records if a vision, hearing, general health, or motor concern has been previously identified

The Student Intervention Team (SIT) will:

- Review the 45-day screening tool, relevant assessments, discipline records, academic performance, and teacher observations.
- Review all interventions and determine whether the student is progressing toward grade-level performance.
- Determine if a referral for testing is appropriate.

After the Review of Existing Data Meeting, the team must make 1 of 2 evaluation decisions:

- Decision 1: No Additional Data is Needed. In this case, the team must provide the parent with a prior written Notice of Action and an Evaluation Report that includes an eligibility determination based on the Review of Existing Data.
- Decision 2: Additional Data is Needed. In this case, the team must provide the parent with a prior written Notice of Action for intent to evaluate and provide a description of the area(s) to be assessed and the tests to be administered if known. Parental consent is required to initiate the evaluation.

If a referral for testing is made, Friendly Academy will issue a formal written evaluation request to the parent or guardian. The Notice of Action for evaluation includes the following components:

- Rationale for the referral, including any applicable progressing monitoring data, reports, or records.
- Description of the interventions implemented prior to the referral under the Identification Process.
- Description of the content of any parental involvement in the Identification Process.

A copy of this request, along with the procedural safeguards notice, is sent to the student's parents in their native language. After receiving written consent, the evaluation is completed and reported to parents within 60 days. A comprehensive psycho-educational evaluation that is fair and nondiscriminatory will be conducted by a licensed school psychologist in the child's native language. If the evaluation indicates a disability, an IEP team convenes within 30 days to determine entitled special education services. The IEP team, consisting of an LEA representative, the student's general education teacher, the Special Education Teacher, the student's parent/guardian, and other professionals as needed, will convene to create an IEP for the student that details accommodation, modification, and the least restrictive environment.

Individualized Education Plans (IEP)
When an evaluation indicates evidence of a disability, and that special education services are appropriate, an IEP team including parents, the Local Educational Agency Representative (LEA), a general education teacher, Special Education Teacher, counselor, and the student (if age-appropriate) develop an IEP for the student, and agreed-upon services are delivered. All IEPs are evaluated annually and revised as needed by the IEP team. All students receiving special education services go through an annual review to monitor and ensure progress towards goals. To the greatest extent possible, we serve all students within an inclusion program. When the needs of the student and IEP require a different program, we meet those needs with appropriately licensed staff or contractors. All students with IEPs are reevaluated every three years or, if conditions warrant, earlier. All reevaluations must be requested by a member of the IEP team prior to the triennial due date in accordance with state and federal regulations. For a student to be exited from special education, an IEP team evaluation must find that the child no longer meets the Missouri eligibility standards and special education and related services.

English Learners
Considering the demographic composition of neighboring elementary schools, the likelihood of students being classified as English Learners (EL) at Friendly Academy is low. According to the data listed in Section A.5, approximately 2% of families' native language may not be English in North St. Louis. Nevertheless, we are proactively preparing for the potential enrollment of students who identify as EL, and we will offer services as deemed suitable. Friendly Academy is committed to following national and state guidelines for the identification and education of students who are identified as needing services. See Appendix A.6.3 for The English Learner Identification- Initial Screening provided by Missouri Department of Elementary and Secondary Education.

Gifted & Talented Students
Our academic program is designed with a focus on customization and personalization, tailoring individual learning plans to meet the unique needs of each student. This approach ensures that we can effectively address the requirements of gifted students, offering targeted and differentiated instruction that challenges students to surpass their current levels. In alignment with guidance from the Missouri Department of Education, we will establish a formal process for identifying gifted and talented students. Section 162.675, RSMo, defines gifted children as "those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum." Should the number of gifted students in our school exceed the capacity of our classroom teachers to provide an enriching gifted program, we commit to hiring a certified gifted education teacher.

A.7 School Specific Goals and Objectives

At Friendly Academy, we firmly believe that all children possess equal potential to excel academically, emotionally, and socially. We are dedicated to providing a learning environment where every child experiences both physical and emotional security. We acknowledge the individuality of each student, understanding that they all bring their own unique strengths and areas for development.

Our mission is rooted in love and educating the whole child by seamlessly integrating a rigorous academic curriculum with authentic, real-world learning experiences. Through this approach, we aim to empower all our students, ensuring they not only thrive during their elementary school years, but also as they continue to middle school, high school, and beyond.

To achieve these outcomes and ensure that students at Friendly are truly prepared to thrive, we must first set rigorous academic goals that are tied to the Missouri Learning Standards, pursuant to RSMo 160.405.1.(7)-(8), 160.405.4.(6). Because we ground Friendly Academy in an expanded definition of student success, we have also set goals connected to social-emotional learning and 21st-century skills. In order to accomplish our academic goals, Friendly must have a joyful and loving school environment where all students feel both physically and emotionally safe and have a true sense of belonging without deprioritizing academic excellence.

Friendly Academy is 501(c)(3) not-for-profit organization incorporated and registered with the State of Missouri and upon approval and authorization by the Missouri State Board of Education, Friendly will act as a Local Educational Agency (LEA). As such, it's important that the organization set finance goals and help ensure the stability and longevity of the organization.

Friendly Public Schools Performance Goals

Goal 1 - Missouri Assessment Program: 80% of students who have completed three consecutive years at Friendly School are expected to achieve Proficient or Advanced scores on the MAP Mathematics and English Language Arts Assessment by the end of the school's fifth year of operation.

The table provided below outlines the interim benchmark goals that Friendly School aims to meet and be held accountable for.

MAP Target Proficiency Rates

Year	Target Proficiency Rates in ELA & Math on MAP
Year 3	At least 60%
Year 4	At least 70%
Year 5	At least 80%

Assessment Tool: Missouri Assessment Program (MAP)

Rationale: At Friendly Academy, we have established performance targets that are both challenging and attainable, considering the existing state of performance in Missouri. To provide context, on the 2023 Mathematics MAP test, the average proficiency rate for third graders in the State of Missouri stood at 40.5%, while the proficiency rate within the St. Louis Public Schools District (SLPS) was notably lower at 16.1%.

In English Language Arts the average proficiency rate for third graders across Missouri was 43.6%, with SLPS reporting a proficiency rate of 21.2%. To offer a benchmark for excellence, we've included the proficiency rates for a school within the Clayton School District, which stands as one of the top-performing districts in the state.

2023 MAP Results

	3rd Grade ELA Proficient and Advanced	3rd Grade Math Proficient and Advanced
State of Missouri	43.6%	40.5%
St. Louis City	21.2%	16.1%
Ralph M. Captain Elementary School - Clayton	79.7%	80.4%

Rationale: The targets identified by Friendly will meet the Missouri DESE benchmarks to be "On Track" within the first 5-year charter term and within the first three years of testing according to the Comprehensive Guide to MSIP6. Below is a table that compares the MIP of the St. Louis Public School District and the Clayton School District.

2021 MAP Performance Index

	District MPI English Language Arts	School MPI Mathematics
St. Louis City	250	221
Clayton School District	404	402

Based on the results of the schools listed above, the Friendly Founding team feels that this academic goal is realistic and attainable. To ensure that we are working to accomplish our goal by our fifth year of operation, we have laid out the following yearly benchmarks.

Goal 2 - Reading Growth & Proficiency: Friendly Academy aims for a minimum of 80% of students who are enrolled for the entire school year to achieve reading proficiency at or above their grade level, or demonstrate more than one year of reading growth by the conclusion of the school year.

Assessment Tool: NWEA MAP (Measures of Academic Proficiency)

Rationale: A child's ability to read on, or above, grade level is critical to their overall success. Additionally, reading can be a gateway to creativity, fun, and joy. Helping students build a love for reading at an early age will help improve their outcomes for the rest of their life. To do so, Friendly Academy applies the Science of Reading and will assess and progress monitor students' reading development from the beginning to ensure they are developing the necessary skills to excel in a rigorous curriculum.

We believe in an extended definition of success and value diverse measures of student performance. Aligned with our mission and school model, the following non-academic goals were developed:

Goal 3 - Social Emotional Learning: 90% of students will meet or exceed their personalized SEL goals that are aligned with the CASEL framework after one year of enrollment at Friendly. Results will be measured by observations and feedback completed by each individual student, their teachers, and their families.

Goal 4 - Staff Wellness: Annually, 90% of staff members will respond positively on a formal survey that they feel cared for at our school and that they are satisfied with our culture. Staff

wellness will also be measured by retention; each year, Friendly Academy retains at least 90% of the teachers who are invited back.

Goal 5 - Critical Thinking and Innovation: Students will demonstrate high levels of innovation and critical thinking by 80% of students scoring “accomplished or “exemplary” on a Friendly Academy Dream Lab rubric by the end of the school year.

Goal 6 - Service-Based Learning: At minimum 80% of students will score “accomplished or “exemplary” on a Friendly Academy service-based learning rubric by the end of the school year.

Goal 7 - Cash on Hand: Friendly Academy will have 60 Days of unrestricted cash on hand by the end of Year 4 and a yearly positive trend.

A.8 School Climate and Culture

Friendly's Climate

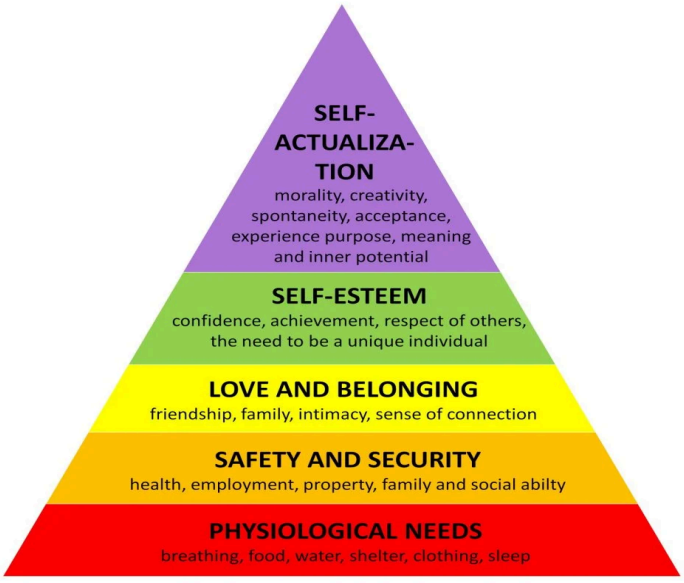
At Friendly Academy, the heartbeat of our school is the warm and nurturing school culture that permeates every aspect of our community; the school's policies on school climate and culture are shared in alignment with RSMo 160.405.1.(12). Our mission is not merely to impart knowledge, but to cultivate a holistic and quality education rooted in love. The school culture at Friendly is a reflection of our commitment to creating a safe and inclusive environment where each student is seen, heard, and valued. The air is filled with a sense of belonging, respect, and compassion, fostering a climate where students feel supported to explore their potential and develop a lifelong love for learning. Our dedicated educators, inspired by the ethos of love, go beyond traditional teaching methods to instill not only academic excellence but also the essential values of kindness and community. Friendly is not just a place of learning; it is a hub where education is synonymous with love, shaping individuals who are not only academically proficient but also compassionate contributors to society.

Our climate and culture are shaped by our core values (see section A.1 - Mission, Vision, Values, and Goals). We operationalized our core values in the following ways:

Friendly Academy Reinforcement of Core Values	
Core Value	**Operationalization**
Love	We love by showing patience and kindness to ourselves and others. Creating spaces for open communication and emotional well-being, as well as implementing programs that promote social and emotional learning, can further nurture a culture of love within the school. Ultimately, while love may be challenging to quantify, its presence can be felt through the genuine connections and shared experiences that form the foundation of a caring educational community.
Community	Our students are connected by being a part of the same mission and vision. Partnering with students, faculty, and the local community to reach a common goal enables us to apply collective care. Collective care involves cultivating a sense of belonging, open communication, and a shared commitment to

	addressing challenges collaboratively, ultimately enhancing the overall educational experience. We also demonstrate community by valuing each other's differences and celebrating achievements. We get to serve our community by participating in service-based learning. Our community partners provide services to increase our school's capacity to serve the whole child.
Innovation	We value students and faculty sharing and implementing new ideas. We get to demonstrate innovation as we integrate entrepreneurship into our school. Our students will be able to share their gifts and talents with others by creating and engaging in activities that build on their strengths. We will leverage the benefits of Artificial Intelligence (AI) to personalize learning for our students by assessing their strengths and creating plans that accelerate growth. AI will also be used to automate some tasks for teachers to maximize their time and reduce burnout.

Our belief is we must meet our students' basic needs to optimize learning. Our students will have a wide range of physical and social-emotional needs that must be addressed in combination with meeting their academic and behavioral needs. To support our efforts, we will apply Maslow's Hierarchy of Needs.[30] Maslow's Hierarchy of Needs is a psychological theory that categorizes human needs into a five-tier pyramid, with the most basic physiological needs at the bottom, followed by safety, belongingness and love, esteem, and self-actualization at the pinnacle. Friendly Academy will utilize Maslow's framework to drive its culture and climate, recognizing that students must have their



[30] Mcleod, Saul. "Maslow's Hierarchy of Needs." *Simply Psychology*, 24 January 2024, https://www.simplypsychology.org/maslow.html.

fundamental needs met before they can fully engage in academic and social activities. By fostering a safe and supportive environment, we ensure that students feel secure, fostering a sense of belonging through positive relationships and a supportive community. Recognizing and rewarding achievements, both academically and personally, addresses the need for esteem. Moreover, the school endeavors to provide opportunities for self-discovery and personal growth, encouraging students to pursue their passions and reach their full potential, aligning with the self-actualization stage of Maslow's Hierarchy of Needs. In embracing Maslow's principles, the school aspires to create a holistic and nurturing atmosphere that nurtures not only academic success but also the overall well-being of its students. We will utilize our school social worker and counselor to ensure to provide counseling services. We will also optimize our support with our community partners by providing essential resources like clothing and food.

Philosophy on Student Behavior and Culture System

It is just as important for adults to be aware of their emotions and self-regulate as it is for students. Positive adult well-being will improve their ability to de-escalate misconduct and encourage positive behavior. Therefore, we research curricula that focus on the well-being of adults and students. We are vetting Conscious Discipline as our social-emotional curriculum. Conscious Discipline's mission is "The mission of Loving Guidance is to provide every adult with the inspiration, knowledge, and skills to implement Conscious Discipline, improving children's lives for generations." Conscious Discipline vision is "an interconnected world of conscious adults capable of responding instead of reacting to conflict, creating safe homes, safe schools, and a safe planet." The Collaborative for Academic, Social, and Emotional Learning (CASEL) has reviewed evidence-based SEL programs since 2003. Conscious Discipline has achieved CASEL's SELect Program designation, the highest designation for evidence-based programs, in the CASEL Guide to Effective Social and Emotional Learning Programs. This designation indicates that Conscious Discipline can play a central role in a school's approach to promoting student social and emotional learning. Conscious Discipline will be integrated throughout the day as a school-wide framework. Specific lessons can be facilitated by the homeroom teacher or school social worker, depending on the topic.

Whole Child and Adult Well-being

Transcend,[31] is a national nonprofit that supports school communities to create and spread extraordinary, equitable learning environments. Transcend partnered with Van Ness Elementary School[32], which is a District of Columbia Public School. Van Ness and Transcend have been building and testing a whole child school model. Van Ness has achieved high outcomes as a result of their model. The following highlights some of their learner outcomes:

- Outperformed every other Title 1 school in Washington, DC on state tests
- Early childhood teachers earned the highest possible ratings in every domain on citywide CLASS assessment.
- TNTP Insight data consistently places Van Ness in the top five schools in the district on

[31] For more information, see https://transcendeducation.org/
[32] For more information, see https://www.vannesselementary.org/

quality of school culture
- 95% parent satisfaction on Panorama's index
- 98% student satisfaction on Panorama's index

The Whole Child Approach is based on the following beliefs:

- **Adults who feel safe and cared for are better able to create spaces where children feel safe and cared for.** When we take care of the adults and show care to one another, we create a warm and caring climate that extends to children and that models the habits we hope to teach.
- **Patterns of adult behavior influence the patterns of behavior among children.** Adult behavior influences whether students feel safe and connected. For example, our ability to maintain composure during a stressful situation supports students' sense of safety by creating a calm, predictable environment. And, children learn by example. They mimic the skills they see adults using.
- **Establishing and maintaining one's own well-being is an ongoing effort**. For adults to model the skills we seek to teach, we must actively develop & practice those skills. Well-being is an ongoing effort and not something that is ever 'finished'.

Friendly Academy will model our whole child and adult well-being approach from Transcend and Van Ness.

Positive Behavior Reinforced

Every student at Friendly Academy will have at least one adult that they can trust. Research says that positive teacher-student relationships benefit students' academic success, engagement with school, and social-emotional wellbeing.[33] We will create an environment to build trust among our students and faculty by ensuring that all students receive intentional engagement from adults. Every student is assigned to a homeroom class and teacher, which will be described as a "community." Within community time, students engage in morning boosts and closing circles. This time allows faculty to set up students for a strong start and shout out the positive behavior that was observed throughout the day.

Social-emotional learning (SEL) encompasses a comprehensive range of mindsets, skills, attitudes, and emotions vital for students' success in academics, their future careers, and their personal lives. Implementing SEL will reinforce positive behavior. Central to SEL is its emphasis on crucial aspects of development such as motivation, the ability to connect socially, and self-regulation, which are essential for effective learning. This approach is often recognized by various terms, including "non-cognitive skills," "soft skills," "21st-century skills," "character strengths," and "whole child development." By addressing these fundamental aspects, SEL plays a pivotal role in reinforcing positive behavior in students, equipping them with the necessary

[33] Gaias, L. M., Cook, C. R., Nguyen, L., Brewer, S. K., Brown, E. C., Kiche, S., ... & Duong, M. T. (2020). A mixed methods pilot study of an equity explicit - student-teacher relationship intervention for the ninth-grade transition. Journal of School Health, 90(12), 1004-1018.

tools to navigate both educational and personal challenges successfully. We will use Panorama Education[34] to assist with SEL integration and assessment at Friendly Academy.

We want to build a school culture system that is built around community, trust, and accountability. We are exploring the culture models from schools that are listed in the table below. We will continue to engage with the program leads and participate in the trainings that occur later this year before choosing the model that is best for our students.

BELIEVE City City and STL: Village Model	Each team member at BELIEVE STL Academy oversees a Village unit comprising 10-15 students, serving as a crucial link between home and school. This tight-knit community fosters a familial atmosphere, providing robust support for students with shared academic and personal goals. Acting as accountability partners, members offer mutual tutoring assistance. The curriculum emphasizes identity, community, college, and career exploration, complemented by a bonding camping trip and ongoing participation in community service, fitness activities, and Friday career excursions. This cohesive group meets daily, playing a pivotal role in shaping the holistic student experience at BELIEVE STL Academy.
Ron Clark: House Systems	This model divides students into smaller "houses," fostering community and collaboration within the school. Each house functions as a close-knit family, promoting teamwork, strong relationships, and a sense of belonging among students. By breaking down traditional classroom barriers, the house model aims to enhance the overall educational experience, encourage positive behavior, and create a nurturing atmosphere for students to thrive academically and socially.
Valor: The Compass Model (Circle)	The core of our experiential learning approach is the Circle. Valor students and staff are assigned to a community consisting of 15-20 peers, and they gather weekly throughout the school year for Compass Circle sessions. Within these Circles, community groups unite to provide mutual support for personal development. Facilitated through Compass Circle, this practice encompasses five key components: True North, Check-in, work, appreciation, and closing.

Inappropriate Behavior Discouraged

As students love themselves and love learning, it creates an environment that enhances a love for learning and discourages inappropriate behavior. Friendly Academy plans to use Conscious Discipline as one form of discouraging inappropriate behavior. In a research study conducted on

[34] For more information about SEL and positive behavior, see https://panorama-www.s3.amazonaws.com/files/sel/SEL-ABCs-Research-Brief.pdf

the top 25 SEL programs by the Harvard Graduate School of Education and sponsored by The Wallace Foundation, Conscious Discipline emerged as one of just three Social and Emotional Learning (SEL) programs that dedicate 75% or more of its content to Emotion/Behavior Regulation and Emotion Knowledge/Expression. Additionally, it stands out among 13 programs for allocating 50% or more of its content to Interpersonal Skills. Conscious Discipline garnered commendable scores in 8 out of 10 evaluated categories. The study's authors affirm that Conscious Discipline offers a diverse range of behavior management strategies and classroom structures, empowering educators to transform everyday situations into valuable learning opportunities.[35] Our teachers will be provided professional development on how to apply Conscious Discipline throughout the school year. Conscious Discipline has both virtual and in-person training options.

Restorative Practices

Friendly Academy embraces restorative practices, tailoring them to the elementary grade level to address inappropriate behavior among students effectively. Instead of punitive measures, the focus is on repairing harm, nurturing relationships, and fostering a sense of community. This is aligned with our core values of love and community. We will create and tier teachers on a tiered system before the start of the school year. When our students display inappropriate behavior, the following are examples of restorative practices that can be applied when possible:

- Restorative Circles: Circles become a space for open and honest communication. Students, along with teachers and administrators, gather to discuss the impact of behavior, express feelings, and work collaboratively towards resolution. This approach promotes empathy and understanding among participants in an age-appropriate manner.

- Restorative Story Sessions: Restorative story sessions involve the wrongdoer, the victim, and relevant stakeholders. The goal is to collectively develop a plan for repairing harm, addressing underlying issues, and finding ways to prevent future incidents, all within the understanding of elementary-grade comprehension.

- Thoughtful Reflection Tasks: Students may be assigned reflective tasks to encourage self-awareness and understanding of the consequences of their actions. These tasks prompt them to consider the impact on others and consider alternative, more positive behaviors suitable for their developmental stage.

- Kindness Projects: Engaging students in kindness projects allows them to contribute positively to their immediate surroundings. This reinforces the concept that their actions can have a positive impact on others. These projects serve as a hands-on way for students to express love and care for their school community.

- Friendship Mediation: Specially trained student mediators facilitate discussions between their elementary peers to resolve conflicts. This empowering approach encourages

[35]Jones, S., Brush, K., Bailey, R., Brion-Miesels, G., McIntyre, J., Kahn, J., Nelson, B., & Stickle, L. (2017). Navigating SEL from the Inside Out: Looking inside and across 25 leading SEL programs: A practical resource for schools and OST providers.

students to play an active role in resolving issues, contributing to a supportive and collaborative school environment in a manner tailored to their developmental level.

Restorative practices at Friendly Academy underscore the notion that elementary students can show love to others not only through positive actions but also by taking responsibility for their mistakes and working towards repairing relationships. The school cultivates a culture where accountability, empathy, and personal growth are cherished, fostering a community built on mutual respect and understanding at the elementary level.

Engagement with Stakeholders

As previously noted, every member of the Friendly School family is anticipated to reflect our shared values encompassing love, community, and innovation. Friendly will employ diverse strategies to assist our stakeholders in maintaining the fundamental principles of our school. We will collaborate with Panorama Education[36] to gather dependable feedback from students, families, teachers, and staff regarding school climate, culture, engagement, and communication twice annually. The Leadership Team will oversee these surveys to fine-tune approaches to school culture, if necessary.

Students

Our main priority is for our students to feel safe and loved at school. It is essential that they have a sense of belonging and acceptance. Students are expected to contribute to our shared values and encourage others to uphold our expectations. Counseling services are normalized at Friendly Academy, as all students will receive whole group and individual counseling sessions. Sessions will vary depending on the student's needs; however, it will be considered a norm to participate in counseling for improved well-being.

Faculty and Staff

As per Conscious Discipline, the primary responsibility of a teacher is to ensure the safety of their students, recognizing that a disregulated adult poses the greatest threat to a child's sense of safety. All faculty will participate in on-going professional development to enhance their ability to foster a secure environment at school. This includes developing the qualities and skills essential for effective leadership. Faculty members will be afforded the necessary time and energy to continually refine their professional skills due to Friendly's use of AI to maximize teachers time, as well as consistent professional development.

The Cornerstone of our model, "love yourself, love others, and love learning" is not only applicable to students, it applies to faculty as well. Faculty are encouraged to love themselves by practicing self-care and being proactive about their wellness. Our faculty love others by being a part of our community and having a shared responsibility to help each other. We value professional development and love learning by initiating and engaging in growth opportunities. We also show our love for learning by sharing our knowledge with our school community, so we all can grow together.

[36] For more information about Panorama Education, see https://www.panoramaed.com/

Parents and Guardians
We do not just enroll students, we enroll families. This means that we consider families to be partners of Friendly Academy. We share the same values of love, community, and innovation. Our families will have various opportunities to to actively engage at Friendly Academy. Families can contribute to the school's culture by participating in the ongoing decision-making community meetings. Partners will also have opportunities to actively engage in the school culture by volunteering during the school day. Parents who choose to volunteer on campus will complete background checks for safety, in alignment with RSMo 168.133. Parents will also complete workshops on best practices when volunteering with children to ensure alignment with our core values. Friendly Academy encourages parents to engage in programs of local parent advocacy groups and programs that are offered by our community partner, Friendly Temple. These programs include, but are not limited to, counseling, sports groups, and adult education.

Board of Directors
The influential role of Friendly Academy's Board of Directors is crucial in shaping the trajectory and prosperity of our school community, as well as in fostering a positive school culture. As esteemed members of our Friendly Family, the board actively participates in decision-making processes reinforcing our core values of joy, equity, integrity, excellence, and stewardship. Collaborating with other key stakeholders, particularly Friendly Academy leaders and faculty, board members contribute to charting the optimal course for the school while embodying its fundamental values. To incorporate Conscious Discipline practices, Friendly Academy may employ various strategies, including integrating routines into regular board meetings, providing board member training sessions, and organizing annual board retreats.

Vendors
We value vendors and strive for them to feel welcome when they are at Friendly Academy. They will be acknowledged and supported as they cultivate the skills and attributes necessary for successful collaboration with Friendly's faculty, leaders, and other stakeholders. Every member of the Friendly community is committed to treating vendors with respect and compassion.

Disciplinary Legal Compliance

Friendly Academy complies with all state and federal laws and statutes pertaining to school safety. This includes all items within RSMo 160.261 , the Missouri Safe Schools Act. Additionally, Friendly Academy has a School Safety Plan. This plan is shared with staff at the beginning of summer PD and reviewed once during the school year. It’s important for all team members to be well-versed on safety protocols and systems.

Suspension and Expulsion

Pursuant to RSMo 167.171 and 167.164, Friendly Academy's Board of Directors, by general rule and for the causes provided in RSMo 167.161, may authorize the summary suspension of students by the designated school leaders for a period not to exceed ten school days, and by the Executive Director for a period not to exceed one hundred and eighty school days. In the case of a suspension by the Executive Director for more than ten school days, the student, the student's parents, or others having custodial care may appeal the decision of the Executive Director to the Friendly Academy Board or to a committee of Board members appointed by the Board Chair. No student shall be suspended unless:

1.) The student shall be given oral or written notice of the charges against them;

2.) If the student denies the charges, such student shall be given an oral or written explanation of the facts which form the basis of the proposed suspension;

3.) The student shall be given an opportunity to present such student's version of the incident; and,

4.) In the event of a suspension for more than ten school days, where the parent or guardian gives notice that such student wishes to appeal the suspension to the board, the suspension shall be stayed until the board renders its decision. However, if it is the judgment of the Executive Director that the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the student may be immediately removed from school, and the notice of hearing shall follow as soon as practicable.

In advance of such hearings, Friendly Academy will notify families, the student, and when applicable, the appropriate division of the juvenile or family court, pursuant to RSMo 167.161. Friendly Academy will make a good-faith effort to have the parents or others having custodial care present at the student's hearing. Suspensions and expulsions are a last resort after Friendly Academy has exhausted its in-school discipline system, as required by RSMo 167.164. Policies for specific in-school disciplinary measures will be developed and approved by the Board prior to opening.

Student with Special Needs

All students deserve a free and appropriate public education. We want every student to experience the love of learning. Therefore, we will ensure we meet the individual needs of students to accommodate a joyful experience at Friendly. We will adhere to both state and federal guidelines when addressing the removal of a student with a disability from the classroom for behavioral reasons. Alongside the standard disciplinary procedures applicable to all students, Friendly Academy will diligently maintain written records for every suspension and expulsion involving students with disabilities. These records will encompass details such as the student's

name, a description of the behavior in question, the disciplinary measures taken, and the duration of the suspension or removal for disciplinary reasons.

Students whose Individualized Education Plan (IEP) includes a Behavior Intervention Plan (BIP) will experience the implementation of the BIP as specified. If concerns arise about the effectiveness of the BIP or if there are apprehensions regarding the health and safety of the student or others in relation to the infraction, the matter will be promptly referred to the SPED Director or a designated representative for evaluation.

Discipline for students with disabilities, including suspensions, will not exceed ten consecutive school days, mirroring the approach taken with students without disabilities. Services provided to students suspended for less than 10 days will be equitable to those offered to non-disabled children.

Consistent with the Individuals with Disabilities Education Act (IDEA), Friendly Academy will not discipline students for behavior deemed a "manifestation" of their disability. A manifestation determination meeting will be convened each time a student faces a suspension exceeding 10 days in a school year. Within 10 days of any disciplinary hearing, the student's Individualized Education Program (IEP) team will conduct a "manifestation determination" hearing.

Mandatory Reporting

As mandated reporters, all staff members and teachers are required to report child abuse, truancy, and educational neglect to Child Abuse and Neglect Hotline of the Missouri Department of Social Services as required by RSMo210.115. This hotline is made available 7 days a week, 24 hours a day, 365 days a year. If the child is in imminent danger or a life threatening situation, they are directed to call 911 and then call the Child Abuse and Neglect Hotline of the Missouri Department of Social Services. All faculty will participate in mandated reporting training at the beginning of the school year and receive a short refresher training midyear.

Confinement and Restraint

As defined by DESE Rule 160-5-1-.35, no teacher or staff member, should seclude or confine students, in any circumstance, except in an emergency situation while awaiting law enforcement or EMS. Friendly Academy staff only physically restrains students in emergency situations where they pose an immediate danger to themselves or others, and they do not respond to behavioral interventions, verbal directives, and other de-escalation techniques. As defined by DESE Rule 160-5-1-.35, restraint does not include chemical, mechanical, or prone restraint under any circumstance. Guardians are notified of any physical restraint within 12 hours. All faculty will be trained in Nonviolent Crisis Intervention® With Advanced Physical Skills training and certification: Principal, Assistant Principal, Dean of Culture, and Lead Special Education Instructor. Only staff members trained and certified in Nonviolent Crisis

Intervention® With Advanced Physical Skills will be authorized to engage in physical restraints.[37]

Threats of Violence

Pursuant to RSMo 168.071 and 167.115167.117, Friendly Academy will notify, as soon as reasonably practicable, the appropriate law enforcement agency and the division of the juvenile or family court of any felony or act that, if committed by an adult, would be a felony. In addition, Friendly Academy 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, 565.021.
- Voluntary or involuntary manslaughter in the first or second degree under RSMo 565.023, 565.024, 565.027.
- Kidnapping in the first or second degree under RSMo 565.110, 565.120
- First-, second- or third-degree assault under RSMo 565.050, 565.052, 565.070.
- Sexual assault or deviate sexual assault under RSMo 566.040, 566.070.
- Forcible rape or sodomy under RSMo 566.030, 566.060.
- Burglary in the first or second degree under RSMo 569.160, 569.170.
- Robbery in the first degree under RSMo 570.023.
- Manufacture of a controlled substance under section RSMo 579.055.
- Distribution of a controlled substance under section RSMo 579.020.
- Possession of a weapon under chapter RSMo 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, 566.068, 566.069.
- 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.

Employees

During mandatory professional development, employees receive Friendly Academy Staff Handbook and policies and practices related to school discipline are reviewed by all staff. These include but are not limited to the following measures: disciplining students with disabilities, acts of school violence, and instruction for maintaining confidentiality. Staff members also receive annual Mandated Reporter training for suspected child abuse. Under no circumstance will Friendly Academy employ an individual with a suspended or revoked license, or federal or state offense on a background check, per RSMo 160.405.1.(4),, RSMo 160.420.2, and RSMo 168.133.

[37] For more information on Nonviolent Crisis Intervention: https://www.crisisprevention.com/Our-Programs/Nonviolent-Crisis-Intervention-APS

Corporal Punishment

Friendly Academy does not permit corporal punishment of any kind. No teacher, staff member, or administrator should ever administer physical punishment to any student or minor for the purpose of discipline or control.

Notification of Criminal Conduct

As required by RSMo 168.071, Friendly Academy will notify parties of criminal conduct and will report all crimes that occur on school grounds to law enforcement as outlined in RSMo 160.261.

- First or second-degree murder under RSMo 565.020, 565.021.
- Voluntary or involuntary manslaughter in the first or second degree under RSMo 565.023, 565.024, 565.027.
- Kidnapping in the first or second degree under RSMo 565.110,.120 RSMo.
- First-, second- or third-degree assault under RSMo 565.050, 565.052.
- Sexual assault or deviate sexual assault under RSMo 566.031, 566.061.
- Forcible rape or sodomy under RSMo 566.030, 566.060.
- Burglary in the first or second degree under RSMo 569.160, 569.170.
- Robbery in the first degree under RSMo 570.023.
- Manufacture of a controlled substance under section RSMo 579.055.
- Delivery of a controlled substance under section RSMo 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, 566.068, 566.069.
- 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.

Records

The Dean of Operations ensures all records are maintained safely and securely. The school keeps both digital and physical files of students. Additionally, any act of violence or violent behavior, any offense that takes place on school property, school provided transportation, or any school related activity which is reported to law enforcement and any offense that results in out-of-school suspension for more than ten school days.

B.1 Governance

Friendly Academy is a 501(c)(3) non-profit organization incorporated and filed for registration with the state of Missouri (see Appendix B.1.1). Friendly was created to provide students with access to a high quality education rooted in love. Friendly Academy Schools, Inc.'s Articles of Incorporation and Bylaws are consistent with RSMo Chapter 355 , Missouri Nonprofit Corporation Act, and can be found in Appendix B.1.2 & B.1.3. Friendly Academy has received tax-exempt status from the Internal Revenue Service. See documentation in Appendix B.1.4.

Friendly Academy is applying for sponsorship from the Missouri Charter Public Schools Commission (MCPSC) pursuant to RSMo 160.403. Friendly's MCPSC application will be available online at friendlyacademy.org. Upon approval from the Missouri State Board of Education, the MCPSC will be the entity that holds the charter and is responsible for the governance of the school and ensuring the terms of the legal charter agreement and performance contract are met. As required by RSMo 160.415.7.(5), the charter school legal counsel reports to the governing board.

Friendly will ensure financial sustainability in accordance with Missouri statute, along with developing and executing the schools' strategic priorities and policies. Friendly Academy expects MCPSC to provide public oversight and accountability per RSMo 161.092 and RSMo 160.400-160.425. Friendly Academy also expects MCPSC to adhere to roles and responsibilities outlined as best practices by the National Association of Charter School Authorizers' (NACSA) Quality standards.[38] The contract between Friendly Academy and MCPSC will be a five year-term, beginning upon approval of this application by the Missouri State Board of Education, pursuant to RSMo 160.405.1.(9). With approval from its sponsor (RSMo 160.405.1), The Friendly Board of Directors may vote to amend its charter contract. MCPSC will conduct annual evaluations of Friendly to ensure they are conducting themselves in accordance with performance goals and other measures established in the charter performance contract and this applicant.

As a condition of service, all Friendly board members must complete and pass a St. Louis City/County criminal background check and a family-care safety check, as required by RSMo 160.400.14. RSMo 160.420.2 and RSMo 168.133. Nominees convicted of a felony or Class A misdemeanor are automatically disqualified; Class B/C misdemeanors and infractions trigger a Board review and are evaluated case by case. Background checks will be publicly available and furnished upon request.

As public trustees, board members are responsible for Friendly Academy's academic, operational, and financial performance. Friendly Academy's charter, board meeting minutes, attendance rosters, and most recent annual report card will be maintained and kept for the purpose of public record (with closed meetings and records allowed in limited circumstances) in accordance with RSMo 160.010.

[38] For more information on National Association of Charter Authorizers' Quality Standards, which will be used to evaluate Friendly Academy https://qualitycharters.org/principles-and-standards/

As part of its fiduciary oversight, the Board of Directors will ensure school officials submit to the Missouri Department of Elementary and Secondary Education all data and reports that are required by law and/or by regulations of the Missouri State Board of Education. The Annual Report will be completed and submitted in accordance with department regulations; it will also be available to all patrons of Friendly and to each member of the General Assembly representing a legislative LEA that contains a portion of the attendance area of the school.

Board Responsibilities

Members of the Friendly Academy's Board of Directors will operate in alignment with the mission and vision of our organization, as outlined in A.1- Mission, Vision, Philosophy, & Goals, as they work to fulfill the obligations and responsibilities described below. The Board of Directors comprises experts in various areas pertaining to the build-out and operation of Friendly Academy. Board members have committed a minimum of 5 hours per month for oversight responsibilities, public engagement, monthly board meetings, and as needed, ad hoc meetings. Board members understand their role and responsibilities as decision-making public servants and stewards of public funds and will adopt exemplary governance policies from the Missouri Charter Public School Association (MCPSA) pursuant to CSR 20-100-260.(2)(E). In addition, Board Members shall annually report conflicts of interest, and must sign a conflict of interest statement (see Appendices B.1.5, C.2.1) obligated by RSMo 105.450, RSMo 160.415.7.(3), and the Missouri Ethics Commission. Board members will not hold any office or employment from the board or Friendly Schools, pursuant to RSMo 160.400.15.

Lastly, as public trustees, Friendly board members are responsible for the academic, financial, and operational performance. The Board adheres to the Sunshine Law and state ethics when conducting board and committee meetings.[39] All board meeting records, minutes, and resources will be public record in accordance with RSMo 160.522. The Sunshine Law manual will be shared with board members upon joining the board.

Upon approval and authorization by the Missouri State Board of Education, Friendly Academy will act as a Local Education Agency (LEA) while operating underneath Friendly Academy, Inc discretion.

As part of a charter network, Friendly will be exempt from laws and rules regulating other Missouri public school districts except those articulated in RSMo 160.400 -420. Despite those exemptions, Friendly will still be subject to regulations regarding public government bodies pursuant to RSMo 610.010-30. These include giving adequate public notice, providing public accessibility, recording minutes and voting records, making minutes available to the public, allowing attendees to record meetings, keeping records of closed meetings, and following rules regarding electronic transmission of messages relating to public business.

[39] Friendly Academy's Board will adhere to the Missouri Sunshine Law: efaidnbmnnnibpcajpcglclefindmkaj/https://ago.mo.gov/docs/default-source/publications/missourisunshinelaw.pdf?sfvrsn=20

Since the Friendly Board is subject to the same liability for acts in office as if they were duly elected school board or any other public school district in the state, the Board will secure approved liability insurance (see Appendix B.1.6).

While day-to-day management of Friendly will be delegated to the school's administration and network team, the Board maintains authority over and accountability for Friendly's financial, organizational, and academic health. To help reduce the workload and increase productivity, Friendly Academy will have board committees such as finance, academic and development. We value parents/families' voice. Therefore, we will encourage parents and guardians to consider serving on the Board of Directors.

The Board of Directors' responsibilities are detailed in the table below.

Area of Responsibility	Activities and Objectives
Planning and Advising	• Develop Friendly Academy strategic plan in conjunction with the Executive Director and network team; • Ensure that Friendly has strong, clear, measurable annual goals; • Ensure that Friendlyc has a way to monitor and track the goals; • Advise and counseling the Executive Director and, • Monitor and provide oversight of student recruitment efforts and marketing.
Monitoring and Evaluating	• Monitor progress towards Friend Academy's academic goals through visits and reviewing monthly reports from the Executive Director • Evaluate Board effectiveness through annual Board self-assessments • Set annual goals for Board improvement, and monitor progress towards goals • The board is responsible for recruiting, hiring, evaluating and when necessary, terminating Friendly Academy's Executive Director

Compliance	• Develop and execute academic and organizational policies in alignment with the school's mission • Ensure that Friendly abides by its charter, governing documents and relevant Federal, State and Local laws and regulations • Conduct relevant work with the state charter sponsor
Finance	• Provide oversight of all financial aspects of Friendly Academy, including budget development, approval, monitoring, and fiscal controls • Ensure that audits of the schools' finances are conducted as required by law • Publish annual financial reports aligned with Missouri law and requirements • Oversee fundraising activities (private donations from foundations, corporations, and individuals)
Hearings	• Hear grievances filed by parents in accordance with Friendly Academy Student and Family Handbook • Hear complaints filed pursuant to relevant charter school regulations; and, • Hear appeals by parents on matters of student discipline, including student expulsion
Additional Board Responsibilities	• Attend at least one fundraising event per year (enrollment event, council meetings etc) • Serve as an Ambassador for Friendly Academy, and enhance the school's public reputation

Board Member Development

Similar to the onboarding and ongoing development provided for Friendly's school staff, the Board is committed to conducting comprehensive orientation programs. These initiatives aim to ensure that all board members have a thorough understanding of the school's philosophy and approach,

familiarity with the board's operations, and a comprehensive knowledge of pertinent Missouri Statutes.

The Friendly Academy Board will collaborate with BoardOnTrack to leverage their expertise as a valuable resource for continuous development. In order to facilitate the seamless integration of new members and provide them with the necessary support, a series of onboarding sessions will be organized. These sessions will comprehensively cover the following topics:

- Mission and vision
- Student demographic and enrollment data
- Key design elements and principles
- Overview of board policies
- Role of the Board of Directors and Committees

The Board will also create a professional development calendar that outlines the specific timeline, scope, and success measure of each activity. Potential professional development activities include:

- Finance, governance, and operations
- Visit high-performing school models
- Attending and hosting community events and meetings
- Implementing best practices in charter school governance involves utilizing on-demand resources, participating in webinars, and engaging in virtual coaching provided by BoardOnTrack

For an overview of our entire founding board, please see below or Appendix B.1.7. Board member surveys can also be found in Appendix B.1.7.

Board Member Name	Overview
Bishop Micheal Jones Sr.	Highly regarded community and spiritual leader who serves with excellence and integrity as Senior Pastor of Friendly Temple. He has significantly impacted the greater St. Louis metropolitan area with a special focus on community revitalization, outreach, and development. Through his efforts, over $100+ million dollars has been invested in the St. Louis metropolitan area and surrounding communities.
Dr. Alesha Morrison	Has over 15 years of a wide range of professional experiences. She has a successful track record of securing grants for non-profit organizations. Dr. Morrison also has several

	years of clinical experience at a children's psychiatric hospital and is a professor in higher education.
Denitria Neil	A native of St. Louis and fully Invested in providing high-quality education to students. Most of her career has been in public schools and nonprofits, specializing in serving at-risk youth. Ms. Neil is currently leading an operations team at a local non-profit that partners with families to provide trauma-informed care. Denitria is currently in the school board fellowship.
Lauren Ray	Seasoned executive with a robust background spanning information security, business administration, and project management. Lauren has a Bachelor of Science in Business Administration with a major in Leadership and Change Management from Saint Louis University in December 2005. Lauren's versatile career includes impactful roles such as Credit Bureau Reporting Supervisor, Mortgage Loan Processor, and Quality Controller, reflecting her adaptability across diverse industries.
Dr. Joslyn Richardson	Dr. Richardson has an extensive background in education. She started her career as a teacher in St. Louis and continued her professional career in Korea and Egypt. Her specialty is in math curriculum and coaching Dr. Richardson is currently in a school board fellowship.
Victoria Headrick	A native of St. Louis, Victoria is a business strategist promoting an aggressive drive toward organizational change through research, optimization, and systems development. She has experience in technology, graphic design, and digital marketing.
In alignment with RSMo 160.405.1.(2) a board seat will be reserved for a current	

parent.	

The Board of Directors for Friendly Academy has been recruited through a strategic and inclusive process that prioritizes diversity, expertise, and a shared commitment to the academy's mission. The recruitment strategy involves identifying candidates with a range of skills and experiences relevant to education, finance, legal matters, community engagement, and nonprofit management. The current members were sourced from the local community, professional networks, and partner organizations to ensure a broad representation of the community's demographic and socio-economic diversity. Two of the board members are in a current robust board fellowship. Additionally, to foster a culture of continuous learning and development, new board members will undergo orientation sessions and ongoing professional development opportunities to deepen their understanding of their roles and responsibilities in governing the academy.

To ensure the longevity and stability of the board, Friendly Academy will implement a comprehensive succession plan for board members, officers of the board, and the Executive Director. This will be drafted by the Executive Director and Board Chair by Fall 2025. This plan will outline clear procedures for identifying potential successors, based on leadership qualities, commitment to the school's mission, and strategic vision for the academy's future. The succession plan will include mentorship programs for emerging leaders, regular leadership assessments, and a clear timeline for succession to prepare candidates for their future roles. This proactive approach will facilitate a smooth transition during leadership changes, maintaining the academy's strategic direction and operational continuity. By prioritizing thoughtful succession planning, Friendly Academy aims to sustain its governance and leadership excellence, supporting the academy's enduring success and impact on students' lives.

B.2 Personnel – Roles and Responsibilities

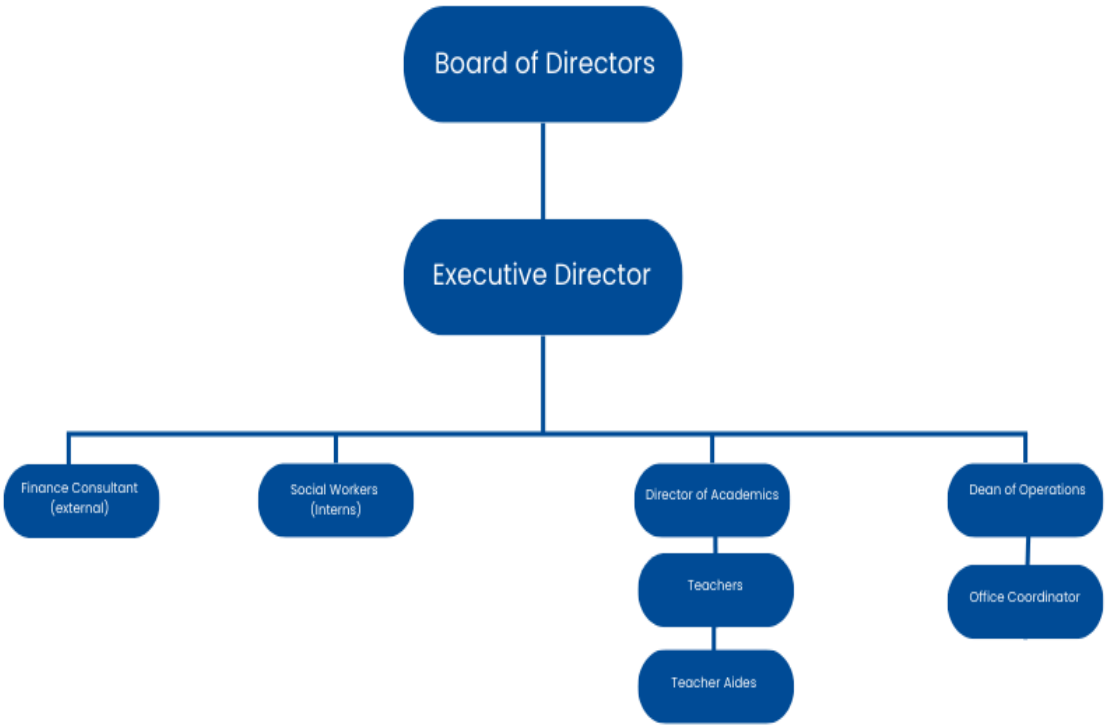
The staffing strategy at Friendly Academy is meticulously designed to align with our mission of providing a nurturing and innovative educational environment. By carefully selecting a diverse team of educators and support staff who share our commitment to fostering a love for learning, emotional well-being, and academic excellence, we ensure that every aspect of our school reflects our core values. Our staff members are not only chosen for their professional qualifications but also for their passion for education and dedication to making a positive impact on students' lives. This alignment between our staff's values and our school's mission is crucial in creating a supportive, dynamic, and inclusive learning community where every student is empowered to reach their full potential. Through targeted professional development, collaborative planning, and a culture of continuous improvement, our staff is equipped to implement innovative teaching methods and personalized learning experiences. This strategic approach to staffing enables Friendly Academy to accomplish its goals of high academic achievement, student well-being, and community engagement, ensuring our students are prepared for success in an ever-changing world.

In crafting its organizational structure, Friendly has carefully deliberated the optimal span of control for each leader, factoring in the number of direct reports and the breadth of functions under their purview. Additionally, Friendly has given due consideration to strategies for cultivating and maintaining team cohesion. It's important to highlight that the job descriptions encompass comprehensive qualifications and responsibilities for each discussed role. For additional details, please refer to the provided documentation.

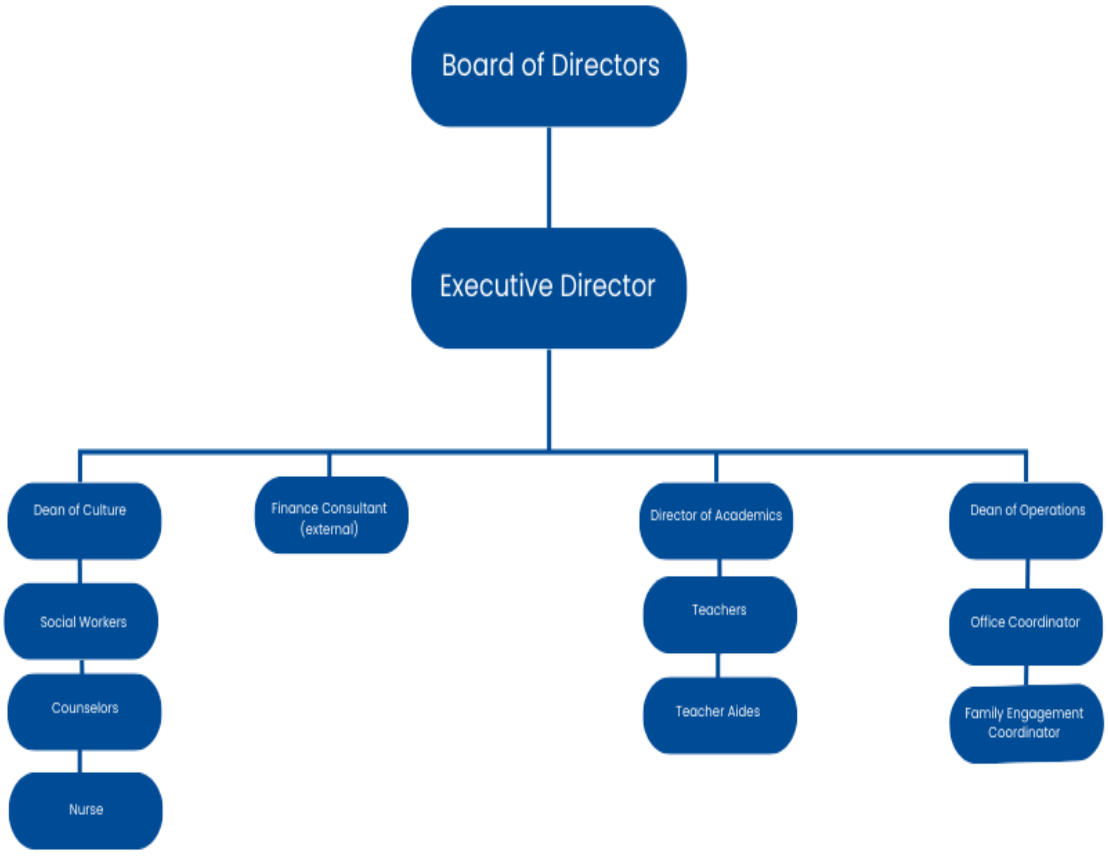
- Appendix B.2.1: Organizational Chart
- Appendix B.2.2: Job Descriptions

Pursuant to RSMo 160.405.1.(2), a chart showing the school's organizational structure is shown below.

ORGANIZATIONAL CHART: YEAR 1



ORGANIZATIONAL CHART: YEAR 5



Roles and Responsibilities
Pursuant to statute RSMo 160.405.1.(2), high level roles and responsibilities of leadership roles are listed below:

Executive Director
- Federal program compliance (e.g., IDEA, Title I)
- Budgeting
- Financial management (Joule Growth Fund)
- Any other special staffing needs

Director of Academics:

- Development, oversight, and management of instructional leadership
- Curriculum development and implementation

Dean of Operations
- Student data/records management
- Legal compliance

Food, Transportation, and Financial Services are functions that well be completed by contractors.

The Executive Director position will be filled by the Board of Directors by Fall 2024, before the launch of the school year. Dr. Tesha Robinson is the prospective Executive Director of Friendly Academy. Dr. Robinson's resume is located in Appendix B.2.3. A job description of the Executive Director can be found in Appendix B.2.2. Below describes the responsibilities for the role:

Executive Leadership & Management (50%)
- Collaborate with the Board of Directors in developing a vision and strategic plan to guide the district, as well as align on organizational priorities and key initiatives
- Develop an operational plan which meets the expectations of stakeholders, Board, and funders, and incorporates goals and objectives that work towards the strategic direction of the district
- Supervise key operational staff and oversee the efficient and effective day-to-day operation of the school
- Provide the collaborative leadership necessary to implement the school's mission and culture with staff, scholars, families, and community members focused on strong

academic achievement, equity, respect, and high expectations for behavior (aligned with the Friendly model) that allows scholars to take risks and strive to reach goals
- Represent the school at community activities to enhance the district's community profile
- Identify and evaluate the risks to the organization's people (teachers, staff, management and volunteers), property, finances, goodwill, and image and implement measures to control risks to be in compliance with local and state law
- Reports on activities, organizational development progress, and student achievement to our sponsor, DESE, and other applicable state and federal reporting agencies

Fund Development/External Relations Management (20%)

- Work with staff and the Board (Finance Committee) to prepare a comprehensive budget and participate in securing adequate funding for the operation of the school
- Administer funds appropriately, monitor the monthly cash flow of the organization, and provide the Board with comprehensive, regular reports on the revenues and expenditures of the organization
- Secure initial facility, recruit founding faculty, and establish necessary partnerships during pre-opening
- Ensure compliance with all applicable state and federal laws and help secure local grants

HR Management (15%)

- Determine staffing requirements for organizational management and program delivery
- Oversee the implementation of the human resources policies, procedures and practices
- Recruit, interview and select staff that have the right technical and personal abilities to help further the district's mission
- Implement a performance management process for all staff which includes performance monitoring on an on-going basis and conducting an annual performance review
- Coach and mentor staff as appropriate to improve performance

Instructional Management and Planning (15%)

- Oversee and monitor the planning, implementation and evaluation of the organization's curricula, programs and services
- Ensure that the curricula, programs and services offered by the school contribute to the organization's mission and reflect the priorities of the Board
- Coach, evaluate and support the Director of Academics to ensure mission alignment in:
    - Curriculum and pedagogy
    - Professional development and teacher onboarding
    - Faculty, parent, and student engagement
    - Culture and Wellness Team

The Board of Directors is responsible for Friendly's success and commits to actively monitoring ongoing data, status updates on key leaders' responsibilities, progress towards charter goals, and critical information regarding any emerging issues. Simultaneously, the Executive Director provides the Board with comprehensive information and transparency into programming and operations. This includes the annual dissemination of a detailed report to the Board, Sponsor, and all stakeholders.

Record Keeping

The Dean of Operations will be responsible for maintaining student records and ensuring that all student information is tracked and stored in compliance. The Dean of Operations will be responsible for reporting student data to federal and state authorities in alignment with RSMo 160.415.1.

B.3 Personnel - Recruitment, Retention, Replacement, and Professional Development

Faculty Culture Focuses on Continuous Improvement

At Friendly Academy we believe that feedback is a gift. This core belief will support creating an environment that is conducive to receiving consistent and constructive feedback. It is the culture of the school for everyone to receive feedback regardless of the hierarchy of title or position. The primary method of feedback for teachers is coaching. We will use best practices and strategies from Get Better Faster to ensure that our teachers are providing effective classroom management and rigorous instruction. The feedback will be provided in various fashions, such as ongoing coaching sessions, data-team meetings, and real-time feedback. Providing ongoing feedback will help the faculty professionally develop based on targeted growth areas. A sample Scope and Sequence for teacher Professional Development can be found in Appendix A.2.11.

Highly qualified faculty is essential to having a high-performing school. At Friendly Academy, we believe that our students deserve to be educated by teachers who are experts in their content areas and are loving adults who are committed to student success. Teacher shortages and attrition is an issue both nationally and locally. Friendly Academy is dedicated to addressing teacher shortages through a comprehensive recruitment strategy that attracts educators and prioritizes their well-being. We understand that a healthy work-life balance is crucial for teacher satisfaction and longevity in the profession. Our recruitment plan seeks individuals who share our vision of faculty wellness, offering competitive compensation and benefits to entice talented teachers. We are equally committed to retaining teachers and ensuring a positive work experience through holistic faculty wellness. Recognizing that educators have diverse needs, we provide ongoing professional development, support, and a collaborative community, fostering an environment where teachers can thrive professionally and personally. This approach enhances the educational experience for both educators and students.

Staffing Plan Schedule

Our staffing plan is based on the school model and the number of students enrolled at Friendly Academy each year. We developed a budget based on the number of staff who are needed to meet our student's educational needs and implement our school model. Our desire is to keep our student-to-faculty ratio of under 10:1 to create an environment that is intimate and prioritizes individual student needs. Aligned with our mission and vision to provide a holistic education, we have categorized our staff into three different teams: Academic, Operational, and Culture. The Executive Director will oversee all three teams. The Academic team will focus on instruction, curriculum, and faculty development. The Operations team will focus on daily operations and compliance. The Culture team will focus on routine procedures, behavior management, and well-being. Recruitment is a major workstream that has pieces that are the responsibility of the Executive Director and each team. Strong student and staff recruitment is needed to ensure financial solubility for Friendly Academy.

Executive Leadership Team

The Executive Director position will be filled by the Board of Directors by Fall 2024, prior to the launch of the school year. Dr. Tesha Robinson is the prospective Executive Director of Friendly Academy. The Director of Academics and Dean of Operations positions will be filled by Spring 2025. The Dean of Culture will be hired in year two of operation. For more information regarding job descriptions and organization structure, see Appendix B.2.1 and B.2.2. The resume of our founding Executive Director can be found in Appendix B.2.3. Friendly Academy's goal is to hire the executive leadership team well in advance of the school launch to increase capacity for planning and systems development to have a strong start. The leadership team will start recruitment and the application process for teachers and support staff up to one year before Friendly Academy opens. For a complete staffing schedule matched to student enrollment, please see Appendix B.2.4.

Overview of Executive Leadership Team Job Descriptions

Executive Director

The Executive Director of the district holds a crucial leadership role, responsible for aligning the strategic vision and operational plan with the Board of Directors, ensuring they meet stakeholder, Board, and funder expectations. This role encompasses overseeing day-to-day school operations, implementing the mission and culture, managing risk, and enhancing community relations. Additionally, the Director is accountable for financial management, including budgeting, fund development, and ensuring compliance with laws. In HR management, they oversee staffing, policy implementation, and staff performance, while in instructional management, they ensure the effectiveness of curricula and programs, aligning them with the school's mission and Board priorities. Their responsibilities also extend to reporting on organizational and student progress to various state and federal agencies.

Director of Academics

The Director fo Academics role encompasses leading and directing the development and execution of academic programs, aligning them with the institution's mission. This includes overseeing curriculum adoption, assessment practices, and teacher development through daily observations, feedback meetings, and high-quality professional development, particularly in curriculum systems and pedagogy. The role also involves organizing team meetings, managing staff hiring, training, evaluation, and ensuring their professional growth. Additionally, the Director of Academics is responsible for managing the organization-wide curriculum and assessment work, including lesson planning, assessment revisions, collaborative scoring, and network analysis, as well as facilitating assessment cycles with a focus on scheduling, material quality assurance, and preparing teachers and students.

Dean of Culture

The Dean of Culture will play a pivotal role in fostering and overseeing school culture, student discipline, and family outreach. In addition, this position will oversee the roles of Counselors/Social

Workers at each school, ensuring a cohesive and proactive strategy in developing student culture and managing disciplinary matters. The DOC is accountable for designing systems and providing training to staff to address health and safety concerns comprehensively. This includes responsibilities such as mandatory reporting, conducting suicide risk assessments, and establishing protocols for handling active shooter situations. The Leadership Team will split the Dean of Culture duties during the launch year. The Dean of Culture will be hired during the second year due to budget constraints.

Dean of Operations

To enable school leaders to concentrate solely on instructional content and effectively fulfill their role as the educational leader, The DOO will be responsible for all things non-academic. This position will be tasked with overseeing facility and administrative operations, encompassing the management of all non-instructional staff. The DOO will also address day-to-day issues and operations of the school, establish and execute operational systems, guarantee compliance with federal, state, and local regulations (including The Family Educational Rights and Privacy Act), and ensure the consistent, accurate recording of all accountability and financial data.

All staff will undergo criminal background checks and Family Care Safety Registry checks before the first day of school per RSMo 168.133.

Professional Development

In pursuit of Friendly Academy's mission to provide a quality and holistic education rooted in love, it is imperative that we continually invest in the professional development of our educators (See Section A.3 for more information about Professional Development). Our professional development plan emphasizes ongoing support and mentorship to help our educators integrate these principles into their daily teaching practices. We will establish mentorship programs where experienced teachers serve as guides and role models for new or less experienced staff members. These mentorship relationships will encourage collaborative reflection and learning while reinforcing our commitment to holistic education rooted in love. We will also collaborate with other charter schools to solicit mentors to ensure everyone has an experienced mentor. By investing in professional development that aligns with our mission, we aim to create an inclusive and nurturing school environment where all students can thrive academically and emotionally.

Non-teaching staff professional development

Professional development for non-teaching staff is crucial for the effective implementation of our school model. These staff members play pivotal roles in creating a conducive learning environment and supporting the school's overall functioning. Training programs tailored to their specific roles, such as administrative staff, janitors, and cafeteria workers, will ensure that they are well-equipped to handle their responsibilities efficiently. For example, administrators can receive training on school management software and effective communication with parents, while janitors can be trained in maintaining a clean and safe school environment. Such training will enhance the smooth operation of the school, helping it to function as a well-oiled machine. As non-teaching staff members become more skilled and confident in their roles, they contribute

to a positive school climate, which, in turn, has a profound impact on students' overall experience and performance.

Adjusting training in response to student performance and current staffing is equally important. By regularly assessing student performance and needs, the school can identify areas where non-teaching staff training can be adapted to better support student success. For instance, if a particular group of students requires additional support due to learning challenges, training may be adjusted to equip staff with strategies for providing the necessary assistance. Additionally, if the school's staffing needs change, training can be modified to ensure new staff members are integrated seamlessly into their roles. This dynamic approach to professional development ensures that non-teaching staff continually align their skills and responsibilities with the evolving needs of the school, ultimately promoting a more effective and responsive educational environment. Before the school year begins, Friendly Academy will host optional and paid Professional Development training during late Spring. This is in addition to the summer institute that is discussed in Section A.2, and the purpose is to gain a "head start" to optimize a strong start to our launch year. The training will start with foundational information about the mission and vision of the school to align teaching practices and philosophies. Then, the training will escalate to specific evidence-based practices that are aligned with the school model. Professional Development will be facilitated by the executive leadership team and local training organizations. Education Plus[40] and St. Louis Child Advocacy Center[41] are two organizations that will provide instructional and trauma-informed training for our faculty.

Recruitment and Criteria for Hiring

- Appendix B.2.4: Staffing Schedule
- Appendix B.2.5: Staff Recruitment Plan

Friendly adheres to all relevant state, federal, and local regulations concerning employment, recruitment, and handling of employee issues. In the event of a sponsorship, Friendly will implement the Human Resources Policies set by the Missouri Charter Public School Association. The organization aims to recruit teachers possessing a valid Missouri teaching certificate. Nonetheless, pursuant to RSMo 160.405.1.(4), at least 80% of Friendly Academy's instructional staff will be certified to teach in Missouri. Friendly Academy will support non-certified instructional staff in pursuing certification. This practice is in accordance with Title I Guidelines, mandating that schools receiving federal funds comply with necessary certifications and licensure standards. When considering non-certified applicants, Friendly evaluates their educational background, program participation, training, and skills akin to the following criteria: holding undergraduate and master's degrees in relevant fields, teaching certifications from other states or previous teaching experience, National Standards Board certification, technical training evidence, and engagement in programs leading to credential acquisition. All employees of Friendly are employed on an at-will basis, as stated in their contracts. The organization strictly prohibits hiring individuals with suspended or revoked teaching licenses by the Missouri State of Education, in line with RSMo 168.071. Furthermore, no candidate will be considered for

[40] For more information see https://www.edplus.org/

[41] For more information see https://www.umsl.edu/services/weinman/index.html

employment without passing a criminal background check and enrolling in the Family Care Safety Registry. Friendly Academy is nonsectarian in its employment practices, pursuant with RSMo 160.405.4.(1).

Section A.2 describes our professional development and teacher evaluation plan.

As listed, Friendly Academy is dedicated to hiring faculty who are committed to our mission to equip students with a quality and holistic education that is rooted in love. Faculty who are aligned with our mission will partner to progressively meet our performance outcomes. There is a nationwide shortage of teachers. However, St. Louis remains a competitive market for attracting teachers and retaining ones that are highly effective and qualified. We are receiving consulting for Talent and Recruitment from ATS+Partners to ensure that we have a robust Talent and Recruitment Plan prior to the Spring of the launch year. Friendly Academy engages with a variety of organizations to attract high quality candidates, like Teach for America STL alumni network. Building a strong pipeline and relationship with organizations and Universities will help us retain high-quality teachers furthering the development of the city. Friendly Academy also seeks partnerships with Missouri Baptist University, the University of Missouri, and St. Louis University to build teacher, counselor, and social worker pipeline programs. Lastly, we will post and advertise open positions in traditional formats to catch teachers or educators looking for something different. This includes posting on Linkedin and other various job boards and websites. Upon sponsorship, Friendly Academy will seek credentials to MOREAP, Missouri's teacher hiring platform to find and source quality candidates. Additionally, Friendly Academy has begun early conversations with Teach Pathways and Eduopenings for alternative avenues to certification and finding qualified personnel.

Friendly Academy is committed to creating a loving and wellness-oriented environment throughout its hiring process. Recognizing the stress often associated with job searches, we prioritize a candidate-friendly approach. We ensure a speedy yet thorough interview process, respecting each candidate's time and reducing the anxiety associated with long, drawn-out hiring procedures. Our approach is rooted in open communication and transparency, allowing candidates to have a clear understanding of what to expect at each stage. As a gift, we will provide each candidate with an informational packet that includes an overview about our school, values, and current personnel, fostering a sense of community and support, and giving candidates a genuine insight into our nurturing work environment. We will also provide candidates with a couple sample interview questions to reduce anxiety as they prepare for the interview. During the actual interview, we will intentionally make sure the room/atmosphere is calming and inviting. This not only assists candidates in assessing their fit within our culture but also promotes a sense of belonging from the outset. Furthermore, Friendly Academy's commitment to wellness extends to providing feedback and support post-interview, regardless of the outcome, ensuring that all candidates feel valued and respected. This holistic approach underscores our dedication to not just hiring the best talent, but also nurturing and supporting individuals in a manner that aligns with our core values of love and wellness.

Salary and Benefits

Friendly Academy offers a competitive benefits package for all employees, at little to no cost for the employee. A breakdown of the benefits, all in alignment with Friendly's commitment to staff well-being, is shown below:

- Strategic Calendar
- Balanced Daily Schedules
- Provided Services and Supports
- Compensation and Benefits: Friendly Academy aims to be competitive with all starting teacher salaries. Licensed teachers will start at a minimum of $48,000, with an average teacher salary estimated at $55,000. Pursuant to RSMo 160.420.3 Friendly Academy will participate in The Public School Retirement System of St. Louis.

B.4 Student Recruitment and Enrollment

In Section A.5 -Target Population, we conducted an analysis of the racial and socioeconomic characteristics of the communities that Friendly Academy aims to serve. It was observed that, presently, there are no schools within the designated enrollment zone offering a high-quality educational choice for families. This section will delve into the level of community support for the launch of Friendly Academy, emphasizing its mission to collaborate with families in providing a comprehensive and high-quality education rooted in love. We will outline our strategies for recruitment, the enrollment process and timeline, as well as our approach to retaining students in a transient community.

Friendly Academy is committed to enrolling students who mirror the current demographic composition of those attending neighboring district and charter public schools. The academy is strategically designed to cater to the diverse needs of all students, ranging from those identified as gifted to those requiring additional support to meet academic standards. Set to launch in Fall 2025, we plan to initiate enrollment with two sections each of kindergarten and first grade, totaling 100 students. Subsequently, we will add a grade each year until reaching full enrollment in grades K-5, with a target of 450 students for the year 2031-32. The following table provides a summary of projected enrollment for the first five years, incorporating considerations for filling vacant seats and backfilling seats lost to attrition:

Friendly Projected Enrollment, Years 1-5					
Grade	**25-26**	**26-27**	**27-28**	**28-29**	**29-30**
K	50	75	75	75	75
1	50	50	75	75	75
2		50	50	75	75
3			50	50	75
4				50	50
5					50
Total	**100**	**175**	**250**	**325**	**400**

Student Transience and Attrition

Friendly Academy is dedicated to fostering a school environment that cultivates a strong and vibrant culture for both students and their families. We prioritize ensuring that every member of our community, including students, families, and staff, experiences a genuine sense of belonging. Our commitment to individualized support is evident in our efforts to meet the unique needs of each student.

We recognize that student retention data plays a pivotal role in assessing our overall culture and is indispensable to our success as a school. Our goal is to create an atmosphere where students not only enjoy coming to school but also feel safe, secure, and happy. By placing a significant emphasis on school culture and cultivating a distinctive environment, we strive to ensure that Friendly Academy is a place where every student thrives and flourishes.

Friendly Academy looks at retention data as a leading indicator of success. That is why it is one of our goals. Each year, for the first four years, 80% of students enrolled at Friendly will return for the following school year. Pursuant to RSMo 160.405.1.(13) Friendly Academy will maintain a system for families to file formal complaints or grievances regarding the school, programming, or an incident between students or staff.

Friendly Academy anticipates a low rate of student attrition, 10% annually for the following reasons:

- Friendly Academy is a safe, loving, and engaging environment
- Friendly is a rigorous, high-quality school that meets the academic and social-emotional needs of all students.
- Friendly serves the whole child and provides wraparound services to families. Our strong partnerships help build our capacity to to give the students and families what they need.
- Friendly surveys of families, students, and staff frequently to ensure we are meeting the needs of those we serve. We incorporate the results in our decision-making process.
- Friendly follows all federal and state laws ensuring students receive the adequate support they need to be successful. This includes following special education guidance, and the McKinney-Vento Homeless Assistance Act.

Recruitment Strategies

Friendly Academy is committed to fostering strong community partnerships through extensive outreach efforts aimed at addressing the unique needs and aspirations of the local community. These initiatives will not only enhance our students' success within our educational model but also contribute additional resources to support their growth.While focusing on a specific target population, Friendly Academy will actively promote itself citywide. A comprehensive advertising and promotional campaign will be launched to disseminate information about the

school's educational programs, enrollment timelines, and location. The promotional strategy will be inclusive, reaching out to the entire community, with a special emphasis who reside in North St. Louis.

All marketing materials will prioritize providing clear and concise information to parents and students about Friendly Academy's academic offerings and unique opportunities. This ensures that parents gain a comprehensive understanding of how our school can meet their child's educational needs. Our marketing efforts will encompass various media and channels, spearheaded by the Executive Director and supported by the Board of Directors, volunteers, and contracted service providers.

In support of these outreach initiatives, Friendly Academy has allocated $15,000 of our $25,000 stipend from the Opportunity Trust to reach our recruitment goals. Additional fundraising activities will be conducted to augment advertising and outreach efforts in the pre-opening year, ensuring that the academy effectively reaches and engages with families who stand to benefit the most from its services. Recognizing the diversity in communication preferences, Friendly Academy will tailor its outreach methods to resonate effectively with different audience segments.

Friendly Student Recruitment Strategy
Year 00 - Year 1

Friendly Academy has three buckets that summarize our recruitment practices:

1. **“Be a Friend”** serves as a method to develop partnerships and ambassadors for Friendly Academy

2. **“Go Be Friendly”** is our outreach strategy to serve others and drive exposure to our school and mission

3. **“Friendly News”** is printed and digital marketing that provides updates and highlights our success

Type of Recruitment	Description
“Be A Friend” Movement	Community members agree to share the good news about Friendly Academy (i.e., word of mouth, social media, yard signs). Our “friends” will also utilize custom marketing materials and apparel with Friendly branding to help share our school. Strategic Partnership: Friendly Temple will serve as our primary

	partner to leverage our engagement with thousands of congregants. We will also leverage their partnerships with other churches, daycares, and faith-based organizations. Friendly Academy continues to meet with businesses, non-profits, and universities for services and to increase awareness for recruitment. Pilots: Recruit 4 - 5-year-olds to participate in activities and encourage families to enroll their children at Friendly. Examples of Pilots: Partnership with Friendly Temple Annual Summer Camp, Noah's Ark to test our conscious discipline and entrepreneurship curriculum. Focus Groups: engage with families about school design and recruitment with a targeted focus in small groups. Personal Networks: the founding team will create a database of eligible families from personal networks and ask families to share Friendly Academy with others.
"Go Be Friendly" Engagements	Aligned with our core values of love and community, Friendly Academy will engage in community service events. This also gives us the opportunity to build trust and relationships. At-Home Learning Kits: provide at least 100 kits to families who have children ages 3-5 in St. Louis City. The first round of At-Home Learning Kits will be shared in Summer of 2024. Annual Holiday Events: an example is Valentine's Day. We will show love by giving children in targeted daycares customized Friendly Temple valentines cards and dessert parties. Another example is Christmas. Friendly Academy will join Friendly Temple in their annual Lunch with Santa event by serving families by providing gifts. Mobile Mondays: faculty at Friendly Academy will conduct home visits on set dates to families who have shown interest in our school and requested a home visit. This will help to develop relationships and build trust. These will begin in Fall 2024. On-the-ground marketing: hire founding team members to help with on-the-ground recruitment like passing out flyers and parks, stores, coffee shops, public libraries, and youth centers.

“Friendly News”	Newsletters will be virtually sent on a regular basis. This will gradually increase from quarterly to monthly. Social Media & Online Marketing: Post regularly to our social media platforms and offer giveaways to families who share and like our pages. Request that families engage in pilots and community engagement activities. Virtual events: Quarterly informational sessions and free enrichment classes for STEM and Innovation, starting Fall 2024. Other marketing: pay for advertising on billboards, targeted social media ads, bus stops, park benches, and other public places

Student Enrollment

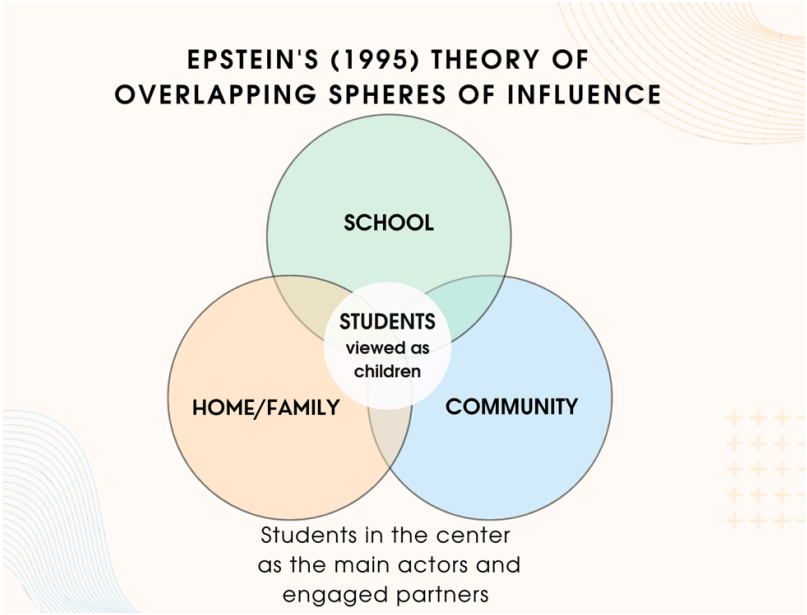
In alignment and full compliance with RSMo 160.410.1-3, all students who reside within the St. Louis Public School District boundaries will be eligible to enroll at Friendly Academy.Friendly Academy will be a nonsectarian school (RSMo 160.405.4.(1)), and will not charge tuition, nor exclude students from admission on the basis of race, ethnicity, religion, national origin, sexual orientation, disability, gender, income level, or proficiency in the English language per RSMo 160.410.1-3 and RSMo 160.415.11.

Lottery Policy

Friendly will be a nonsectarian school, meaning we will not charge tuition nor discriminate, for admission on the basis of race, ethnicity, religion, national origin, sexual orientation, disability, gender, income level, or proficiency in the English language per RSMo 160.405.4.(1) and RSMo 160.415.11. Friendly requires all student records to be received from the previous school before the student begins. This includes test scores, grade reports, transcripts, IEP or 504 information, discipline records, medical records, etc. This is to ensure the child is set up for success, enrolled in the correct classes, and the school is prepared for emergencies and supports as required. See Appendix B.4.1 for Complete Lottery Policy.

B.5 Parent, Educator, and Community Involvement

Love, Wellness, and Community are the foundation of Friendly Academy's model. Friendly Academy believes that students' physical, social, and emotional needs must be met first to have the greatest academic impact. At Friendly Academy, we also believe that we can not successfully and holistically educate students without help from our families and communities. This collaborative model represents a shift from the traditional, top-down education system to a more holistic and inclusive one. When schools actively engage with families, they tap into a funds of knowledge[42] about each student's unique needs, strengths, and interests. Partnering schools with local communities can significantly enhance the educational experience by providing valuable resources and support. Community partnerships promote a sense of belonging and pride, fostering a collective investment in the success of its youth.



Aligned with our mission, we will adopt the Epstein's (1995) Theory of Overlapping Spheres of Influence[43] to engage families and communities with our school. When discussing the framework, Epstein and her collaborators emphasize that each type of involvement is a two-way partnership—and ideally a partnership that is co-developed by educators and families working together—not a one-way opportunity that has been unilaterally determined by a school. The six types of involvement are:

1. **Parenting:** Type 1 involvement occurs when family practices and home environments support "children as students" and when schools understand their children's families.
2. **Communicating:** Type 2 involvement occurs when educators, students, and families "design effective forms of school-to-home and home-to-school communications."

[42] Moll, Luis C., et al. "Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms." *Theory Into Practice*, vol. XXXI, 1992, https://education.ucsc.edu/ellisa/pdfs/Moll_Amanti_1992_Funds_of_Knowledge.pdf.
[43] Epstein, Joyce. "Framework of Six Types of Involvement – Organizing Engagement." *Organizing Engagement*, https://organizingengagement.org/models/framework-of-six-types-of-involvement/.

3. **Volunteering:** Type 3 involvement occurs when educators, students, and families "recruit and organize parent help and support" and count parents as an audience for student activities.
4. **Learning at Home:** Type 4 involvement occurs when information, ideas, or training are provided to educate families about how they can "help students at home with homework and other curriculum-related activities, decisions, and planning."
5. **Decision Making:** Type 5 involvement occurs when schools "include parents in school decisions" and "develop parent leaders and representatives."
6. **Collaborating with the Community:** Type 6 involvement occurs when community services, resources, and partners are integrated into the educational process to "strengthen school programs, family practices, and student learning and development."

Family Engagement

At Friendly Academy, family partnership stands as a foundation and core pillar. From the inception of our design process, the Founding Team at Friendly Academy actively sought, and continues to seek, feedback and input from families and community members, ensuring that the school is co-created with the community, not just for it. While the Board of Directors bears ultimate responsibility for governing decisions on school policy, we recognize that family and community input is indispensable for the relevance and success of these decisions and the overall well-being of the school. To foster a two-way engagement, we take an active listening approach before offering our input. We are in the process of establishing our families who are committed to being ambassadors for Friendly Academy. We are committed to providing a warm and inclusive space for families to unite, offer feedback, engage in collaborative problem-solving, and contribute to the continual improvement of Friendly Academy. In alignment with RSMo 160.405.1.(2), a current Friendly Academy parent will be part of the board. For more on board composition see B.1.

Transparency is a cornerstone of our communication with families, especially concerning their child's academic data. We are committed to ensuring that families remain well-informed about their child's performance and progress toward their goals. Furthermore, we strive to provide families with a clear understanding of the specific strategies implemented by the Friendly Academy team to support their child at school, as well as offer guidance on how these strategies can be reinforced at home to facilitate their child's journey toward achieving their goals.

At the core of Friendly Academy's philosophy is the belief that student success is a shared responsibility, necessitating a robust partnership between families and the school. We acknowledge our obligation to actively involve families, fostering a relationship that is both trusting and supportive. Upon a student's enrollment at Friendly Academy, our school team is dedicated to continuous efforts to engage and partner with families in ways that hold meaning for them, fostering a positive impact on their child's education. We will offer home visits from our faculty before school launches and throughout the school year to develop trust and deeper engagement. This collaborative approach extends beyond individual families to encompass the

larger community, emphasizing our commitment to working in tandem with families to support student learning.

Friendly Temple Partnership

Friendly Academy partners with Friendly Temple, a faith-based community staple with thousands of congregants online and across three campuses. Although we partner with Friendly Temple, our school is not religious and is a tuition-free and public option for families. The purpose of our partnership with Friendly Temple is to provide wrap-around services to our students and families. Friendly Temple has agreed to share their facilities, generously reducing our overhead cost and leading to faster financial sustainability. Friendly Temple will support our before and after-school programs and provide basic resources for our families and faculty.

Friendly Temple has served North St. Louis for over 70 years by providing family services, housing, redevelopment, and banking. Our partnership with an organization of this magnitude increases our school's capacity to achieve ambitious outcomes. We are honored to leverage part of their name and influence while establishing our own identity. Friendly Academy is our community's missing “puzzle piece” as we experience redevelopment and establish hope for future generations. We are developing a school model based on the community's needs and desires for their families. Our quest to create a school that meets the needs of our community is ongoing. We have met with dozens of educators, community partners, and families to learn how Friendly Academy can best serve our targeted population. We will empower a community that has been underserved and underestimated. Friendly Academy will meet the community's desire for emotional safety and academic rigor by providing academic excellence rooted in love.

Community Demand

Letters of Support: We included letters of support from Stakeholders in St. Louis. See Appendix B.5.1.

Prospective Families: Over 200 families have attended our joint community engagement events with Friendly Temple.

Pilots: We have upcoming pilots for families in St. Louis City: Summer 2024 and Spring, and Summer 2025. The purpose of Friendly Academy's pilot programs are to provide a foundational experience that bridges the gap between theory and practice, offering students an early taste of the school's innovative educational approach. This initiative serves as a practical platform to refine our curriculum, teaching methods, and operational logistics based on real-world interactions with students. Engaging with students during pilots allows us to adjust and enhance our strategies to better meet their needs, ensuring a smooth and effective launch of the full academic program.We believe families interested in Friendly Academy will increase as we continue to serve the community with social and academic activities. We will partner with Friendly Temple and STL Blue Print to maximize summer resources.

Social Media: Friendly Academy launched social media Platforms in Spring of 2024. We

recognize the power of social media as a pivotal tool in gauging and fostering community demand. By actively engaging with families, educators, and community members through various social platforms, we aim to create a vibrant online community where feedback, interests, and needs are openly shared and addressed. This digital engagement supports building interactive relationships with families and the community.

C.1. Budget

Friendly's budget aligns with its mission and core values, serving as a comprehensive roadmap for various aspects, including pre-opening curriculum development, facility acquisition, phased build-out, and substantial staffing support for students with special needs and English Learners (ELs). As additional key leaders, including the founding school leader, are appointed, they will be afforded the opportunity to thoroughly review and, if necessary, revise specific elements of the budget.

While certain line items may undergo adjustments during routine revisions, it is essential to underscore that the overall revenues and expenditures presented in this application faithfully represent the anticipated financial landscape for the school's inaugural five years of operation. This commitment ensures a transparent and accurate portrayal of Friendly's financial expectations throughout its initial operational phase. The following documents can be found in Appendix C:

- Five Year Operational Budget
- Cash Flow for Pre-Opening Year
- Cash Flow for Opening Year

Friendly Academy partnered with Joule Growth Partners to craft financial documentation.

Budget Priorities

Friendly's budget serves as a strategic blueprint, demonstrating our capability to scale instructional and support staff, building and executive administration, as well as facilities and service costs over Years 1-5. We've anchored our budgetary estimates on a conservative approach to ensure sustained financial stability. For transparency, the budget includes only grants that have been committed to Friendly, even though we anticipate additional grants and donations. Moreover, we adopt a prudent stance by not assuming any increases in per-ADA (Average Daily Attendance) federal, state, or local revenue.

The heart of our financial planning lies in the annual student enrollment totals, which significantly influence both revenues and costs. As outlined in B.5 - Student Recruitment & Enrollment, Friendly plans to enroll 100 students in Year 1, with an incremental increase of 75 students in each subsequent class. To further fortify financial resilience, the budget maintains an average reserve fund of 14% per annum, with a minimum of 6% in Year 1 and a maximum of 19% in Year 5. Projected net margins build to over 60 days of cash by the end of Year 4. This prudent approach underscores our commitment to ensuring a robust financial foundation for Friendly throughout its initial five years of operation. A financial plan for the length of the initial charter approval will also be submitted, pursuant with RSMo 160.405.1.(3) and MCPSC.

Revenues

State aid has been conservatively projected using the "DESE Basic Formula Projection Tool" for

charters, which shows funding of $11,677 per FWADA (including classroom trust fund dollars for Year 2-5 and before our 1.5% sponsor fee per RSMo160.400.11). We have included special education staffing and outsourced services in our budget model to serve the projected 10% of students who will be eligible for special education services. Beginning Year 2, projections include revenues from Proposition C funding at $900 per prior year WADA. The budget includes anticipated per pupil funding and confirmed private funding amounts.

Friendly Academy is a tuition-free school and students and families do not have to pay to attend, persuant to RSMo 160.415.11.

Federal funding for IDEA Part B, Title I,Title II, and Title III were obtained from the Missouri Charter Public School Commission. The National School Lunch Program and School Breakfast Program were calculated on the most recent reimbursement rates. Friendly also budgeted for a relatively small amount of Medicaid billing reimbursements ($10-30k) based on other schools in the area and McKinney Vento (Homeless students) funding.

Private Funding and Grants

Friendly Academy will be pursuing several sources of private and public grant support, including through the Charter School Program with the Department of Education, the Charter School Growth Fund, and NewSchools Venture Fund. Friendly Academy will have competitive applications for these grants and assumes a reasonable possibility of support. However, in order to present an appropriately conservative startup plan, none of these grants have been included in the budget presented. To the degree additional funds are secured, this will allow Friendly to supplement the critical, foundation staff, service, and supplies items already included in the budget.

Friendly's budget currently includes an assumption of grant funding from The Opportunity Trust ($200,000 in Year 1 and $150,000 each in Years 2 and 3). This funding has been secured by The Opportunity Trust and will be available to Friendly Academy, pending application approval. Friendly Academy also assumes a small amount of additional funds raised for Year 1 ($30,000); this amount is considered conservative and appropriate expense reductions would be made were this funding not secured.

Expenses

Personnel: To recruit exceptional faculty, Friendly offers leading opportunities for professional growth and compensation. Our average starting salary for teachers will be approximately $55,000. Health and dental benefit premiums have been modeled at $4,383/staff/member. Salaries increases of 2.50% annually have been modeled. By Year 5, our average teacher salary is $60,000+. Additionally, pension expenses, which are substantial, were calculated by adding up employee wages and employee benefits contributions for the eligible wages then multiplying by the STLPSRS rate of 13.50%. This rate drops by 0.5% per year based on information from other Charter school leaders in St. Louis City. Federal and state payroll taxes are also included.

Facilities: Friendly Academy is in partnership with Friendly Temple. Friendly Academy will have access to discounted space on the church's campus allowing for minimal upfront costs to ensure the space is prepared. Beginning in Year 3, Friendly Academy assumes that roughly 12% of per student revenue will be allocated to some combination of lease and/or facility financing costs (based on local and national averages). This new expense will allow the school to secure additional educational space beginning in Year 3 to facilitate the growth of the full student population.

Supplies / Equipment and Services / Contractors

Cost drivers *(per student)* and other main costs were calculated according to financial data, conversations with vendors and other schools, and research into potential vendors and costs.

Costs are differentiated between start-up costs which taper down over time as needs are met *(curriculum, furniture, technology hardware, bus purchases, etc)* and continuing costs which increase with inflation over time *(classroom supplies, online curriculum/software, field trips, student food, extracurricular activities, rent, utilities, etc).* As outlined in RSMo 160. 415.7(6), invoices for services, equipment, or other purchases over $25,000 require board notification and approval before being sent to CMO. These should be included in monthly board packages on BoardOnTrack and approved during the board meeting.

Effective Contingency Plans

Friendly Academy is proactively engaging in thorough contingency planning to address potential challenges that may arise during its operational phases through partnership with Joule Growth Partners. This comprehensive approach encompasses considerations for scenarios such as lower-than-projected student enrollment, decreased fundraising, elevated fixed costs, unforeseen significant facilities expenses, and lower-than-anticipated state or federal revenues. This strategic preparation ensures that Friendly is well-equipped to navigate and mitigate various uncertainties, fostering adaptability and resilience in the face of unforeseen challenges

C.2 Financial Management

Friendly Academy is registered as a Missouri nonprofit (see Appendix B.1.1) and operating with regulation in RSMO 355.001 , RSMo 160.405.4.(4) and RSMo 160.405.1(10). To continue to maintain strong fiscal practices, Friendly Academy will follow Missouri Charter Public School Association's financial management policies which align with state and federal requirements. To ensure fiscal health, Friendly will contract with Joule Growth Partners beginning in April 2024 to receive transaction and financial leadership support during the planning period and operation.

In order to be in compliance with Missouri Charter Public School Commission, Friendly will ensure policies are created for the following procedures:

- Audit and Financial Statements
- Bank Procedures
- Board Resolution Adoption
- Cash Management
- Conflict of Interest Questionnaire
- Capital Assets Accounting
- Designation of Financial Institution
- School Accounting System
- Payroll Policy
- Federal Fiscal Compliance
- State Tax Sources
- State and Federal Projects
- Borrowed Funds
- Bonded Indebtedness
- Enrollment Tracking
- Attendance Eligibility
- Eligibility for FRL
- Special Education and English Proficient Enrollment
- Uniform Grant Guidance
- Missouri Financial Accounting Manual

Financial Controls and Procedures

Friendly Academy is committed to adopting financial practices that adhere to its fiduciary responsibility for public funds, encompassing crucial aspects such as fiscal controls, cash management, purchasing plans, and investment standards for political subdivisions. The collaborative efforts of the Executive Director, Dean of Operations, and Board of Directors will be instrumental in establishing robust systems and procedures for the effective management of the school's finances.

As part of the Friendly Academy Bylaws, the Board of Directors is ultimately responsible for the monitoring and oversight of Friendly Academy's financial management. The Bylaws can be found in Appendix B.1.3.

During the pre-opening phase, Friendly Academy has proactively engaged the expertise of Joule Growth Partners (JGP), a reputable organization providing operational and financial support for charter schools. JGP will contribute to the development of policies, procedures, and financial management systems, ensuring a successful launch.

Friendly's budget is meticulously crafted to align with the expectations set by the Department of Elementary and Secondary Education (DESE), meeting the financial documentation requirements outlined in the Annual Secretary of the Board Report (R.S.Mo.§162.821), and adhering to the standards of the Missouri Financial Manual. This comprehensive alignment underscores our commitment to transparent, compliant, and responsible financial practices.

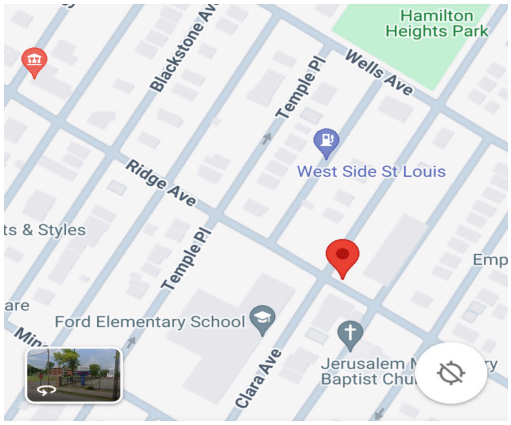
Friendly's fiscal year spans from July 1 to June 30. The collaborative efforts of the Executive Director, Dean of Operations and the Board Finance Committee will be pivotal in preparing a comprehensive annual budget and cash flow statement. These financial documents will undergo review by the Board of Directors by April 30 and seek approval by June 30 each year. The Dean of Operations will work with JGP to provide monthly financial statements that will be shared and reviewed with the Finance Committee and the larger board during each monthly board meeting. The entire Board must review the budget per RSMo 160.405.1.(14) and vote for approval.

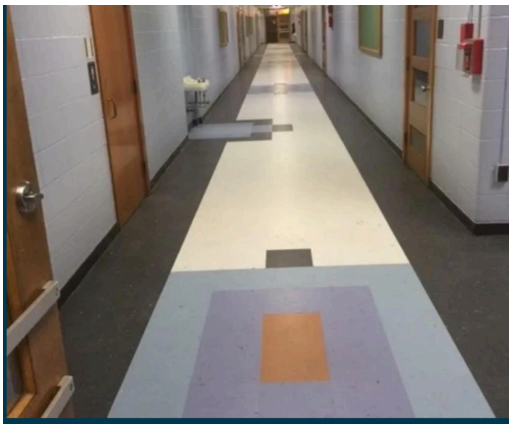
Friendly Academy is committed to prudent financial management by utilizing a bank that provides collateralization for funds exceeding the FDIC limit. To ensure transparency and accountability, the school will enlist the services of an independent certified public accounting firm for an annual audit. This audit will adhere to federal and local auditing requirements, align with Government Auditing Standards issued by the Comptroller General of the United States, and meet all standards mandated for Missouri public and charter schools.

Financial records, both short and long-term, will be maintained in compliance with public school retention laws. Furthermore, Friendly will fulfill its tax obligations by preparing and submitting all necessary federal and state tax returns. As required by law, Friendly will share an annual report with the sponsor, stakeholders, families, and the general public. This report will highlight the overall financial health of the organization ensuring the highest level of transparency with all necessary stakeholders. The annual report will be posted on the school's website and on the sponsor's website

C.3 Facility

Friendly Academy is a new public charter school in St. Louis, MO that plans to open in Fall 2025. Friendly will open with 100 Kindergarten and 1st-grade students and grow to serve 400 students K-5. Friendly has identified a possible facility for it's first two years of operation. The facility provides enough space for us to adhere to our school model and values. It is also located in our targeted community, North St. Louis. The facility location is 5599 Ridge Ave., St. Louis, MO 63112. The building is owned by Friendly Temple and is most commonly used for their annual summer camp. If chosen, this facility keeps our cost at a minimum and serves as a core means of collaboration with our founding partners, Friendly Temple. The building currently has seven classrooms and could be renovated to eight classrooms. There are several offices, faculty and student restrooms. The parking lot has room for a playground for outdoor recess. The first picture below shows the google map of the facility. The other three pictures shows the front, side, and inside views of the building.





Accessibility

At Friendly Academy, we are committed to guaranteeing ADA compliance and full accessibility for all applicants, irrespective of mobility limitations. Every student will enjoy unrestricted access to our comprehensive program offerings within a secure and inclusive environment, fostering both academic and personal development. Our commitment extends to ensuring accessibility in all classrooms, community spaces, outdoor areas, and various sections of the school for students, families, community partners, and visitors alike.

Permanent Facility

At Friendly Academy, the well-being and safety of our students, staff, and community during their campus activities are paramount. We will begin the search for a permanent facility at the launch of our first school year. We are working with HKW Architects and Levelfield to assist with identifying a permanent facility. Friendly Academy has identified a program space need of 40,000 gross square feet for its permanent facility. The facility will either be a renovated school space, new construction, or a combination of the two. Serving 400 students, the permanent facility will have the following program elements:

1. 17 classrooms serving K-5
2. 3 special education rooms sized for up to 15 students
3. Full commercial kitchen for on-site food preparation
4. Multi-purpose space designed to hold half the full enrollment seated at tables
5. A 5,000 square foot gym sized for elementary school; if built as new construction, it would also be the required storm shelter
6. A Wellness Room for both students and staff
7. A Dream Lab for project-based learning and entrepreneurship curriculum
8. A minimum of 2 staff workrooms
9. Administrative offices and open workstation space
10. Front reception area/lobby with secure entrance via intercom and/or proximity reader access
11. Common Toilet Rooms, Single toilets in Kindergarten rooms
12. Minimum of 2 dedicated staff toilet rooms
13. Room for school nurse with a toilet room
14. Family and Community Partner Room
15. New or upgraded Mechanical, Electrical, Plumbing and Fire Protection systems throughout the facility
16. Wireless access points for internet service serving the entire facility
17. Outdoor play space, with a minimum 6’-0” fenced enclosure, a combination of hardscape and landscaped spaces, capacity to be a minimum of ¼ of the full enrollment.
18. Off-street parking accommodating all full-time staff and the required number of ADA-accessible spaces

All regularly occupied spaces will be designed to be fully accessible under current ADA/ANSI A117.1 guidelines. A passenger elevator will be provided if the permanent facility is multi-story. Any addition with an occupant load over 50 people or the construction of a completely new

facility will also be constructed with a storm shelter as required by the currently enforced building code.

School Safety
Friendly Academy is fully committed to complying with all relevant laws, resolutions, codes, decisions, statutes, ordinances, rules, and regulations from governmental or quasi-governmental authorities overseeing the operation, occupancy, maintenance, alteration, and use of school facilities.

Our Dean of Operations will annually submit a comprehensive report to the Board, detailing how our facilities align with local and federal health and safety laws and regulations. We pledge to uphold compliance with all health and safety inspections conducted by government officials, taking necessary measures to ensure air quality, ventilation, building condition, cleanliness, temperature control, and the absence of pests/infestation, in accordance with applicable health, safety, and building regulations. Friendly Academy will comply with all state, county and city laws and regulations regarding health and safety, in accordance with RSMo 160.405.4.(2), RSMo 167.115 - 117.

Friendly Academy is dedicated to ensuring compliance with the Americans with Disabilities Act, guaranteeing access to school facilities as mandated by law. We are committed to maintaining fire safety standards per Ordinance 70796 and the 2018 International Fire Code. This commitment involves providing fire safety and emergency training, developing evacuation and safety plans, and conducting regular fire and emergency drills. Emergency routes will be clearly mapped and posted in each room.

During the pre-opening year, Friendly Academy will diligently adhere to federal, state, and local guidelines for school operations post-COVID. The safety and well-being of our students, faculty, and staff remain our top priorities. We will formulate plans to create a secure and effective learning environment for all students, including conducting interviews with parents and families to inform our planning process.

C.4 Contracted Services (non-ESP)

Policies and Procedures for Contracted Services

As a recipient of public funds, Friendly Academy is dedicated to serving as a responsible and effective steward of all contracted services. For detailed information on our policies and procedures related to contracted services, refer to Appendix C.4.1 for Policies and Procedures for Contracted Services. This appendix provides comprehensive insights into our commitment to transparency, accountability, and the judicious use of public resources in managing contracted services. These policies and procedures are in place to ensure that all procurements are:

- Adhere to all state and federal laws
- Outcome of free and open competition including transparent and consistent RFP specifications and bid materials, and advertisements placed in appropriate media as required
- Maintain transparency in transactions for all purchases, both above and below the Board-approved purchasing threshold
- Are well documented, including evidence of open competition; criteria for decision-making that provide for a reasonable choice, with cost being the primary decision criterion; identifies what is allowable by law and budget; identifies the allocation of costs

Friendly will follow procurement procedures and policies pursuant to RSMo 160. 415.8 and RSMo 160.405.4.(1).

Liability Insurance

Final determinations regarding service contracts, including insurance, are awaiting charter approval and will be finalized through a rigorous competitive bid process. Friendly has already identified Miller Insurance Group and earmarked funds to secure suitable coverage. It is noteworthy that Friendly is committed to ensuring that our finance consultant is adequately insured and bonded for security. For a comprehensive overview, please refer to Appendix B.1.6: Liability Insurance Estimate. Once a Dean of Operations is hired, they will maintain an insurance policy pursuant with RSMo 160.405.4.(8) and RSMo 160.405.14.(2). The Dean of Operations will also secure a surety bond pursuant with RSMo 160.405.14.(1).

Transportation

In pursuit of its mission to provide equitable access to an excellent education for all students, irrespective of personal transportation availability, Friendly has planned to offer transportation services to all students residing in its priority zip codes. Additionally, transportation will be provided for students with Individualized Education Programs (IEPs) necessitating accommodations, as well as for students experiencing homelessness. More information on transportation for students experiencing homelessness can be found in Appendix A.5.1 - McKinney-Vento Plan.

Friendly is committed to aligning its level of service for grades K-5, offering transportation to all students residing beyond a half-mile radius from the school. In budgeting considerations, Friendly has taken a conservative approach, estimating a 10% state transportation reimbursement rate. It is important to note that state transportation aid is specifically provided for students residing outside a one-mile threshold. We will organize carpools for students who reside within a mile of our school. To accommodate these factors, Friendly's budget assumes that 80% of all students will require transportation services.

For more detailed information, please refer to Appendix C.4.2:Transportation Quote.

Food Services

Friendly anticipates serving a population in which 85%-100% of students qualify for Free and Reduced Lunch (FRL) and anticipates this percentage to stay consistent through the first five years making the school eligible for the Federal CEP program. Friendly has not identified a food service provider for students yet. Friendly will adhere to all nutritional quality standards and guidelines for individual food items.

Section D.1 - Pre-Opening Plan

As required as part of the application, Friendly's pre-opening phase spans from July 2024 through July 2025. The detailed project plan provided in Appendix D.1.1 lists essential task areas along with the primary positions responsible for their completion. It's important to note that these tasks and timelines are subject to adjustments as the school progresses, and the list, while comprehensive, is not exhaustive. All pre-opening activities ensure that Freindly Academy meets all healthy, safety, and other legal requirements prior to opening, pursuant to RSMo 160.405.1.(11). This outline serves as a testament to Friendly's proactive approach in planning for its inaugural year and underscores the necessity of securing key leadership positions well in advance of the school's opening.

During Friendly's pre-opening phase, independent fundraising efforts will play a crucial role in providing financial resources. This strategic approach ensures support for all essential tasks. The primary focus of the start-up year is to achieve critical organizational development milestones, laying the groundwork for a strong launch in the 2025-2026 school year.

In addition to organizational development, a secondary priority is cultivating leadership within the school and establishing networks with leaders from other high-performing institutions through development and training opportunities. This dual emphasis reflects Friendly's commitment to not only meet immediate operational needs but also invest in the long-term growth and success of the school and its leaders.

Section D.2 - Closing Plan

In the unlikely event that Friendly Academy needs to close, the following closure plan will be followed. The closure plan is aligned to RSMo 160.405.1.(15), RSMo 160.405.16.(6) and MCPSC closure requirements. The closure plan can be found in Appendix D.2.1.

Goal 1 - Missouri Assessment Program: 80% of students who have completed three consecutive years at Friendly School are expected to achieve Proficient or Advanced scores on the MAP Mathematics and English Language Arts Assessment by the end of the school's fifth year of operation.

The table provided below outlines the interim benchmark goals that Friendly School aims to meet and be held accountable for.

MAP Target Proficiency Rates

Year	Target Proficiency Rates in ELA & Math on MAP
Year 3	At least 60%
Year 4	At least 70%
Year 5	At least 80%

Assessment Tool: Missouri Assessment Program (MAP)

Rationale: At Friendly Academy, we have established performance targets that are both challenging and attainable, considering the existing state of performance in Missouri. To provide context, on the 2023 Mathematics MAP test, the average proficiency rate for third graders in the State of Missouri stood at 40.5%, while the proficiency rate within the St. Louis Public Schools District (SLPS) was notably lower at 16.1%.

In English Language Arts the average proficiency rate for third graders across Missouri was 43.6%, with SLPS reporting a proficiency rate of 21.2%. To offer a benchmark for excellence, we've included the proficiency rates for the Clayton School District, which stands as one of the top-performing districts in the state.

2023 MAP Results

	3rd Grade ELA Proficient and Advanced	3rd Grade Math Proficient and Advanced
State of Missouri	43.6%	40.5%
St. Louis City	21.2%	16.1%
Ralph M. Captain Elementary School - Clayton	79.7%	80.4%

Rationale: The targets identified by Friendly will meet the Missouri DESE benchmarks to be "On Track" within the first 5-year charter term and within the first three years of testing according to the Comprehensive Guide to MSIP6. Below is a table that compares the MIP of the St. Louis Public School District and the Clayton School District.

2021 MAP Performance Index

	District MPI English Language Arts	School MPI Mathematics
St. Louis City	250	221
Clayton School District	404	402

Based on the results of the schools listed above, the Friendly Founding team feels that this academic goal is realistic and attainable. To ensure that we are working to accomplish our goal by our fifth year of operation, we have laid out the following yearly benchmarks.

Goal 2 - Reading Growth & Proficiency: Friendly Academy aims for a minimum of 80% of students who are enrolled for the entire school year to achieve reading proficiency at or above their grade level or demonstrate more than one year of academic growth by the conclusion of the school year.

Assessment Tool: NWEA MAP (Measures of Academic Proficiency)

Rationale: A child's ability to read on, or above, grade level is critical to their overall success. Additionally, reading can be a gateway to creativity, fun, and joy. Helping students build a love for reading at an early age will help improve their outcomes for the rest of their life. To do so, Friendly Academy applies the Science of Reading and will assess and progress monitor students' reading development from the beginning to ensure they are developing the necessary skills to excel in a rigorous curriculum.

We believe in an extended definition of success and value diverse measures of student performance. Aligned with our mission and school model, the following non-academic goals were developed:

Goal 3 Social Emotional Learning: 90% of students will meet or exceed their personalized SEL goals that are aligned with the CASEL framework after one year of enrollment at Friendly. Results will be measured by each individual student, their teachers, and their families observations and feedback.

Goal 4 Staff Wellness:

- Annually, 90% of staff members will respond positively on a formal survey that they feel cared for at our school and that they are satisfied with our culture.
- Each year, we retain at least 90% of the teachers who are invited back.

Goal 5 Critical Thinking and Innovation: Students will demonstrate high levels of innovation and critical thinking. 80% of students will score "accomplished or "exemplary" on a Friendly Academy dream lab rubric by the end of the school year.

Goal 6 Service-Based Learning: 80% of students will score "accomplished or "exemplary" on a Friendly Academy service-based learning rubric by the end of the school year.

Goal 7 Cash on Hand: Friendly Academy will have 60 Days of unrestricted cash on hand by the end of Year 4 and a yearly positive trend.

Amplify CKLA

2ND EDITION 2023

Program guide

BUILT ON THE Science OF Reading

Amplify.

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Amplify CKLA helps you bring the world to students.

With Amplify Core Knowledge Language Arts® (CKLA), we want to help you teach students how to read and give them reasons to read. That's how students develop into engaged, active readers—the kind who can go on their own adventures into texts.

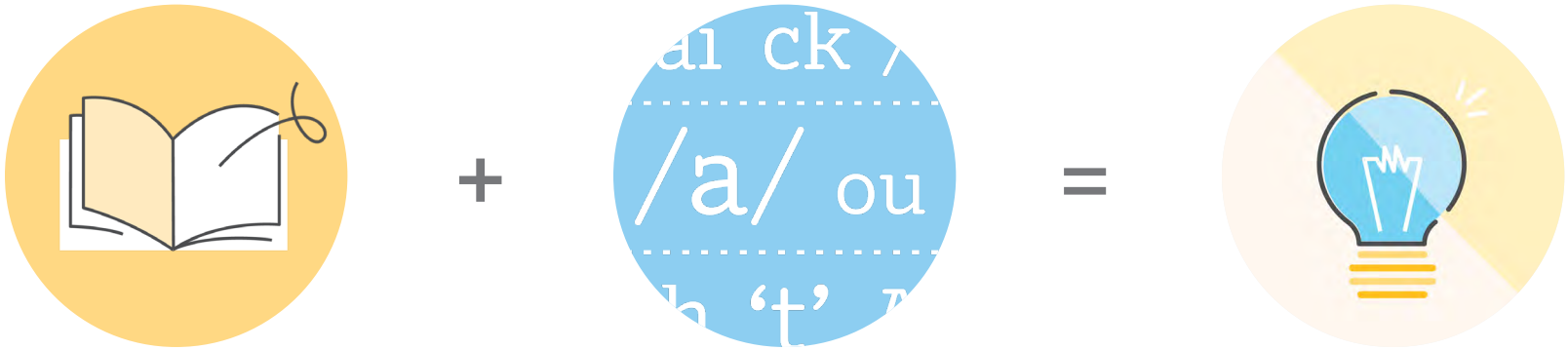
“I like that the kids are learning things that I wouldn’t have thought to teach to a first-grader. It helps bring the learning alive.”

—Michael, Amplify CKLA Teacher, California

How it works

CKLA is built on the science of how kids learn to read.

Every day in grades K–2, students complete one full lesson that builds foundational reading skills, as well as one full lesson that builds background knowledge. In grades 3–5, students start to master the basic skills of reading, further opening up their worlds.



Knowledge

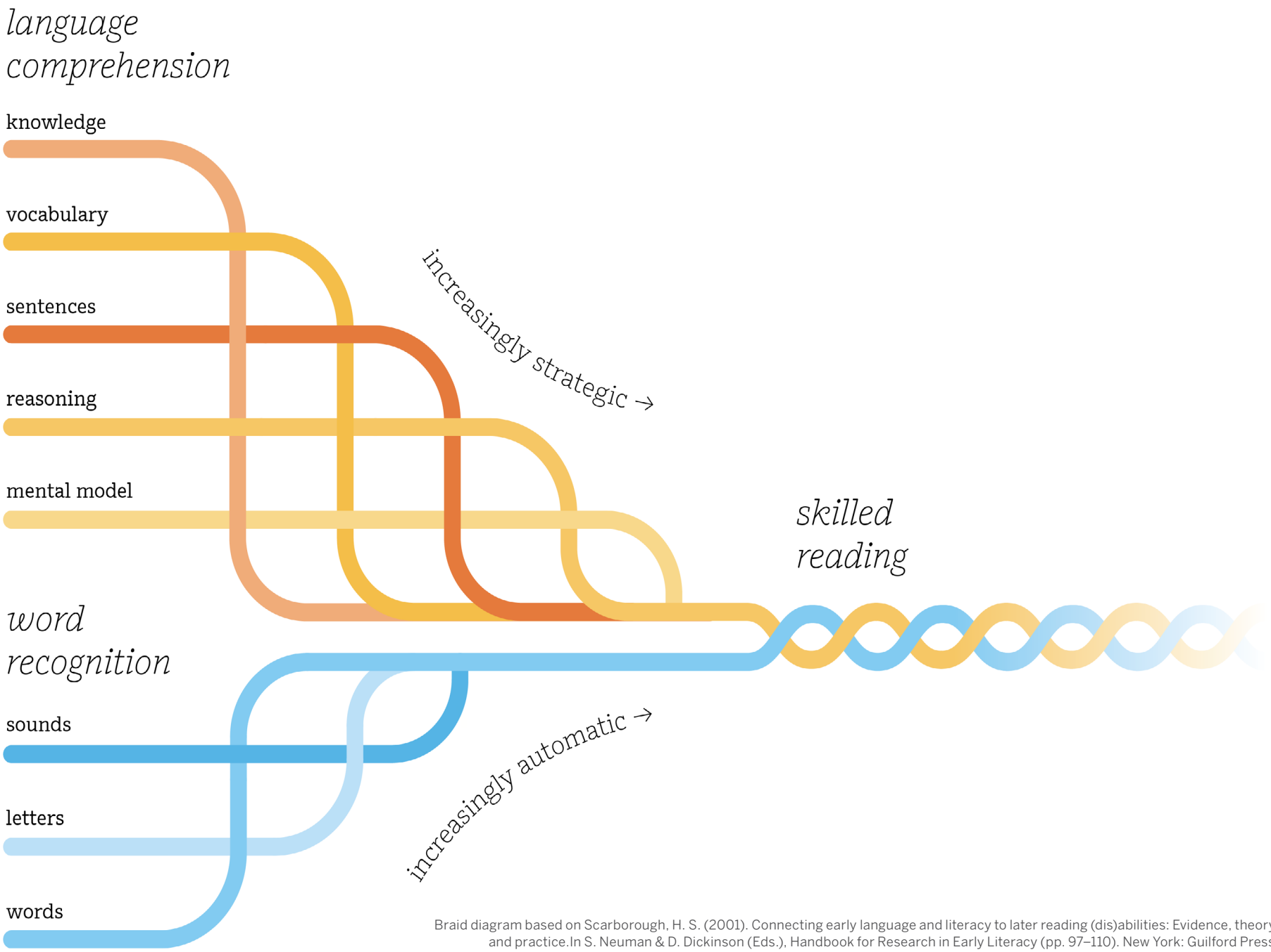
Through complex read-alouds with an emphasis on classroom interactivity, oral comprehension, and contextual vocabulary, students start to build their awareness of the world around them—and the way the reading skills they're building give them access to it.

Skills

Starting with sounds, students practice their phonemic awareness, handwriting skills, vocabulary, spelling, and grammar. Through daily practice, students become aware of the connection between reading and writing, building confidence as they go.

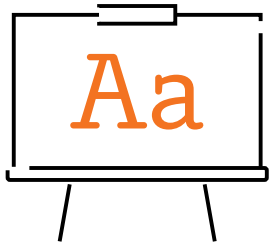
Skilled reading

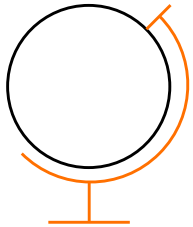
Lessons begin to combine skills and knowledge with increasingly complex texts, close reading, and a greater writing emphasis. Students start to use their skills to go on their own independent reading adventures.

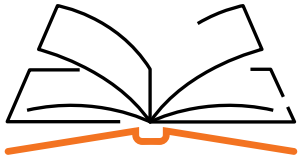


Braid diagram based on Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice.In S. Neuman & D. Dickinson (Eds.), Handbook for Research in Early Literacy (pp. 97–110). New York: Guilford Press.

What's our approach?







Strong skills foundation

You know great reading instruction starts with helping students develop great reading skills. Built on the Science of Reading, Amplify CKLA features an explicit, systematic approach that leverages multisensory instruction. By building a solid foundation of phonological awareness and phonics, reading the words on the page becomes automatic, opening the door for deep comprehension and critical thinking.

Deep content knowledge

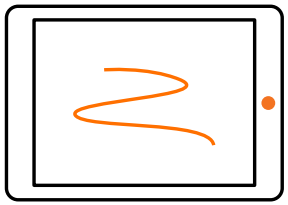
Research shows that reading comprehension increases when students have background knowledge about a topic. We've designed CKLA around topics that interest kids, from science to world history to great literature and art. Students build connections across domains and grades, deepening their understanding and engagement with each year.

Authentic, diverse texts

Diverse texts provide both windows and mirrors, helping students better understand themselves and the world around them. CKLA provides students with a variety of texts—including rich, authentic literature, novel studies, Student Readers, and more. Our K–2 decodable chapter books feature relevant characters and gorgeous illustrations that honor students' diverse backgrounds within an authentic reading experience.

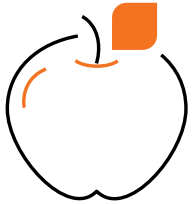
Equitable English and Spanish

Amplify Caminos, our robust Spanish language arts companion, supports multiple teaching models, including dual language immersion and transitional classrooms.



Rich digital materials

With Amplify CKLA, teachers have access to ready-to-use and customizable lesson presentation slides, complete with all the prompts from the print Teacher Guide. As teachers deliver each lesson, students engage with the content in one cohesive digital experience.



Extensive teacher support

We provide easy-to-use Teacher Guides for all our units, with point-of-use scaffolds to differentiate instruction for all learners, digital versions of all instructional materials, planning resources to help make sure your students are meeting standards, and effective on-site and online professional development.

Equity is at the center of our instruction.

We believe we have a responsibility to provide literacy instruction that gives every student equal opportunity to succeed and excel. Amplify CKLA builds students' knowledge about the world, helping students see people who resemble them and familiar situations or experiences, while also exposing them to people whose appearances, lives, beliefs, and backgrounds differ from their own.

In addition to teaching all students to crack the written code (which is vital for equity), the Amplify CKLA program helps students see the strengths and experiences we all share while celebrating their own unique identities and experiences.

Authentic literature

Authentic literature exposes students to a variety of text types and perspectives to deepen their knowledge of fascinating topics in social studies, science, literature, and the arts. Authentic texts support text-to-self, text-to-world, and text-to-text connections for readers.

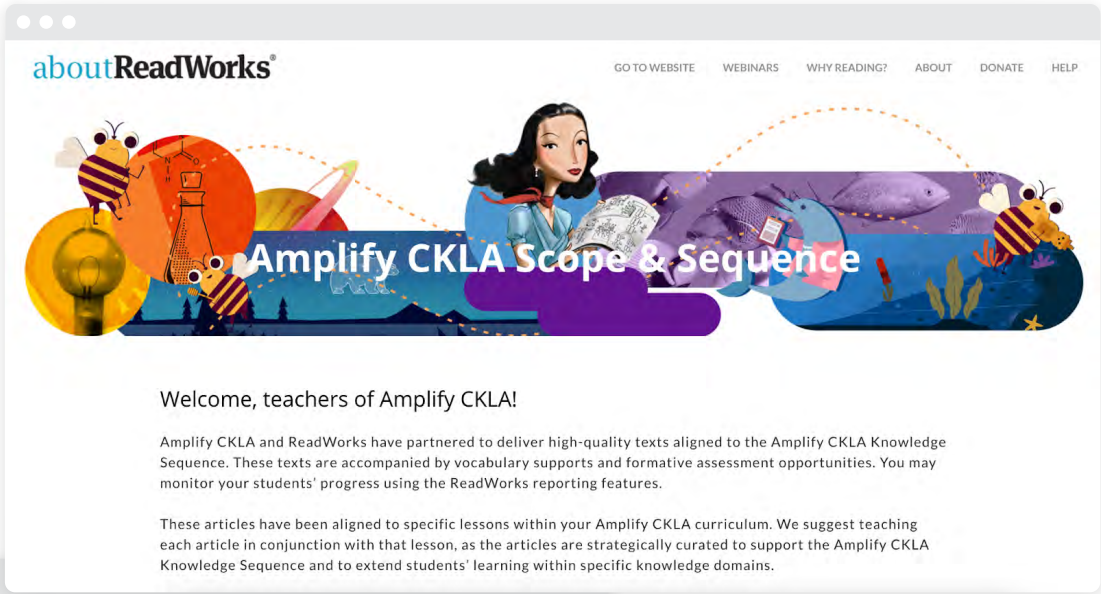
Student Readers

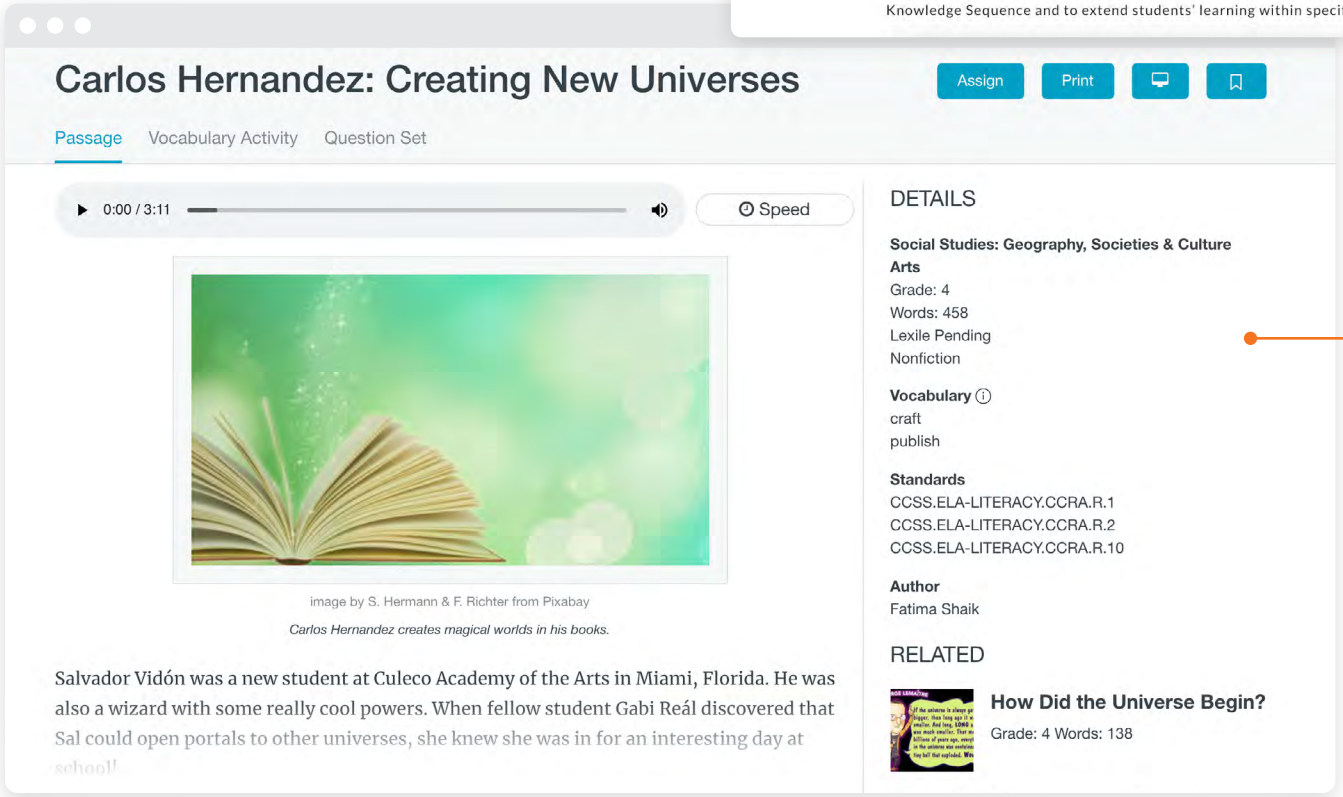
Amplify CKLA is built on the conviction that equitable instruction is vital to an effective program. Decodable Student Readers are newly re-designed to celebrate students' diverse experiences and feature individuals with a broad range of identity factors, including socio-economic status, age, ability, race, ethnicity, country of origin, religion, and more.

ReadWorks partnership

Amplify CKLA and ReadWorks® have partnered to deliver high-quality texts curated to support the Amplify CKLA Knowledge Sequence and to extend student learning. Texts include high-interest nonfiction articles in topics in social studies, science, literature, and the arts.

These texts are accompanied by vocabulary supports and standards-aligned formative assessment opportunities. Teachers can monitor their students' progress using the ReadWorks reporting features.





ReadWorks articles expand students' knowledge and are accompanied by vocabulary supports and formative assessment opportunities.

Making connections year by year

	PreK	Kindergarten	Grade 1
Literature connections	All About Me	Nursery Rhymes and Fables	**Fables and Stories**
	Families and Communities	The Five Senses	The Human Body
	Plants	**Stories**	Different Lands, Similar Stories
	Animals	Plants	Early World Civilizations
	Habitats	Farms	Early American Civilizations
	Classic Tales	Native Americans	Astronomy
History connections	**Important People in American History**	Kings and Queens	The History of the Earth
		Seasons and Weather	Animals and Habitats
		Columbus and the Pilgrims	Fairy Tales
		Colonial Towns and Townspeople	A New Nation: American Independence
		Taking Care of the Earth	**Frontier Explorers**
		Presidents and American Symbols	

Grade 2

- Fairy Tales and Tall Tales
- Early Asian Civilizations
- The Ancient Greek Civilization
- **Greek Myths**
- The War of 1812
- Cycles in Nature
- **Westward Expansion**
- Insects
- The US Civil War
- The Human Body
- Immigration
- Fighting for a Cause

Grade 3

- **Classic Tales: *The Wind in the Willows***
- Animal Classification
- The Human Body
- The Ancient Roman Civilization
- Light and Sound
- The Viking Age
- Astronomy: Our Solar System and Beyond
- Native Americans: Regions and Cultures
- **Early Explorations of North America**
- Colonial America
- Ecology

Grade 4

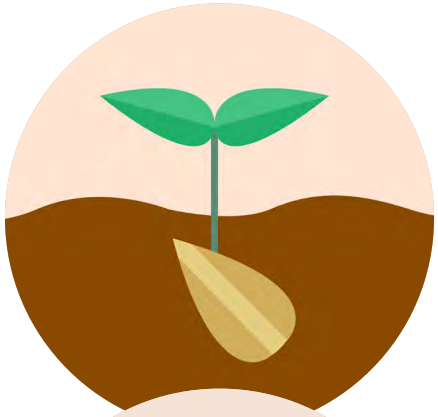
- Personal Narratives
- Empires in the Middle Ages
- Poetry
- *Eureka!* Student Inventor
- Geology
- **Contemporary Fiction**
- **The American Revolution**
- *Treasure Island*

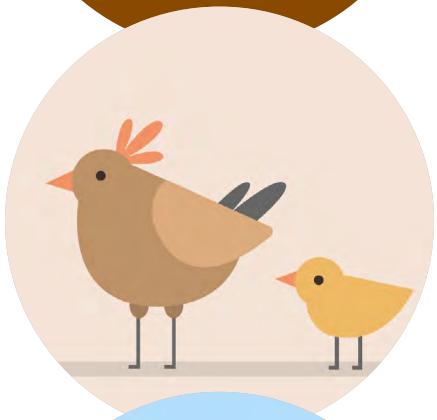
Grade 5

- Personal Narratives
- Early American Civilizations
- **Poetry**
- *Adventures of Don Quixote*
- The Renaissance
- The Reformation
- "A Midsummer Night's Dream"
- **Native Americans**
- Chemical Matter

Students grow from week to week...

Kindergarten





Plants

Students learn that plants are living things that need food, water, and space to live and grow.

Farms

Students learn that the plants we use for food grow through a seasonal cycle of planting and harvesting.

Seasons and Weather

Students learn more about the cycle of the seasons and how they connect to weather events like rain, snow, and sun.

- Plants
- Leaves
- Seedlings
- Germinate
- Crops
- Produce
- Cycle

...and year to year

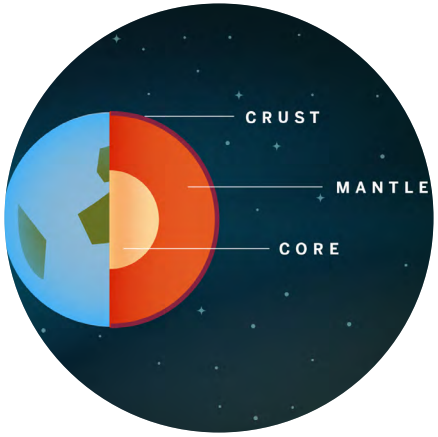
Kindergarten • • • • • • • • • • • • • • • **Grade 3** • • • • • • • • • • • • • • • • • **Grade 4**

Plants

Students learn that plants are living things that need food, water, and space to live and grow.

Ecology

Students learn that decomposer organisms recycle carbon dioxide from once-living things.

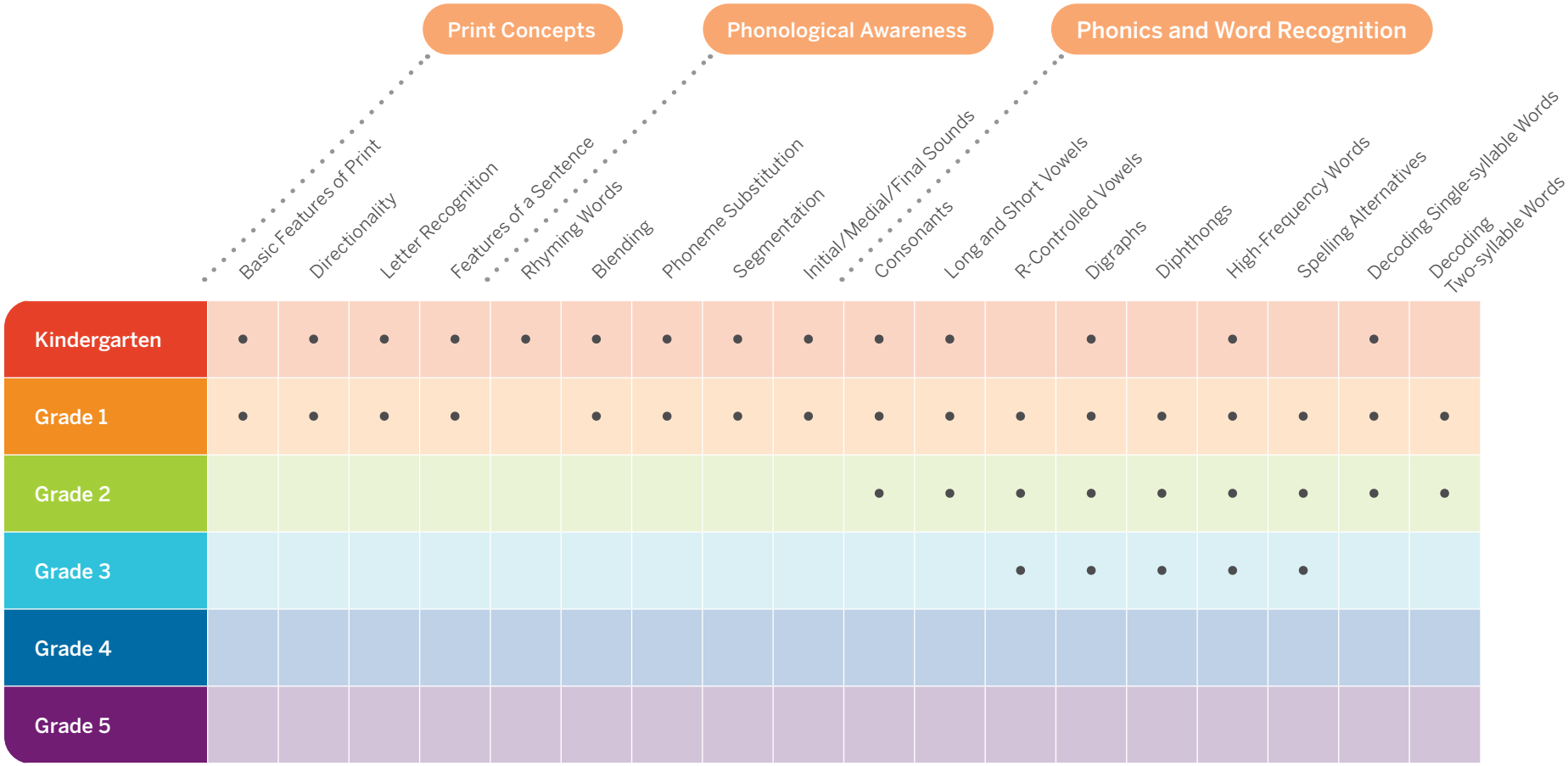


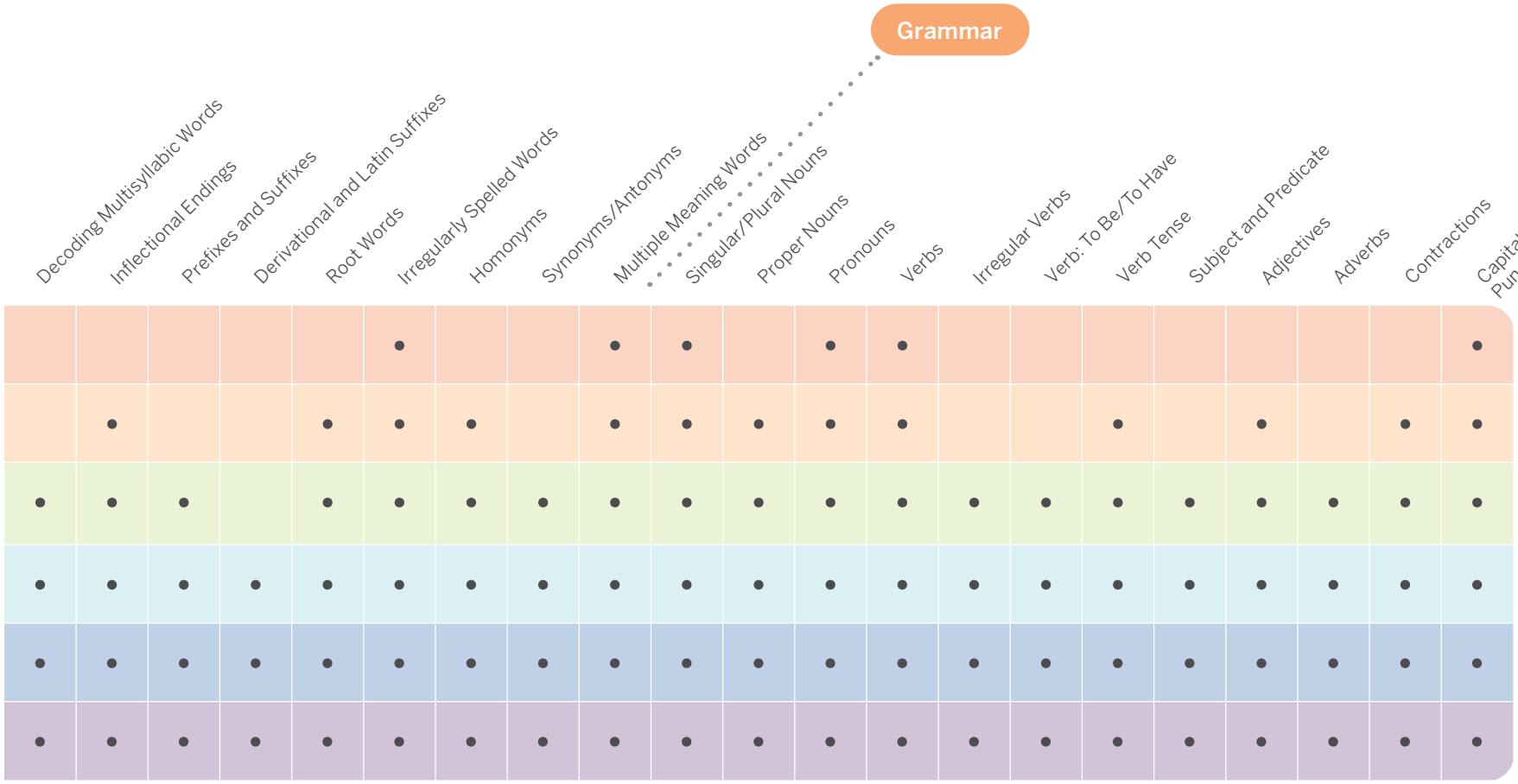
Geology

Students learn that sedimentary rock is formed in part by the decomposition process.

Plants • • • • • Nutrient • • • • • Decay • • • • • Petrified • • • • • Sediments • • • • • Sedimentary

Foundational skills by year




Grammar
Decoding Multisyllabic Words
Inflectional Endings
Prefixes and Suffixes
Derivational and Latin Suffixes
Root Words
Irregularly Spelled Words
Homonyms
Synonyms/Antonyms
Multiple Meaning Words
Singular/Plural Nouns
Proper Nouns
Pronouns
Verbs
Irregular Verbs
Verb: To Be/To Have
Verb Tense
Subject and Predicate
Adjectives
Adverbs
Contractions
Capitalization/ Punctuation

PreK

This is where it all begins! Students will learn why flies buzz and how the turtle cracked his shell, draw sound pictures, hear about astronaut Sally Ride, and delve into the secrets of the Initial Sound Mystery Box.

Skills

Print Knowledge

- Alphabet Knowledge
- Print Concepts

Handwriting

- Motor Skills
- Strokes
- Writing Letters

Phonological Awareness

- Syllable Segmenting and Blending
- Initial Sounds
- Final Sounds
- Sound-Letter Correspondence

Domains	Trade books
All About Me Learn about the five senses and how the body moves.	• *Shades of People* by Shelley Rotner and Sheila M. Kelly • *My Amazing Body: A First Look at Health and Fitness* by Pat Thomas • *My Five Senses* by Aliki
Families and Communities Who's in my family? What are our traditions and celebrations?	• *Families* by Ann Morris • *Houses and Homes* by Ann Morris and photography by Ken Heyman • *Full, Full, Full of Love* by Trish Cooke and illustrated by Paul Howard • *Career Day* by Anne Rockwell and illustrated by Lizzy Rockwell
Animals An introduction to animals and their needs.	• *What Do You Do with a Tail Like This?* by Steve Jenkins and illustrated by Robin Page • *Is Your Mama a Llama?* by Deborah Guarino and illustrated by Steven Kellogg • *See Me Grow* by Penelope Arlon and Tory Gordon-Harris
Plants How do plants live and grow and what does that have to do with "cycles"?	• *A Fruit is a Suitcase for Seeds* by Jean Richards and illustrated by Anca Hariton • *Flowers* by Vijaya Khisty Bodach • *Sunflower House* by Eve Bunting and illustrated by Kathryn Hewitt
Habitats Now that we know about plants and animals, let's learn more about how they both live.	• *Here is The Southwestern Desert* by Madeleine Dunphy and illustrated by Anne Coe • *In the Woods: Who's Been Here?* by Lindsay Barrett George • *Life in a Pond* by Carol K. Lindeen
Important People in American History Some important Americans who've changed our world.	• *Happy Birthday, Martin Luther King Jr.* by Jean Marzollo and illustrated by J. Brian Pinkney
Classic Tales An introduction to some of the stories and fables children have loved for generations.	• *The True Story of the 3 Little Pigs!* by Jon Scieszka and illustrated by Lane Smith

Kindergarten

In kindergarten, students will develop phonemic awareness with storybook characters like Zack and Ann Chang; draw a chart to identify different smells; learn about the Lenape, Wampanoag, and Lakota Sioux; and pay homage to classic nursery rhymes by jumping a candlestick.

Skills

Print Concepts

- Basic Features of Print
- Directionality
- Letter Recognition
- Features of a Sentence

Phonological Awareness

- Rhyming Words
- Blending
- Phoneme Substitution
- Segmentation
- Initial/Medial/Final Sounds

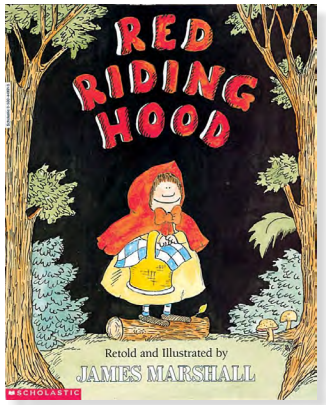
Phonics and Word Recognition

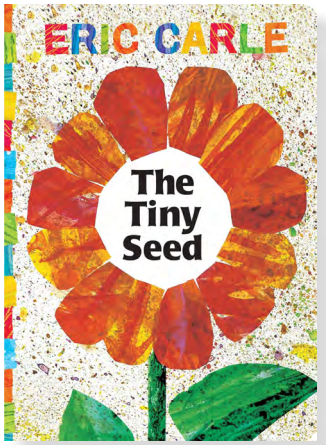
- Consonants
- Long and Short Vowels
- High-Frequency Words
- Decoding Single-syllable Words
- Irregularly Spelled Words
- Multiple-meaning Words

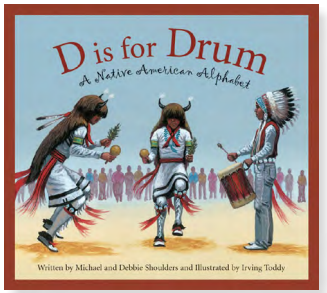
Grammar

- Singular/Plural Nouns
- Pronouns
- Verbs
- Capitalization/ Punctuation

Domains	Trade books
Nursery Rhymes and Fables Start learning about literature with these classic Mother Goose rhymes.	*Hush: A Thai Lullaby* by Minfong Ho
The Five Senses Learning about the body starts with learning about how we experience the world.	*Rainbow Joe and Me* by Maria Diaz Strom
Stories We learn about the parts of a book and some of the stories that go in one.	*Red Riding Hood* by James Marshall
Plants The life cycle of plants and the history of George Washington Carver.	*The Tiny Seed* by Eric Carle
Farms Now we know how plants make their food...but what about animals?	*The Cazuela that the Farm Maiden Stirred* by Samantha R. Vamos
Native Americans Who were the first people in America? A look at the Lenape, Wampanoag, and Lakota Sioux.	*D is for Drum: A Native American Alphabet* by Michael Shoulders
Kings and Queens To understand fairy tales, it's best to first understand royalty.	*Princess Hyacinth* by Florence Parry Heide
Seasons and Weather The study of natural cycles continues with the weather and why it happens.	*Thunder Cake* by Patricia Polacco
Columbus and the Pilgrims A look at the first contact between Europe and the Americas, and some of its results.	*Pilgrims of Plymouth* by Susan E. Goodman
Colonial Towns and Townspeople Before the War for Independence, how did the town and country depend on one another?	*Ox-Cart Man* by Donald Hall
Taking Care of the Earth We only have one Earth—here are some ways to help care for it.	*The Wump World* by Bill Peet
Presidents and American Symbols Start learning about government through the lives of five presidents.	*If I Were President* by Catherine Stier







Grade 1

In Grade 1, students will sing about a fabulous fox, learn to tell the difference between fairy tale heroes and villains, write an opinion statement about the worst part of going to the moon, and learn ancient Egyptian techniques for mummifying an apple.

Skills

Print Concepts

- Basic Features of Print
- Directionality
- Letter Recognition
- Features of a Sentence

Phonological Awareness

- Blending
- Phoneme Substitution
- Segmentation
- Initial/Medial/ Final Sounds

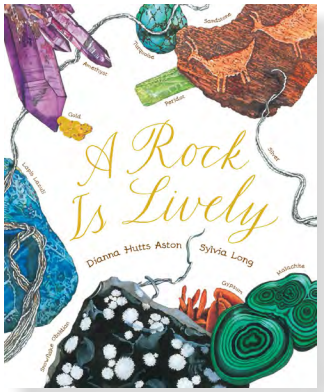
Phonics and Word Recognition

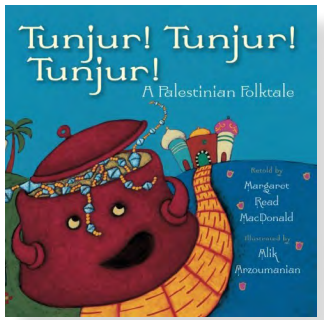
- Consonants
- Long and Short Vowels
- R-Controlled Vowels
- Digraphs
- Diphthongs
- High-frequency Words
- Spelling Alternatives
- Decoding Single-syllable Words
- Decoding Two-syllable Words
- Inflectional Endings
- Root Words
- Irregularly Spelled Words
- Homonyms
- Multiple-meaning Words

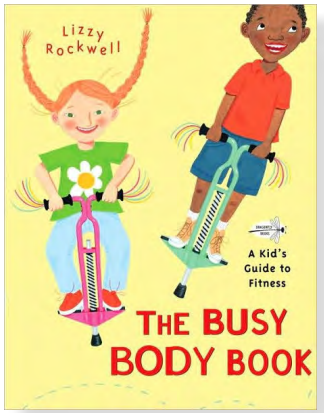
Grammar

- Singular/Plural Nouns
- Proper Nouns
- Pronouns
- Verbs
- Verb Tense
- Adjectives
- Contractions
- Capitalization/ Punctuation

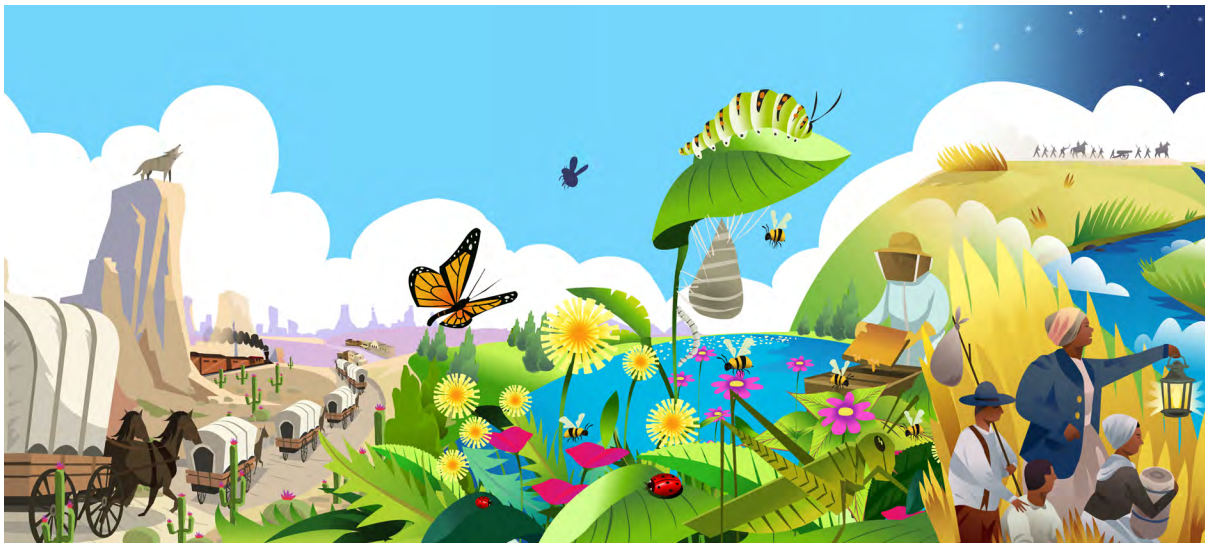
Domains	Trade books
Fables and Stories Learn some of the key elements of a story through classic fables.	*Tunjur! Tunjur! Tunjur! A Palestinian Tale* by Margaret Read MacDonald
The Human Body What are germs? What are the organs? And what does it all have to do with health?	*The Busy Body Book: A Kid's Guide to Fitness* by Lizzy Rockwell
Different Lands, Similar Stories A world tour of storytelling, and the stories that stay the same across the world.	*Lon Po Po: A Red-Riding Hood Story from China* by Ed Young
Early World Civilizations Rivers, farming, writing, and laws: Just what does it take to build a civilization?	*Gilgamesh the King* by Ludmila Zeman
Early American Civilizations What will we find in the great temples of the Aztec, Maya, and Inca civilizations?	*Rain Player* by David Wisniewski
Astronomy How the Earth relates to the moon, the sun, and the rest of the planets.	*Once Upon a Starry Night* by Jacqueline Mitton
The History of the Earth Just what lies beneath the Earth's surface, and what can it teach us about the past?	*A Rock is Lively* by Dianna Hutts Aston
Animals and Habitats A look at the connection between how animals live and where they make their homes.	*Wonderful Nature, Wonderful You* by Karin Ireland
Fairy Tales What do fairy tales have to teach us about how stories are told?	*The Great Fairy Tale Disaster* by David Conway
A New Nation: American Independence The story of the birth of the United States out of the thirteen colonies.	*A More Perfect Union: The Story of Our Constitution* by Betsy Maestro
Frontier Explorers The story of the journey west from the newborn U.S. to find the Pacific Ocean.	*Lewis and Clark: Explorers of the American West* by Steven Kroll







Grade 2



In Grade 2, students will thrill to the crimes of the Cat Bandit, assemble books about ancient Chinese culture, write their own Greek myths, and learn the story of the people who escaped to freedom from slavery by "follow[ing] the Drinking Gourd."

Skills

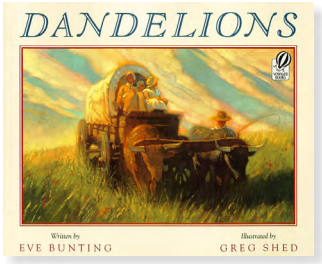
Phonics and Word Recognition

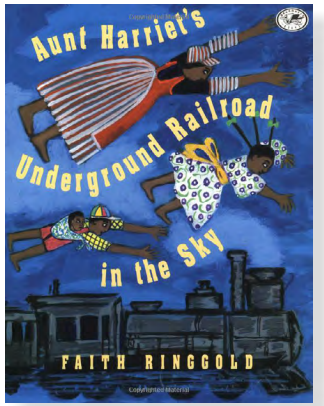
- Consonants
- Long and Short Vowels
- R-Controlled Vowels
- Digraphs
- Diphthongs
- High-frequency Words
- Spelling Alternatives
- Decoding Single-syllable Words
- Decoding Two-syllable Words
- Decoding Multisyllabic Words
- Inflectional Endings
- Prefixes and Suffixes
- Root Words
- Irregularly Spelled Words
- Homonyms
- Synonyms/Antonyms
- Multiple-meaning Words

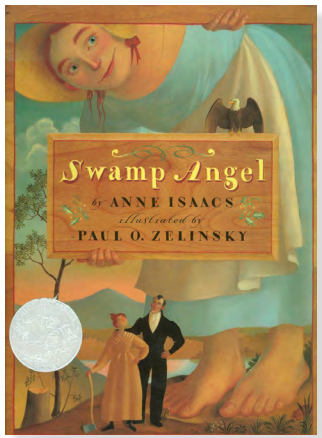
Grammar

- Singular/Plural Nouns
- Proper Nouns
- Pronouns
- Verbs
- Irregular Verbs
- Verb: To Be/To Have
- Verb Tense
- Subject and Predicate
- Adjectives
- Adverbs
- Contractions
- Capitalization/ Punctuation

Domains	Trade books
Fairy Tales and Tall Tales Learn about exaggeration and characterization on the frontier.	*Swamp Angel* by Anne Isaacs
Early Asian Civilizations Tour the world of classical civilization, starting with India and China.	*Ancient China (A True Book)* by Mel Friedman
Ancient Greek Civilization The tour continues with the philosophy and politics of Greece.	*Pythagoras and the Ratios* by Julie Ellis
Greek Myths Dive deep into the characters and storytelling of classic myths.	*King Midas and the Golden Touch* by Charlotte Craft
The War of 1812 Learn about America's "Second War for Independence."	*The Star-Spangled Banner in Translation* by Elizabeth Raum
Cycles in Nature Introducing the natural cycles that make our lives possible.	*The Snowflake: A Water Cycle Story* by Neil Waldman
Westward Expansion Why did pioneers go west? What happened to the people who were there?	*Dandelions* by Eve Bunting
Insects Lay the grounds for animal classification by looking at solitary and social insects.	*Insect Bodies* by Molly Aloian
The U.S. Civil War Begin to grapple with U.S. history's central crisis over slavery.	*Aunt Harriet's Underground Railroad in the Sky* by Faith Ringgold
Human Body: Building Blocks and Nutrition A deeper dive into the digestive system and the nutrition process.	*Baby Doctor's Guide to Anatomy and Physiology* by Baby Professor
Immigration Why did people immigrate to the U.S., and what did they find here?	*Emma's Poem: The Voice of the Statue of Liberty* by Linda Glaser
Fighting for a Cause How people can do extraordinary things to make the world better for everyone.	*For the Right to Learn: Malala Yousafzai's Story* by Rebecca Langston-George







Grade 3

In Grade 3, students will write a newspaper story about the invention of the telephone, go on a digital quest in company with Viking explorers, reflect on the stars with astronomy lab notes, and learn the secret to writing an excellent narrative ending.

Skills

Phonics and Word Recognition

- R-Controlled Vowels
- Digraphs
- Diphthongs
- High-frequency Words
- Spelling Alternatives
- Decoding Multisyllabic Words
- Inflectional Endings
- Prefixes and Suffixes
- Derivational and Latin Suffixes
- Root Words
- Irregularly Spelled Words
- Homonyms
- Synonyms/Antonyms
- Multiple-meaning Words

Grammar

- Singular/Plural Nouns
- Proper Nouns
- Pronouns
- Verbs
- Irregular Verbs
- Verb: To Be/To Have
- Verb Tense
- Subject and Predicate
- Adjectives
- Adverbs
- Contractions
- Capitalization/ Punctuation

Domains

Classic Tales: *The Wind in the Willows*
A deep dive into character, theme, and point of view in classic stories from around the world.

Animal Classification
How do we classify different animals by their appearance and behavior?

The Human Body: Systems and Senses
Let's take a closer look at how the skeleton, muscles, and nervous system all work.

The Ancient Roman Civilization
What is Rome's greatest cultural contribution? In this unit, your students decide.

Light and Sound
The science behind all the ways we see and hear the world.

The Viking Age
An immersive narrative experience about what life was like in Viking communities.

Astronomy: Our Solar System and Beyond
More about our universe, including a writing project about daily life on a space station.

Native Americans: Regions and Cultures
How did Native American nations change their ways of life in different parts of the world?

Early Explorations of North America
What was it like to sail to North America with the early European explorers?

Colonial America
A study of the very different ways of life in the different pre-U.S. colonies.

Ecology
Students keep ecologist journals to learn about our world and how best to protect it.

Novel Guides

Flora & Ulysses by Kate DiCamillo

Stella Díaz Has Something to Say by Angela Dominguez

Grade 4

In Grade 4, students will take part in a dramatic invention competition judged by Thomas Edison, George Washington Carver, and Hedy Lamarr; use writing to investigate the function of a mysterious contraption; become poets; and bring their reading skills to bear on the classic novel *Treasure Island*.

Skills

Phonics and Word Recognition

- Decoding Multisyllabic Words
- Inflectional Endings
- Prefixes and Suffixes
- Derivational and Latin Suffixes
- Root Words
- Irregularly Spelled Words
- Homonyms
- Synonyms/Antonyms
- Multiple-meaning Words

Grammar

- Singular/Plural Nouns
- Proper Nouns
- Pronouns
- Verbs
- Irregular Verbs
- Verb: To Be/To Have
- Verb Tense
- Subject and Predicate
- Adjectives
- Adverbs
- Contractions
- Capitalization/ Punctuation

Domains

Personal Narratives
Read stories of personal experience...and learn to reflect on your own.

Empires in the Middle Ages
Explore the medieval history of Europe and the Middle East.

Poetry
Study the poetry of many nations, and begin to write your own.

Eureka! Student Inventor
Transform the class into a lab for students to build and present inventions.

Geology
Plate tectonics, volcanoes, erosion: all the forces that shape the Earth.

Contemporary Fiction
Explore the *The House on Mango Street*...and write a book while doing it.

American Revolution
Why did America seek independence? Let's investigate the causes and effects.

Treasure Island
Seek the treasure of plot in this detailed study of a classic fiction adventure.

Novel Guides

Hello, Universe **by Erin Entrada Kelly**

The Season of Styx Malone **by Kekla Magoon**

Grade 5

In Grade 5, students will learn about villanelles and Mayan codices, read and perform Shakespeare's "A Midsummer Night's Dream", use their writing skills to teach a robot about human emotions, and solve a scientific mystery involving ancient fossils.

Skills

Phonics and Word Recognition

- Decoding Multisyllabic Words
- Inflectional Endings
- Prefixes and Suffixes
- Derivational and Latin Suffixes
- Root Words
- Irregularly Spelled Words
- Homonyms
- Synonyms/Antonyms
- Multiple-meaning Words

Grammar

- Singular/Plural Nouns
- Proper Nouns
- Pronouns
- Verbs
- Irregular Verbs
- Verb: To Be/To Have
- Verb Tense
- Subject and Predicate
- Adjectives
- Adverbs
- Contractions
- Capitalization/ Punctuation

Domains

Personal Narratives
Through writing and sharing their writing, students begin to identify as writers.

Early American Civilizations
Each student crafts a codex to explain the rise and fall of the Maya, Aztec, and Inca people.

Poetry
Students close read many forms of poetry...and learn to write them.

Adventures of Don Quixote
Was Don Quixote right to fight the windmill? In this full-length novel study, students decide.

The Renaissance
Exploring the art and literature of the Renaissance through works of its masters.

The Reformation
How did the printing press transform the religion and society of Europe?

"A Midsummer Night's Dream"
Students enter the world of Shakespeare by reading, designing, and acting out his work.

Native Americans
How did the policies of the U.S. government impact Native American culture and lives?

Chemical Matter
Students use knowledge of chemistry to solve a mystery of missing fossils.

Novel Guides

The Science of Breakable Things **by Tae Keller**

You Don't Know Everything, Jilly P! **by Alex Gino**

Skills

Every day in the CKLA classroom, students practice their existing reading skills while stretching themselves toward new goals. In K–2, each day includes dedicated skills time to help you give students a solid foundation. In the upper grades, skills instruction becomes integrated with Knowledge lessons, and students engage with increasingly complex content-rich texts and writing activities.

“To see my students grow from week to week...it makes me feel really proud and it makes me feel really effective.”

The Science of Reading: Skills

Start with the sound

All instruction starts with phonological awareness, which research has shown to benefit the greatest number of students. Students begin by learning to recognize sounds, as well as to articulate them.

Build to the phoneme

Over time, students build up their awareness of phonemes. We give teachers a variety of tools, including multisensory gestures, to help early learners develop this awareness.

Crack the code

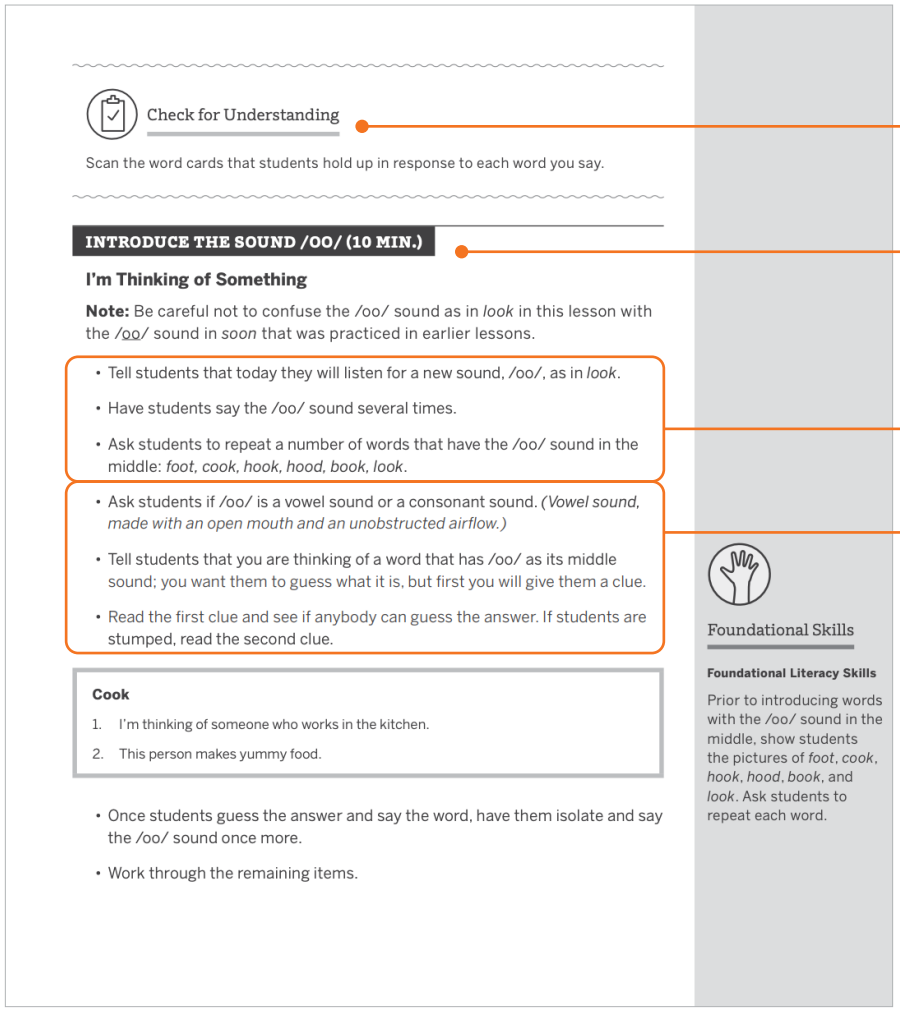
Once students can recognize sounds, they learn to form the corresponding letter codes. CKLA starts by teaching the sound-spellings that appear most frequently in English, which lets your students read and write as many words as possible, as soon as possible.

Grow in complexity

The lessons continue to challenge students as they progress, introducing complications like multisyllabic words, "tricky words," and homophones. In each case, students encounter complications as they become ready for them.

Start with the sound

Skills instruction always starts by introducing the sound first.
(Research shows that's what works best for students.)



Check for Understanding

Scan the word cards that students hold up in response to each word you say.

INTRODUCE THE SOUND /OO/ (10 MIN.)

I'm Thinking of Something

Note: Be careful not to confuse the /oo/ sound as in *look* in this lesson with the /o͞o/ sound in *soon* that was practiced in earlier lessons.

- Tell students that today they will listen for a new sound, /oo/, as in *look*.
- Have students say the /oo/ sound several times.
- Ask students to repeat a number of words that have the /oo/ sound in the middle: *foot, cook, hook, hood, book, look*.
- Ask students if /oo/ is a vowel sound or a consonant sound. *(Vowel sound, made with an open mouth and an unobstructed airflow.)*
- Tell students that you are thinking of a word that has /oo/ as its middle sound; you want them to guess what it is, but first you will give them a clue.
- Read the first clue and see if anybody can guess the answer. If students are stumped, read the second clue.

Cook

1. I'm thinking of someone who works in the kitchen.
2. This person makes yummy food.

- Once students guess the answer and say the word, have them isolate and say the /oo/ sound once more.
- Work through the remaining items.

Foundational Skills

Foundational Literacy Skills

Prior to introducing words with the /oo/ sound in the middle, show students the pictures of *foot, cook, hook, hood, book,* and *look*. Ask students to repeat each word.

Opportunities for assessment are integrated throughout all Teacher Guides.

Skills lessons make it easy to keep your focus on teacher-student interaction.

Deliberate practice steps keep students laser-focused on acquiring new skills.

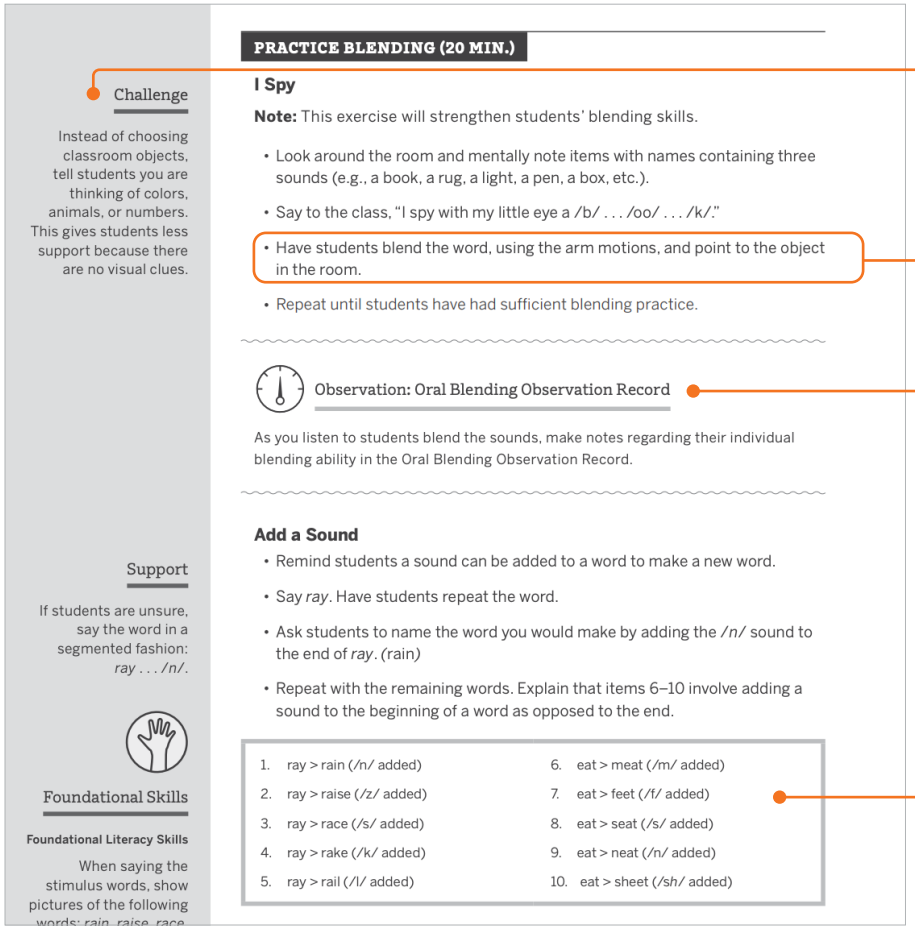
Interactive steps keep students engaged while learning.

Sound Library

The Sound Library provides additional digital support and practice. Sound videos show mouth movements to help students practice articulating new sounds, while sound songs with fun, catchy lyrics help children learn to recognize the sounds they've just learned.

Build to the phoneme

Once students are familiar with a sound, they learn to analyze it in terms of phonemes, which begins to build the bridge between sounds and letter codes. We support you and your students with a variety of techniques and remediations designed to integrate well into your existing classroom.



PRACTICE BLENDING (20 MIN.)

I Spy

Note: This exercise will strengthen students' blending skills.

- Look around the room and mentally note items with names containing three sounds (e.g., a book, a rug, a light, a pen, a box, etc.).
- Say to the class, "I spy with my little eye a /b/ . . . /oo/ . . . /k/."
- Have students blend the word, using the arm motions, and point to the object in the room.
- Repeat until students have had sufficient blending practice.

Observation: Oral Blending Observation Record

As you listen to students blend the sounds, make notes regarding their individual blending ability in the Oral Blending Observation Record.

Add a Sound

- Remind students a sound can be added to a word to make a new word.
- Say *ray*. Have students repeat the word.
- Ask students to name the word you would make by adding the /n/ sound to the end of *ray*. (rain)
- Repeat with the remaining words. Explain that items 6–10 involve adding a sound to the beginning of a word as opposed to the end.

1. ray > rain (/n/ added)
2. ray > raise (/z/ added)
3. ray > race (/s/ added)
4. ray > rake (/k/ added)
5. ray > rail (/l/ added)
6. eat > meat (/m/ added)
7. eat > feet (/f/ added)
8. eat > seat (/s/ added)
9. eat > neat (/n/ added)
10. eat > sheet (/sh/ added)

Challenge

Instead of choosing classroom objects, tell students you are thinking of colors, animals, or numbers. This gives students less support because there are no visual clues.

Support

If students are unsure, say the word in a segmented fashion: *ray . . . /n/.*

Foundational Skills

Foundational Literacy Skills

When saying the stimulus words, show pictures of the following words: rain, raise, race

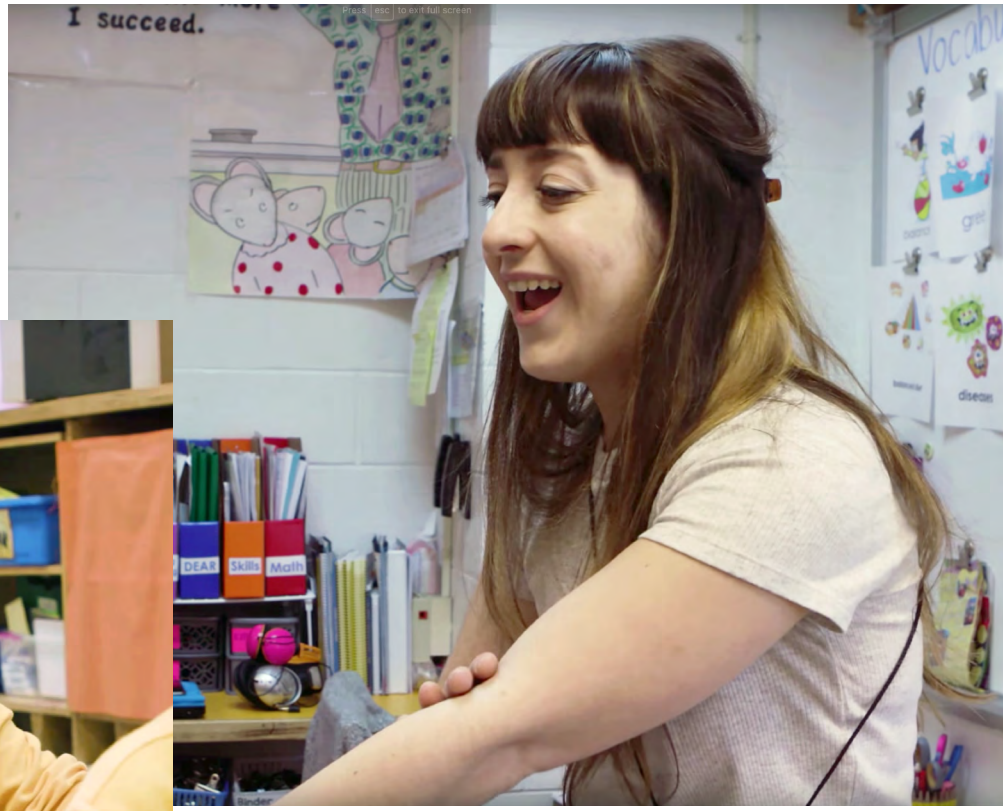
Skills lessons adapt to challenge or support your students as needed.

Multimodal gestures help students map sounds to multisyllable words.

Lessons provide formative assessments tied to lesson objectives.

Every lesson also includes a full assessment and remediation guide that'll help you provide specific support to your students to help get them back on track.

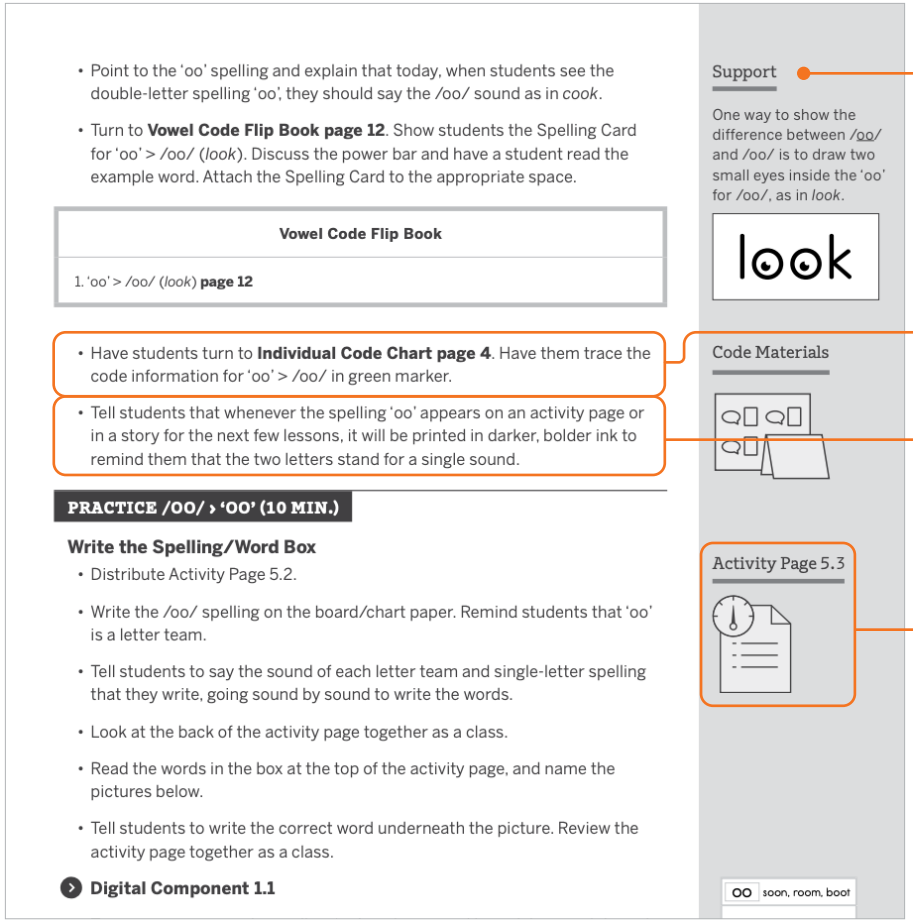
Students connect sounds to phonemes to letter codes, organically building their skills.


I succeed.
DEAR
Skills
Math

EXCEED

Crack the code

Once students learn to recognize a sound in the words they hear, they'll learn to write it, then practice decoding it in text.



- Point to the 'oo' spelling and explain that today, when students see the double-letter spelling 'oo', they should say the /oo/ sound as in *cook*.
- Turn to **Vowel Code Flip Book page 12**. Show students the Spelling Card for 'oo' > /oo/ (*look*). Discuss the power bar and have a student read the example word. Attach the Spelling Card to the appropriate space.

Vowel Code Flip Book

1. 'oo' > /oo/ (*look*) **page 12**

- Have students turn to **Individual Code Chart page 4**. Have them trace the code information for 'oo' > /oo/ in green marker.
- Tell students that whenever the spelling 'oo' appears on an activity page or in a story for the next few lessons, it will be printed in darker, bolder ink to remind them that the two letters stand for a single sound.

PRACTICE /OO/ › 'OO' (10 MIN.)

Write the Spelling/Word Box

- Distribute Activity Page 5.2.
- Write the /oo/ spelling on the board/chart paper. Remind students that 'oo' is a letter team.
- Tell students to say the sound of each letter team and single-letter spelling that they write, going sound by sound to write the words.
- Look at the back of the activity page together as a class.
- Read the words in the box at the top of the activity page, and name the pictures below.
- Tell students to write the correct word underneath the picture. Review the activity page together as a class.

Digital Component 1.1

Support

One way to show the difference between /o͞o/ and /oo/ is to draw two small eyes inside the 'oo' for /oo/, as in *look*.

look

Code Materials

Activity Page 5.3

oo soon, room, boot

Suggestions for giving students extra support are found throughout the Teacher Guides, right where you need them.

Students keep track of the code knowledge they're acquiring as they progress.

The design of all course materials provides detailed support for newly developing skills.

Take-home reading encourages students to practice their skills outside of class and keeps parents involved in learning.

NAME: _____

DATE: _____

5.3 Take-Home

Dear Family Member,

This is a story your child has probably read once, possibly several times at school. Encourage your child to read the story to you and then talk about it together. Note that the tricky parts in Tricky Words are underlined.

Repeated reading is an important way to improve reading. It can be fun for your child to repeatedly read this story to a friend, relative, or even a pet.

The Two Dogs

Once two dogs met. One of them was a tame dog who made his home with men. One was a dog who ran free.

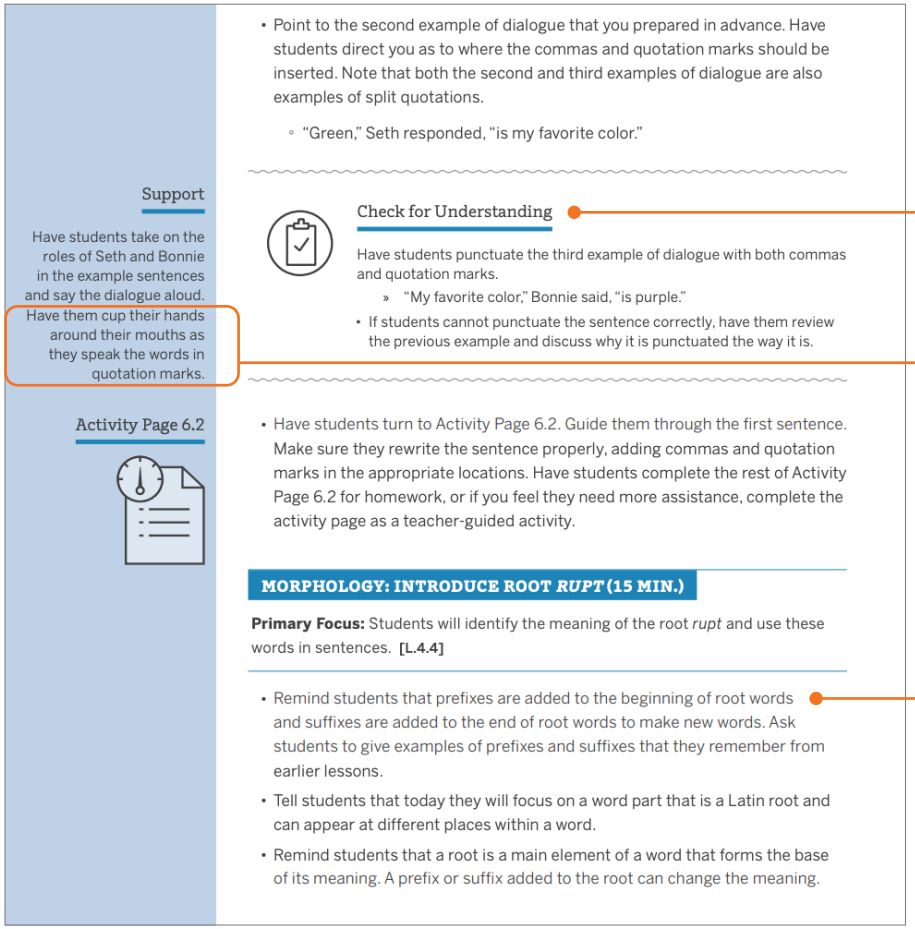
The dog who ran free stared at the tame dog and said, "Why is it that you are so plump and I am so thin?"

"Well," said the tame dog, "I am plump becau se the men feed me. I do not have to run all the time to get my food. My job is to keep the home safe when the men are in their beds.

Letter cards give students a simple and effective way to practice letter codes as a group.

Grow in complexity

As students progress through the grades, skills practice continues but becomes integrated with the overall curriculum. Students use the skills foundations they developed in grades K–2 to take on more challenging tasks.



- Point to the second example of dialogue that you prepared in advance. Have students direct you as to where the commas and quotation marks should be inserted. Note that both the second and third examples of dialogue are also examples of split quotations.
  - "Green," Seth responded, "is my favorite color."

Support

Have students take on the roles of Seth and Bonnie in the example sentences and say the dialogue aloud. Have them cup their hands around their mouths as they speak the words in quotation marks.

Check for Understanding

Have students punctuate the third example of dialogue with both commas and quotation marks.

- » "My favorite color," Bonnie said, "is purple."
- If students cannot punctuate the sentence correctly, have them review the previous example and discuss why it is punctuated the way it is.

Activity Page 6.2

- Have students turn to Activity Page 6.2. Guide them through the first sentence. Make sure they rewrite the sentence properly, adding commas and quotation marks in the appropriate locations. Have students complete the rest of Activity Page 6.2 for homework, or if you feel they need more assistance, complete the activity page as a teacher-guided activity.

MORPHOLOGY: INTRODUCE ROOT *RUPT* (15 MIN.)

Primary Focus: Students will identify the meaning of the root *rupt* and use these words in sentences. **[L.4.4]**

- Remind students that prefixes are added to the beginning of root words and suffixes are added to the end of root words to make new words. Ask students to give examples of prefixes and suffixes that they remember from earlier lessons.
- Tell students that today they will focus on a word part that is a Latin root and can appear at different places within a word.
- Remind students that a root is a main element of a word that forms the base of its meaning. A prefix or suffix added to the root can change the meaning.

Now that students have mastered basic code, writing and usage skills come to the foreground.

Multimodal gestures are still important, even with older students!

Students in higher grades of CKLA are prepared to take on more advanced foundational skills, including morphology, Latin roots, and suffixes.

Vocabulary in CKLA units is tied to the unit's knowledge content, helping students master skills in context.

NAME: _____

DATE: _____

6.3 TAKE-HOME

Root *rupt*

Write the correct word to complete each sentence. You may need to add –ed, –ing, *or* –s *to make the word correctly fit in the sentence.*

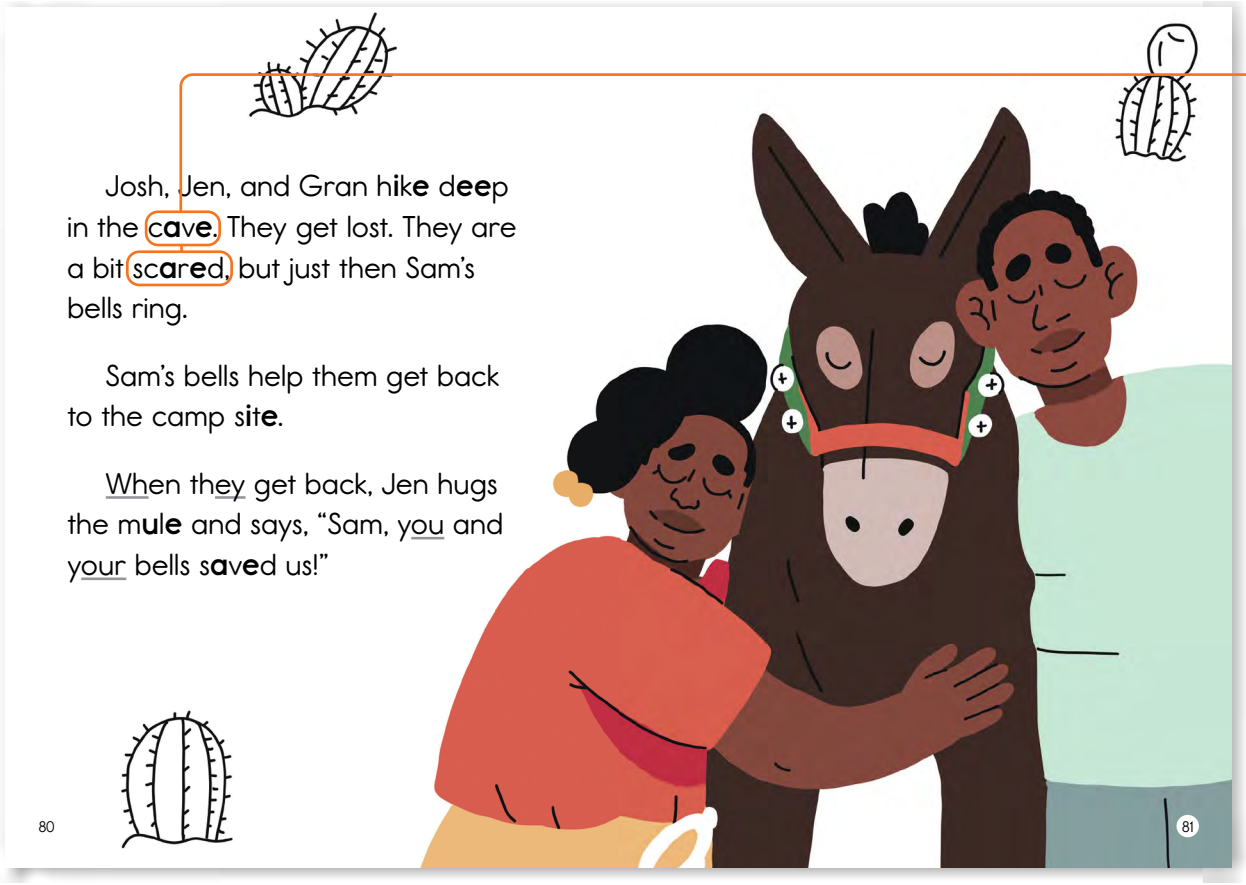
uninterrupted	erupt	disrupt
rupture	abrupt	eruption

1. A volcanic _____ is usually sudden and violent.
2. When my friend lied to me, it caused a(n) _____ in our friendship.
3. My parents say it's bad for me to spend _____ hours watching television, so they limit how much I can watch.
4. Old Faithful is a geyser in Yellowstone National Park that _____ several times a day.
5. Sometimes my dog _____ my sleep when she barks in the middle of the night.
6. During an argument, my brother left the room in a(n) _____ way instead of continuing the conversation.

We have lots more to say about the Science of Reading—so much that we started a podcast about it! Check out Science of Reading: The Podcast, available through all the usual podcast channels.

Skills practice: Student Readers

As students continue to move through the curriculum, their understanding of the code becomes more sophisticated. Decodable Readers are designed to help students progress in skills, and lessons are developed around these readers.



New sounds in each unit are introduced in bold. Students are gradually introduced to "tricky" spelling concepts, such as different sounds that use the same letter code.

Skills Readers have been redesigned to increase student engagement and sense of connection with the decodable stories and their characters. Stories with human characters have improved diversity, inclusivity, and authenticity, while others have fantastical creatures to bring more excitement and whimsy to the tales.

When they get off the Spinning **Wh**eel, they run and check out the games. Gra**c**e shoots hoops **wh**ile Jill tosses darts at a target. Jill wins a prize!

"Let's have a snack!" says Gra**c**e. The sisters get a big tub of buttered popcorn. They share a corn dog and a dri**n**k, too. The food is good.

When they are finished, Jill asks, "Should we ride the Spinning **Wh**eel one last time?"

"No," Gra**c**e says. "After all that food, it would not be safe. I thi**n**k I would get sick!"

66 67

Readers are uniquely designed to provide intensive practice with the CKLA code while students read compelling and engaging stories and informational texts for the first time.

The Visit

Kim was happy that she had found herself a summer job.

"Let's go and visit Mom," she said. "She will be finished teaching by the time we get there."

Mrs. Gunter was a math teacher. She taught at a college in lower Manhattan.

Kim held up a hand to hail a cab.

A yellow cab screeched to a stop on the side of the street. Kurt and Kim hopped in.

"Where to?" asked the driver.

Kim told him the address.

The cab went shooting off. Wind came rushing in the windows as the cab sped past stores on both sides.

Textual complexity increases substantially in content, length, and vocabulary as students progress through the grades.

What River Otters Look Like

Ott·**er**s have sh**or**t, strong legs with webb**ed** paws and sh**ar**p claws. The webb·ing helps the ott·**er**s swim fast and get their food. Riv·**er** ott·**er**s hunt **for** fish, frogs, and crabs.

River Otter Homes

When it is time **for** bed, the riv·**er** ott·**er**s scam·p**er** to their den. They have nests on land that are lin**ed** with grass, moss, and b**ar**k.

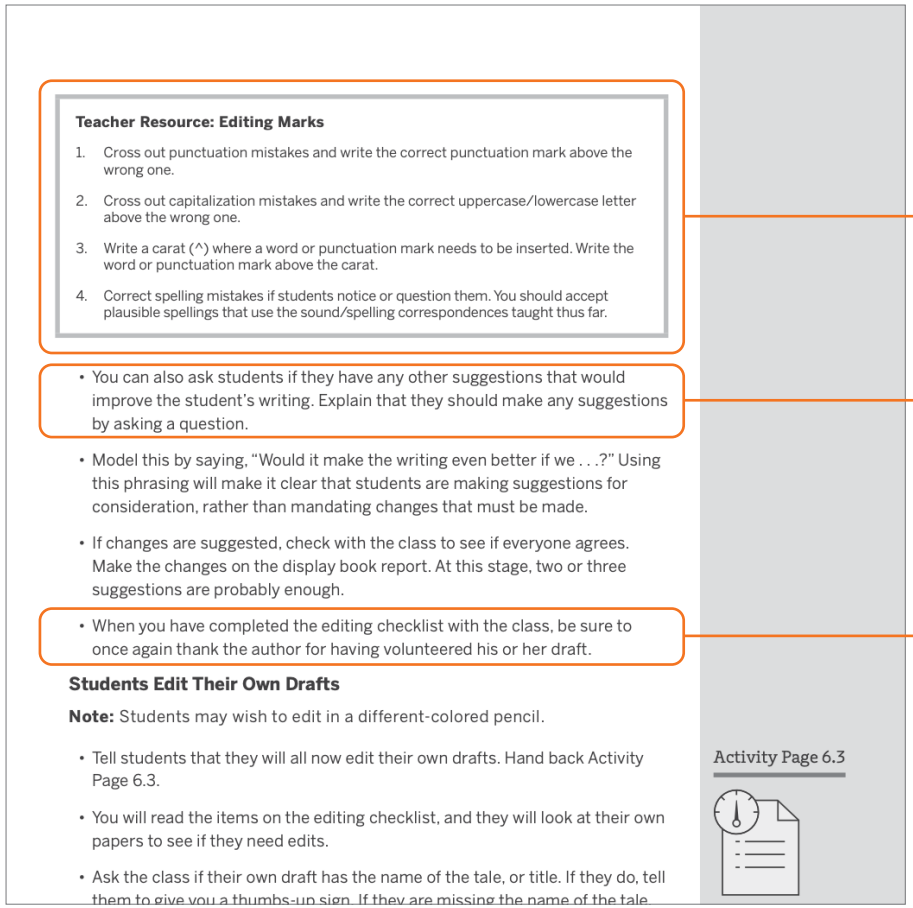
River otters have short legs with webbed paws and short claws.

58 59

All Readers are also available as ebooks and audiobooks.

Skills practice: Writing

Throughout the K–2 Skills units, we ask students to practice their writing skills along with their reading. Student book reports on the readers and other reflective assignments help build good writing habits early and prepare students for the challenges ahead.



Teacher Resource: Editing Marks

1. Cross out punctuation mistakes and write the correct punctuation mark above the wrong one.
2. Cross out capitalization mistakes and write the correct uppercase/lowercase letter above the wrong one.
3. Write a carat (^) where a word or punctuation mark needs to be inserted. Write the word or punctuation mark above the carat.
4. Correct spelling mistakes if students notice or question them. You should accept plausible spellings that use the sound/spelling correspondences taught thus far.

- You can also ask students if they have any other suggestions that would improve the student's writing. Explain that they should make any suggestions by asking a question.
- Model this by saying, "Would it make the writing even better if we . . .?" Using this phrasing will make it clear that students are making suggestions for consideration, rather than mandating changes that must be made.
- If changes are suggested, check with the class to see if everyone agrees. Make the changes on the display book report. At this stage, two or three suggestions are probably enough.
- When you have completed the editing checklist with the class, be sure to once again thank the author for having volunteered his or her draft.

Students Edit Their Own Drafts

Note: Students may wish to edit in a different-colored pencil.

- Tell students that they will all now edit their own drafts. Hand back Activity Page 6.3.
- You will read the items on the editing checklist, and they will look at their own papers to see if they need edits.
- Ask the class if their own draft has the name of the tale, or title. If they do, tell them to give you a thumbs-up sign. If they are missing the name of the tale

Activity Page 6.3

Teachers are given the information they need to help assess student work in a way that meets students where they are with their skills.

Students learn to view writing as an ongoing process, giving them confidence to experiment and learn from feedback.

Lessons integrate useful collaboration skills.

NAME: _____
DATE: _____
6.3 Activity Page
CONTINUED
This tale tells us
I liked/did not like this tale becau se

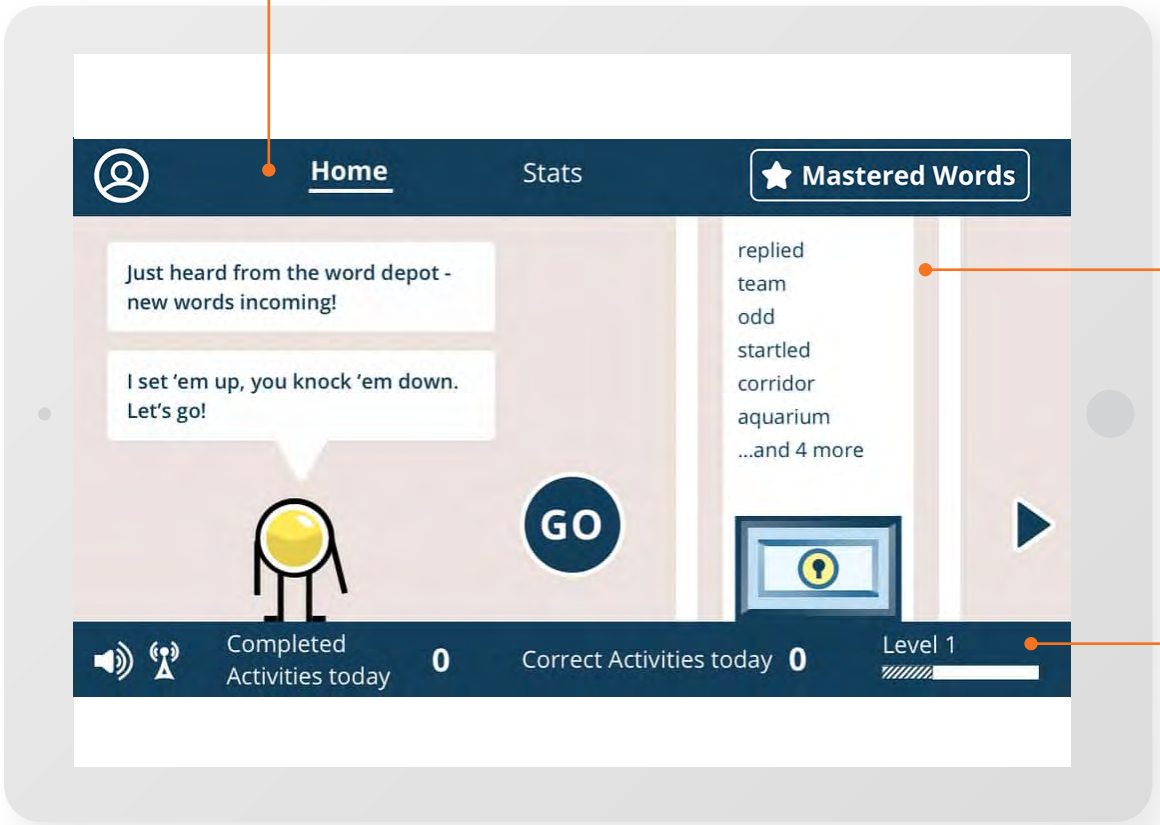
Reading and writing work together.
("Read to write, write to read.")

Handwriting is an important part of writing!

Students are taught not just to write,
but to think and to defend their thoughts.

Skills practice: Vocabulary

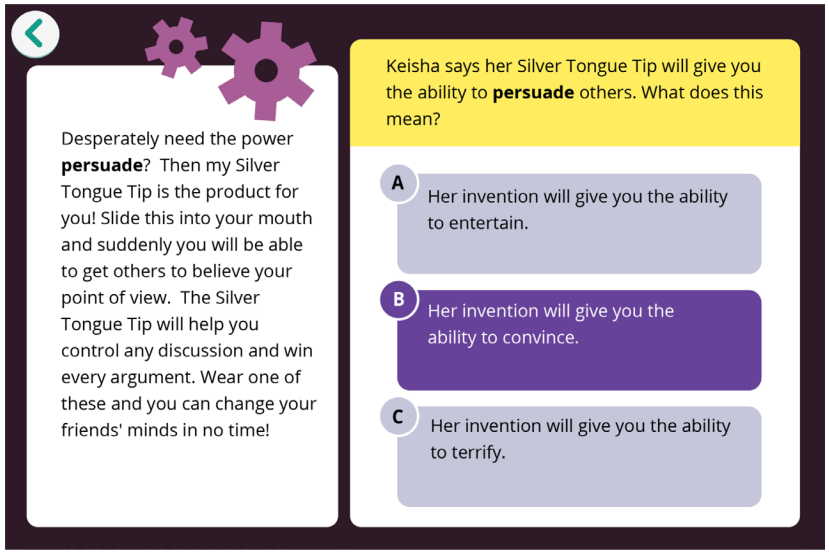
In grades 3–5, students gain access to the Vocab App, a digital tool for practicing vocabulary. Assisted by a cartoon helper, students complete different activities.



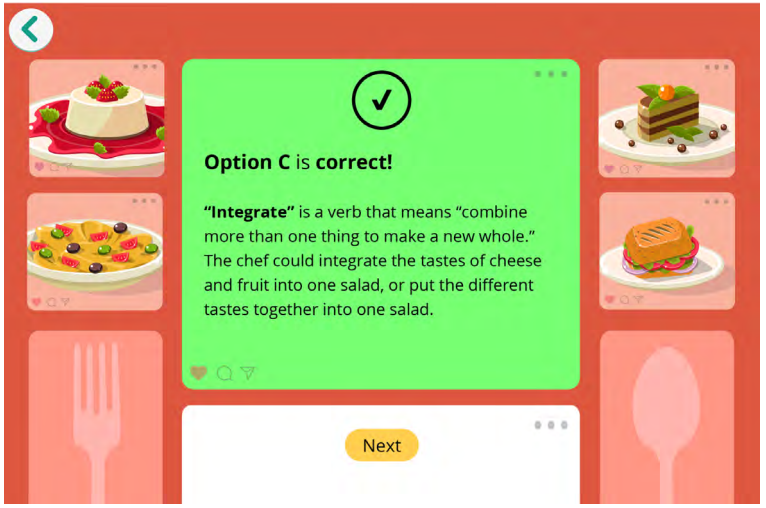
The setting evolves as the student becomes more proficient—discovery creates the motivation to keep practicing.

All words in the Vocab App are tied to the units—students practice the words they see in context.

The progress bar encourages students to set and meet personal vocabulary goals.

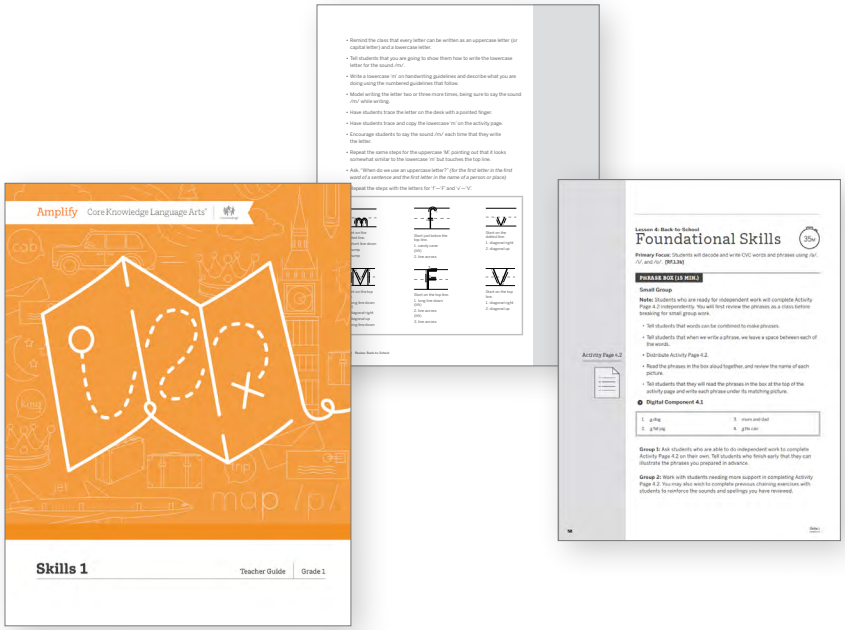


Humorous activities with cultural relevance help students relate their vocabulary practice to their lives.



In addition to the Vocab App, a comprehensive digital skills deck uses vocabulary from the Knowledge Domains to give students practice with context.

What's included in Amplify CKLA Skills?

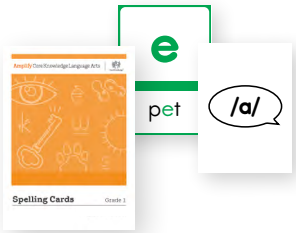


Teacher Guides

Teacher Guides contain comprehensive guidance for 180 days of foundational skills instruction and additional targeted support. Each guide represents one Skills unit.

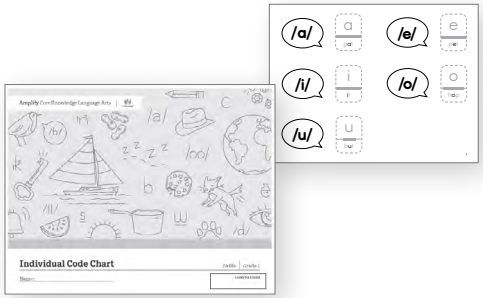
Student Activity Books

Activity Books contain daily formative assessments and practice pages linked to each lesson's objectives. An Activity Book accompanies each Skills unit.



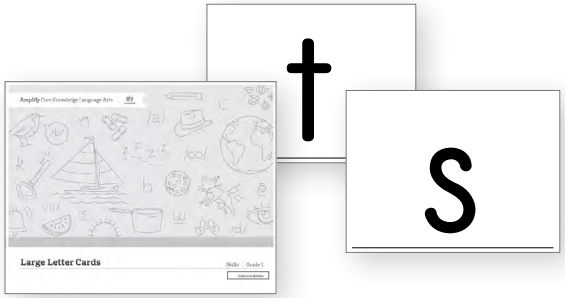
Spelling Cards

Students can sort, decode, or manipulate these Spelling Cards to build short and long words independently during small-group instruction.



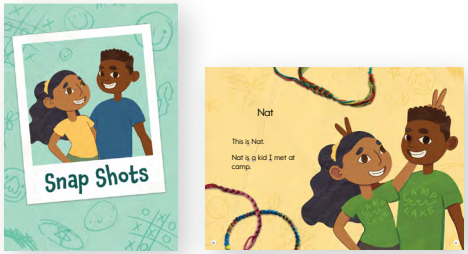
Individual Code Chart

Students use this chart to record the consonant and vowel sound-spelling correspondences they have learned.



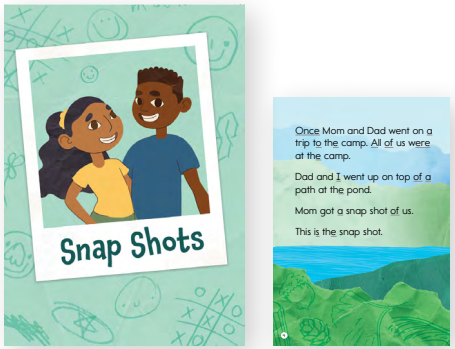
Large Letter Cards

Large Letter Cards are used for teaching and reviewing sounds and spellings.



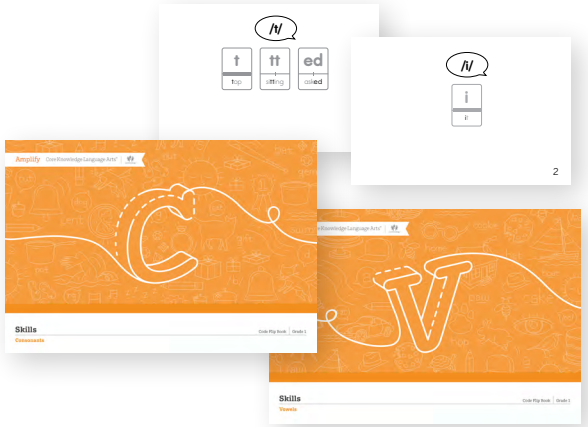
Student Readers

Diverse and engaging, student readers are the basis for the instruction of foundational skills.



Big Books (K–1)

Big Books are large-scale replicas of the Student Readers used for teacher demonstration in several units of kindergarten and first-grade instruction.



Code Flip Books

These are used with Spelling Cards to learn or review sound-spelling correspondences.

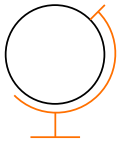
Knowledge

While students are learning how to read, Knowledge Domains give them authentic and engaging reasons to read. Students will use their skills to explore domains that relate to storytelling, science, and the history of our world as seen through the eyes of many different groups. With these domains, you'll bring the world to your students, showing them how reading can become an exciting, rewarding, and useful part of their lives.

“A lot of people didn’t like to do ELA, but now we do. We get to do experiments and learn all about people we didn’t know about before, and a lot of people like it now! Especially me.”

—Mariana, 4th-grade student, California

The Science of Reading: Knowledge



Build connections and context

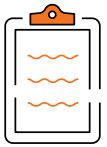
Each CKLA Knowledge Domain gives students a base of vocabulary and concepts, building on what they've learned in previous domains. This helps students make connections within and across grades, building a base of background knowledge that will help them navigate new and more complex texts.

Listen and understand

Students learn to listen and understand before they learn to read. By delivering knowledge through classroom read-alouds, we teach students the key comprehension skills they'll use throughout their reading lives.

Emphasis on interactivity

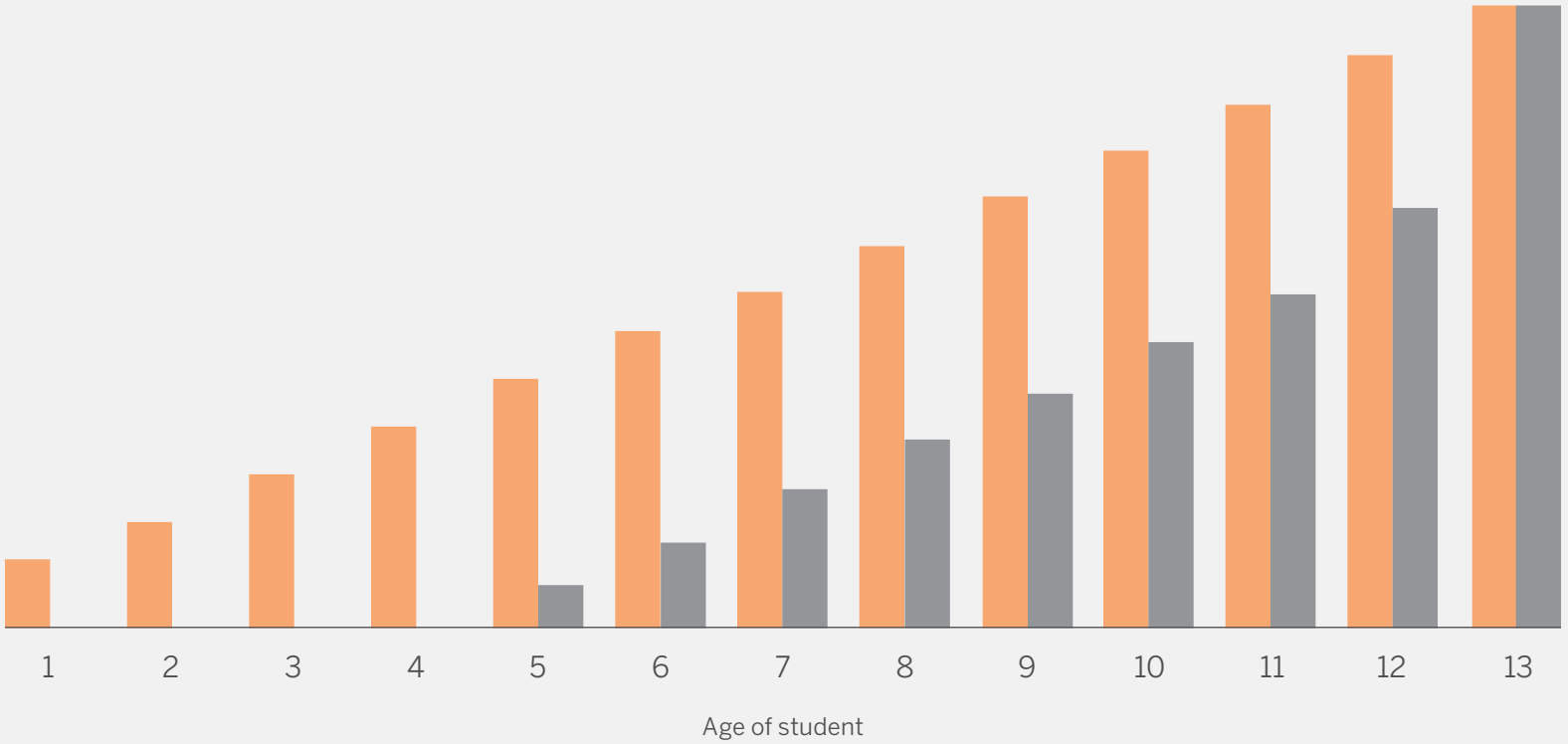
We emphasize interactions with students, challenging them and encouraging them to think about the material rather than simply receive it. Each lesson includes many options for formative assessment and immediate adjustment to your class's needs.



Assess what's important

End-of-domain digital assessments for Knowledge Domains are fully voice acted, ensuring that each student's comprehension skills are being authentically tested. This not only helps build student test-taking confidence, but also gives you a more accurate picture of your class.

The direct relationship between listening and reading comprehension



Listening comprehension

Reading comprehension

Students' listening comprehension outpaces their reading comprehension until age thirteen. We've designed our read-aloud lessons around this fundamental understanding to make sure that students interact with complex texts and background knowledge from day one.

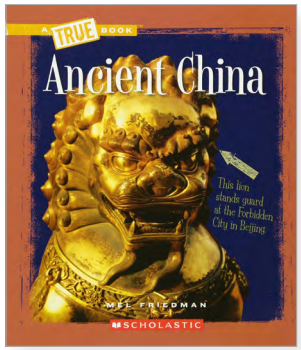
T.G. Sticht, 1974, 1984

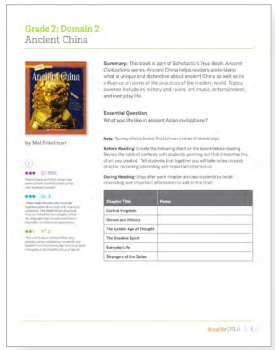
KNOWLEDGE

What's in a CKLA Knowledge lesson?

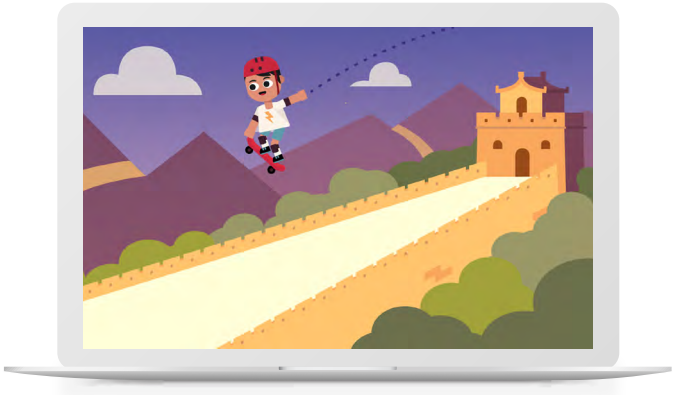
Here's a deep dive into one of our lessons—this one from grade 2, Domain 2, Early Asian Civilizations—to give a sense of what your students will encounter in a typical CKLA Knowledge lesson.

Trade Books and Guides



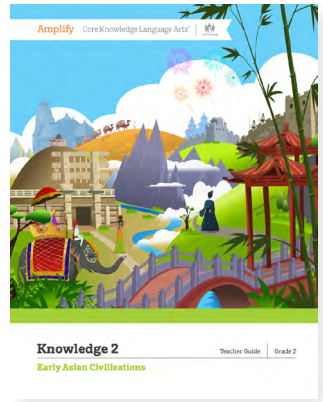


Knowledge Builders

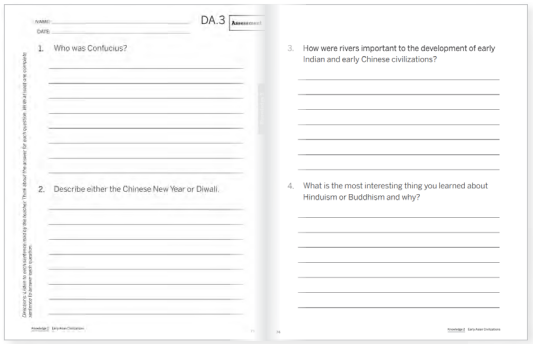


Video/Activity guide

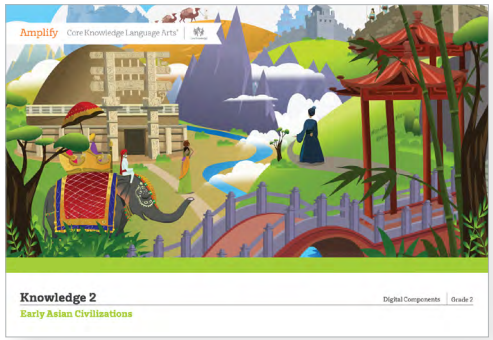
Teacher Guide



Activity Book



Digital Components



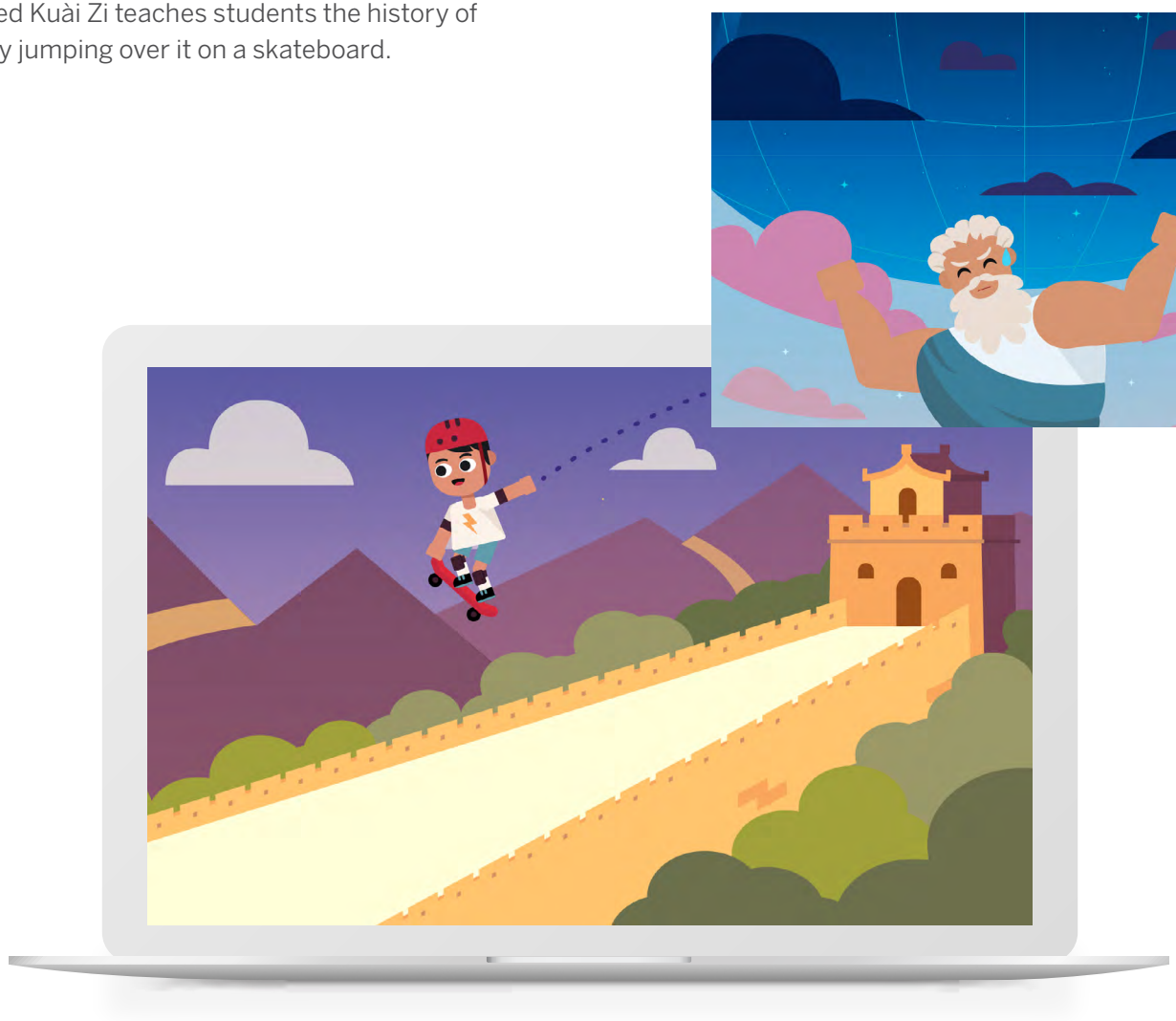
End-of-Domain Assessment

Flip Book

Image Cards

Knowledge Builders

Each Knowledge Domain starts with a Knowledge Builder video: a short, fun animated story with an emphasis on engagement. In this domain, a young boy named Kuài Zi teaches students the history of the Great Wall of China—by jumping over it on a skateboard.



Knowledge Builder videos come with video guides and activity pages, giving you additional ways to get your students excited about what they're about to learn.

KNOWLEDGE BUILDERS
VIDEO GUIDE

GRADE 2 • DOMAIN 2

Early Asian Civilizations

Before or after showing the video, use one or more of the following activities to introduce and/or reinforce the concepts in this domain.

Talk About It!

- Fill out a K-W-L chart with students about what they know and what they want to know about Asia, India, and/or China. As you continue throughout the domain, have students fill out the K-W-L chart with what they have learned about the continent or those countries.
- Remind students that these ancient civilizations were built on the Yellow and Yangtze rivers. Ask them why people would build a civilization on or near a river.
- Ask students how learning about ancient civilizations might be useful to their lives today.

Figure It Out!

- Read *Grandfather Tang's Story* by Ann Tompert. This story introduces tangrams, Chinese geometric puzzles in which one can arrange seven pieces into various shapes. You may also wish to print a free template for tangrams online, then have students use their pieces to make the animal puzzles in the book.
- During Chinese New Year, it is customary for people to hand out red envelopes with money in them. Use some red envelopes, or create red envelopes out of construction paper, and fill them with various amounts of play money. Have students count the money in each envelope.
- Magic Squares are mathematical puzzles that originated in Ancient China. In order to solve them, you must find the operation (addition, subtraction, multiplication, or division) the puzzle uses, as well as the "magic number" to which each row and column calculates. There are many free, printable magic square puzzles available online to challenge learners at various levels.

Write It!

- Read *Do Unto Otters* by Laurie Keller, a book about the Golden Rule and treating "otters" the way you would like to be treated. When you finish, have students write and illustrate a sentence or two about how they would like to be treated, then compile their work into a class book.
- Many of Confucius's teachings wound up as proverbs, basic truths based on experience or common sense. Have students create their own proverbs, a sentence or two based on wisdom they have gained in their lives.
- During Chinese New Year, people write riddles on the side of a red lantern, and others try to solve the riddles for a small prize or gift. Have students write a riddle, starting with the answer in mind, then writing clues about their answer. Take turns trying to solve them.

AmplifyCKLA

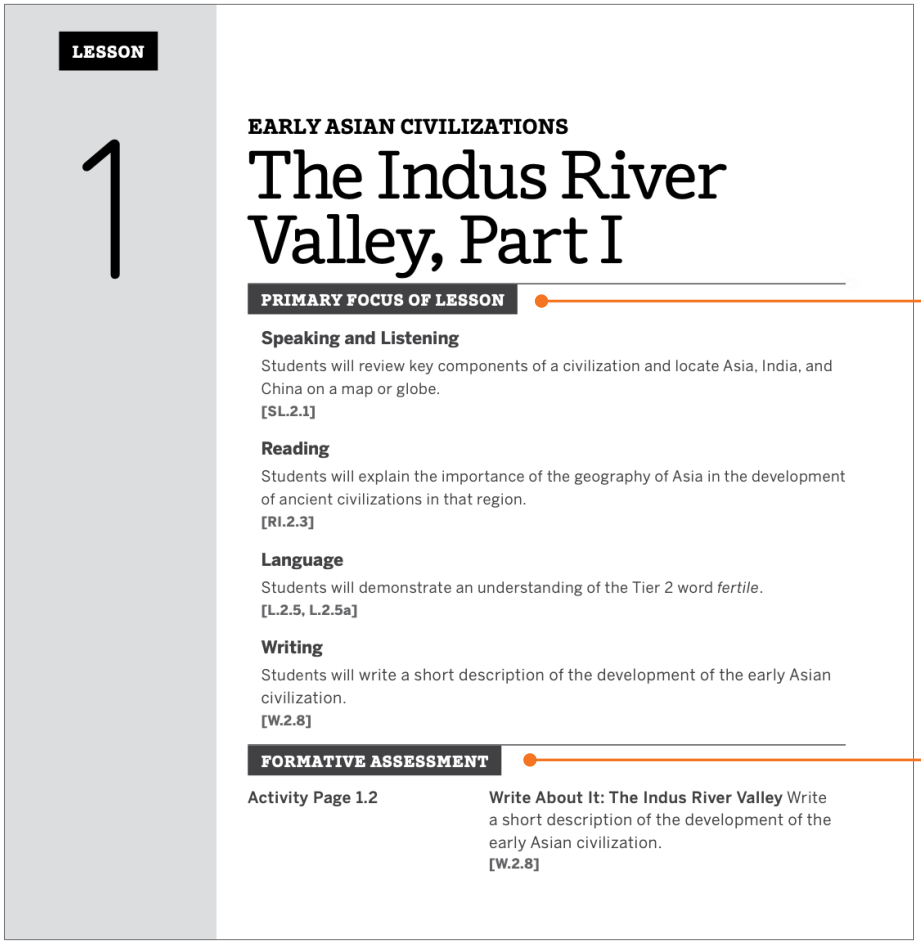
Extend It!

- During Diwali, people in India use colored powders or sands to create artistic designs and patterns. Have students create their own artwork using colored chalks or pastels on black paper.
- Chinese New Year celebrates new beginnings, and each year honors one of twelve animals. Print out the Chinese zodiac online, and have students figure out which animal they are, based on the year of their birth. Each animal is associated with different qualities. Have students read about the qualities of their animal and whether or not it bears any resemblance to their personality.
- The Great Wall of China is one of the Wonders of the World. Using sugar cubes and liquid glue, have students try to recreate this marvel. For added fun, combine the students' walls for a Great Wall of your very own!

AmplifyCKLA

Introduction

Each Knowledge lesson in K–2 begins with a review of previous knowledge, helping learners connect the knowledge they're building as they grow as readers.



LESSON

1

EARLY ASIAN CIVILIZATIONS

The Indus River Valley, Part I

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will review key components of a civilization and locate Asia, India, and China on a map or globe.
[SL.2.1]

Reading

Students will explain the importance of the geography of Asia in the development of ancient civilizations in that region.
[RI.2.3]

Language

Students will demonstrate an understanding of the Tier 2 word *fertile*.
[L.2.5, L.2.5a]

Writing

Students will write a short description of the development of the early Asian civilization.
[W.2.8]

FORMATIVE ASSESSMENT

Activity Page 1.2

Write About It: The Indus River Valley Write a short description of the development of the early Asian civilization.
[W.2.8]

Each Knowledge lesson aligns to multiple key standards.

Opportunities for formative assessment during lessons are clearly highlighted to save you time.

Knowledge Domains give students context to understand vocabulary words.

Students slowly fill in this map as they gain knowledge about each civilization in this domain.

CORE VOCABULARY

common, adj. known by most people; ordinary
Example: Almost every student in Mr. Davis's class was out sick with the common cold.
Variation(s): none

cultivate, v. to grow or tend to a crop or plant
Example: Every summer, Trevon and his mother would cultivate tomatoes and cucumbers in their garden.
Variation(s): cultivates, cultivated, cultivating

fertile, adj. rich in the materials or nutrients needed to produce many strong, healthy crops
Example: Because Kiara's farmland was so fertile, she always grew the biggest crops in the county.
Variation(s): none

Indus River, n. the river at the center of the first civilization in early India
Example: The Indus River flows through the countries of Pakistan and India.
Variation(s): none

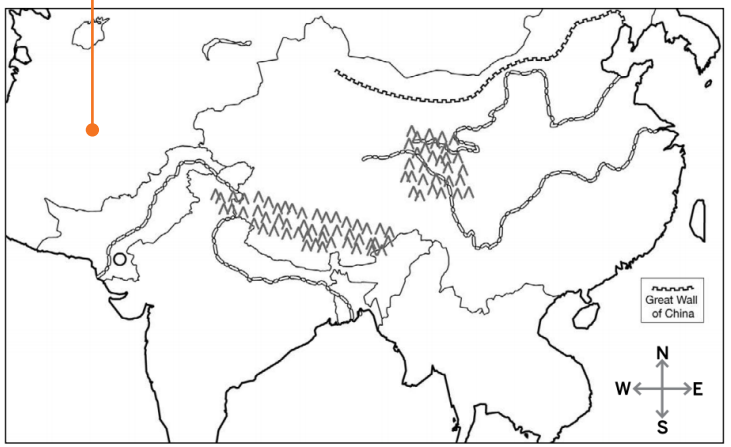
irrigation canals, n. ditches cut into the ground to send water where needed
Example: The Egyptians used irrigation canals to move water from the Nile River to their crops.
Variation(s): irrigation canal

Vocabulary Chart for "The Indus River Valley, Part 1"

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	Indus River irrigation canals	cultivate *(cultivar)* fertile *(fértil)*	
Multiple Meaning			
Sayings and Phrases	sprung up river valley		

Directions: Lesson 1: Label the continent of Asia on the title line above the map. Color in brown the border around the area formed by the present-day countries of India and Pakistan; label this area "ancient India." Color in brown the caret marks showing the mountains in ancient India; label these mountains "Himalayas." Label and color the Indus River in blue. Color the dot that represents the city of Mohenjo-daro next to the Indus River in red.
Lesson 3: Label and color the Ganges River in blue.
Lesson 8: Color in brown the border of China; label this area "China." Color in brown the caret marks showing the mountains in China; label these mountains "Bayankala Mountains." Label and color the Yellow River in yellow and the Yangtze River in blue. Add several dots in red around these rivers to represent cities that formed.

Title _____

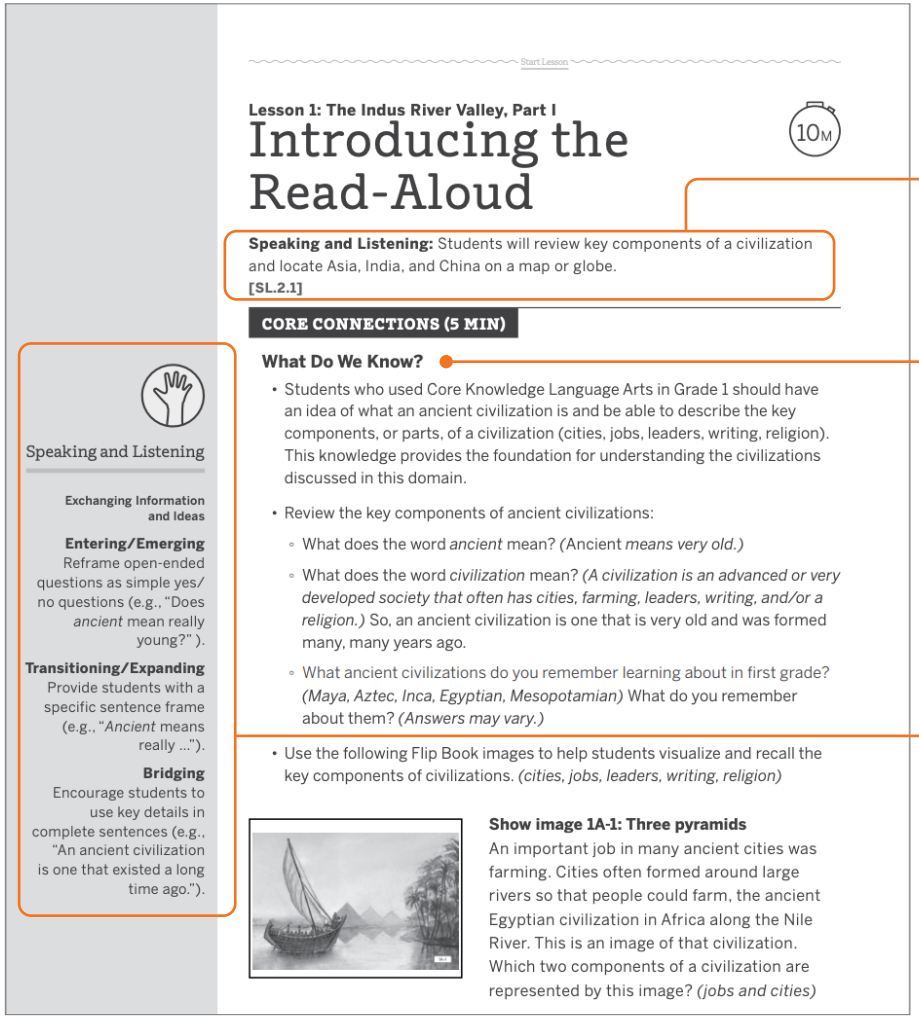


Knowledge 2 | Early Asian Civilizations
29
Knowledge 2

KNOWLEDGE

Interactive Read-Aloud

Students begin their journey through ancient Asian civilizations with a Read-Aloud about rivers and cities. Through careful questions, students start to piece together how these two concepts might connect.



Start Lesson

Lesson 1: The Indus River Valley, Part I

Introducing the Read-Aloud

10M

Speaking and Listening: Students will review key components of a civilization and locate Asia, India, and China on a map or globe. [SL.2.1]

CORE CONNECTIONS (5 MIN)

What Do We Know?

- Students who used Core Knowledge Language Arts in Grade 1 should have an idea of what an ancient civilization is and be able to describe the key components, or parts, of a civilization (cities, jobs, leaders, writing, religion). This knowledge provides the foundation for understanding the civilizations discussed in this domain.
- Review the key components of ancient civilizations:
  - What does the word *ancient* mean? *(Ancient means very old.)*
  - What does the word *civilization* mean? *(A civilization is an advanced or very developed society that often has cities, farming, leaders, writing, and/or a religion.)* So, an ancient civilization is one that is very old and was formed many, many years ago.
  - What ancient civilizations do you remember learning about in first grade? *(Maya, Aztec, Inca, Egyptian, Mesopotamian)* What do you remember about them? *(Answers may vary.)*
- Use the following Flip Book images to help students visualize and recall the key components of civilizations. *(cities, jobs, leaders, writing, religion)*

Show image 1A-1: Three pyramids
An important job in many ancient cities was farming. Cities often formed around large rivers so that people could farm, the ancient Egyptian civilization in Africa along the Nile River. This is an image of that civilization. Which two components of a civilization are represented by this image? *(jobs and cities)*

Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging
Reframe open-ended questions as simple yes/no questions (e.g., "Does *ancient* mean really young?").

Transitioning/Expanding
Provide students with a specific sentence frame (e.g., "*Ancient* means really ...").

Bridging
Encourage students to use key details in complete sentences (e.g., "An ancient civilization is one that existed a long time ago.").

Read-Alouds have clear goals and are tightly aligned to standards.

Each Read-Aloud begins by reviewing previous material, helping students understand how knowledge fits together.

English-language learner (ELL) supports are built into every lesson and provide specific guidance for ELLs across language proficiency levels.

Read-Alouds are supported by vivid images, increasing engagement and understanding.

A listening comprehension approach lets students focus on engaging with the content.

Embedded differentiation gives teachers in-the-moment opportunities for enrichment and extra support.

As their communities grew, these people worked together to plan and build permanent cities by the river. *An irrigation canal is a ditch cut into the earth that directs water to needed areas.*

Show image 1A-11: Mohenjo-daro, layout, walls, citadel

There were many permanent cities by the Indus River. Not so very long ago, archaeologists uncovered Mohenjo-daro [/moe*hen*joe-dar*oe], one of the most thriving cities of the ancient Indus River Valley. A city enclosed by brick walls, Mohenjo-daro was designed in a square, grid-like pattern. The citadel, the fortress *or protected area* at the city's center, housed its leaders—priests, who were members of the ruling class that performed both religious and governmental duties. Beyond the citadel, spreading out in all directions of the city, a web of roads led to the homes of countless workers. Everyone had a job to do: some farmed the land outside the city walls; some made bricks from the river's muddy soil; and others fashioned these baked bricks into buildings. *What key components of a civilization did the Indus River Valley have?* (city of Mohenjo-daro, religion, jobs such as farmers, brick makers, bricklayers)

Show image 1A-12: Stone seal

Other people in the Indus River Valley had other jobs. For example, fine craftsmen designed jewelry and distinctive stone seals carved with pictures of buffalo, elephants, and tigers, a form of writing. Archaeologists uncovered many of these stone seals, but they are not sure of the purpose of the seals.

Show image 1A-13: City street with bull cart

And all over the city, merchants bought and sold their wares. *or goods they made to sell, such as pottery, jewelry, or bread* The city's wide streets, lined with flat-topped, brick

Support

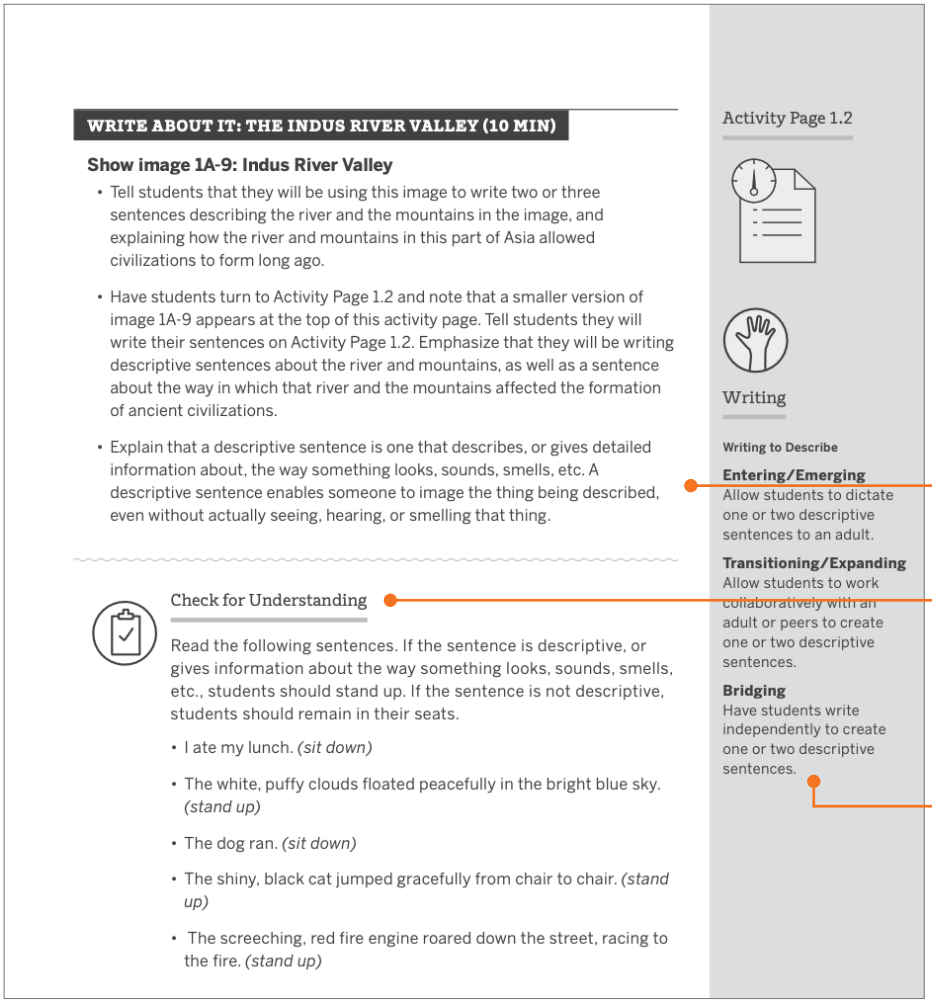
Archaeologists are scientists who study the way people lived in the past. Archaeologists who studied the history of the Indus River Valley found that the ancient city of Mohenjo-daro was one of the largest and most successful cities near the Indus River.

Read-Alouds emphasize interactivity and critical thinking about the content.

KNOWLEDGE

Application

After each Read-Aloud, students apply what they've learned through word work and other writing and critical thinking activities.



WRITE ABOUT IT: THE INDUS RIVER VALLEY (10 MIN)

Show image 1A-9: Indus River Valley

- Tell students that they will be using this image to write two or three sentences describing the river and the mountains in the image, and explaining how the river and mountains in this part of Asia allowed civilizations to form long ago.
- Have students turn to Activity Page 1.2 and note that a smaller version of image 1A-9 appears at the top of this activity page. Tell students they will write their sentences on Activity Page 1.2. Emphasize that they will be writing descriptive sentences about the river and mountains, as well as a sentence about the way in which that river and the mountains affected the formation of ancient civilizations.
- Explain that a descriptive sentence is one that describes, or gives detailed information about, the way something looks, sounds, smells, etc. A descriptive sentence enables someone to image the thing being described, even without actually seeing, hearing, or smelling that thing.

Check for Understanding

Read the following sentences. If the sentence is descriptive, or gives information about the way something looks, sounds, smells, etc., students should stand up. If the sentence is not descriptive, students should remain in their seats.

- I ate my lunch. *(sit down)*
- The white, puffy clouds floated peacefully in the bright blue sky. *(stand up)*
- The dog ran. *(sit down)*
- The shiny, black cat jumped gracefully from chair to chair. *(stand up)*
- The screeching, red fire engine roared down the street, racing to the fire. *(stand up)*

Activity Page 1.2

Writing

Writing to Describe

Entering/Emerging
Allow students to dictate one or two descriptive sentences to an adult.

Transitioning/Expanding
Allow students to work collaboratively with an adult or peers to create one or two descriptive sentences.

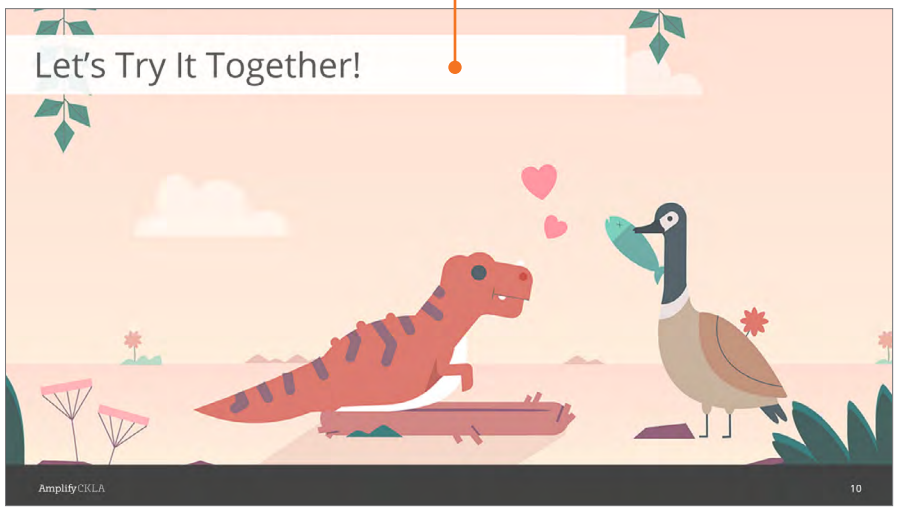
Bridging
Have students write independently to create one or two descriptive sentences.

Based on the Read-Aloud, students get to practice informative and evocative writing.

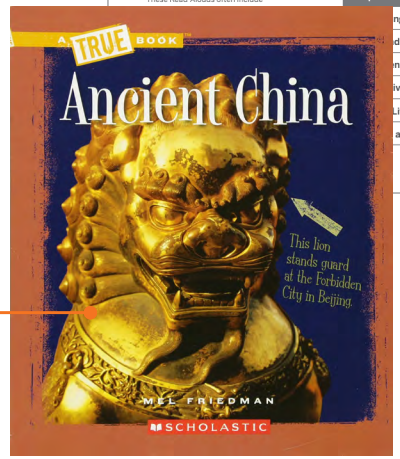
Each lesson provides opportunities for informal checks to measure understanding.

Sidebars contain options for differentiated learning, including for ELLs.

Many lessons have digital vocabulary lessons to help reinforce key vocabulary concepts in a domain.



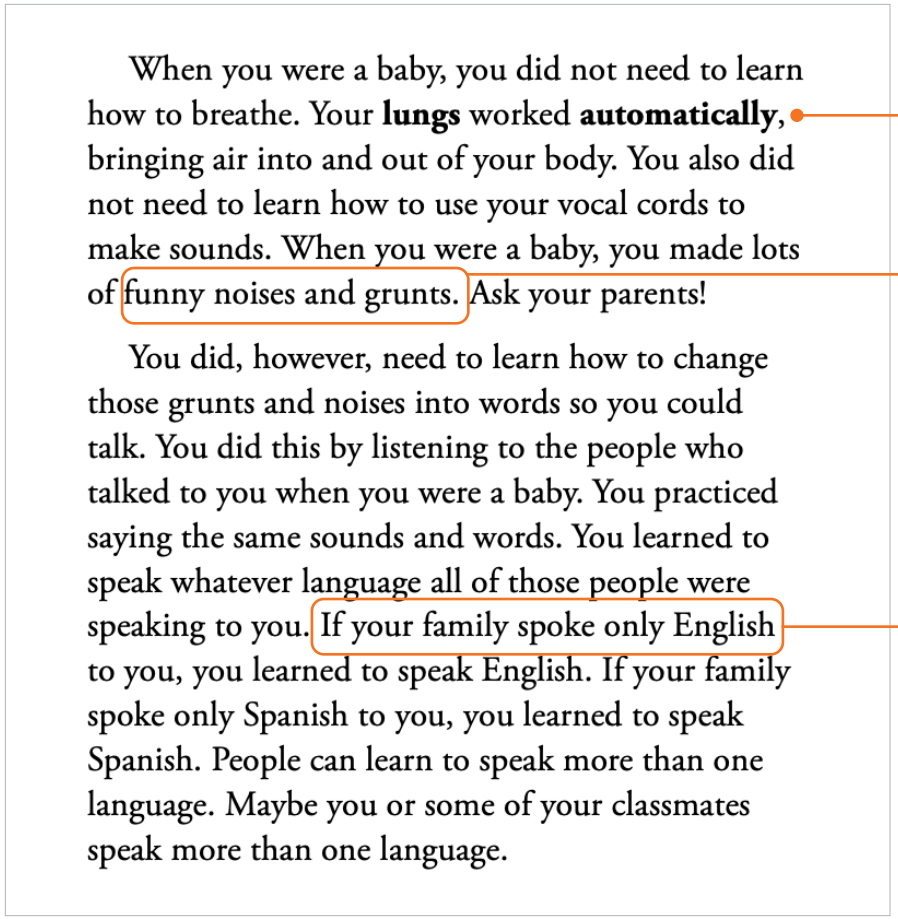
All our Knowledge Domains are paired with Trade Books, extending the knowledge students are learning through an authentic text.



KNOWLEDGE

Knowledge 3–5

By grades 3–5, students have mastered the basics of decoding and are hungry to use what they've learned to reach out to the world. Although Read-Alouds remain an important part of lessons, students are also encouraged to practice independent reading starting in grade 3—striking a balance between strong teacher support and developing their autonomy and confidence as readers.



When you were a baby, you did not need to learn how to breathe. Your **lungs** worked **automatically**, bringing air into and out of your body. You also did not need to learn how to use your vocal cords to make sounds. When you were a baby, you made lots of funny noises and grunts. Ask your parents!

You did, however, need to learn how to change those grunts and noises into words so you could talk. You did this by listening to the people who talked to you when you were a baby. You practiced saying the same sounds and words. You learned to speak whatever language all of those people were speaking to you. If your family spoke only English to you, you learned to speak English. If your family spoke only Spanish to you, you learned to speak Spanish. People can learn to speak more than one language. Maybe you or some of your classmates speak more than one language.

Vocabulary words are highlighted, encouraging students to learn them in context.

All readers are also available as audiobooks and ebooks through the resource site.

Informational and literary texts engage students and motivate them to reflect on their experiences.

When you were a baby, you did not need to learn how to breathe. Your **lungs** worked **automatically**, bringing air into and out of your body. You also did not need to learn how to use your vocal cords to make sounds. When you were a baby, you made lots of funny noises and grunts. Ask your parents!

You did, however, need to learn how to change those grunts and noises into words so you could talk. You did this by listening to the people who talked to you when you were a baby. You practiced saying the same sounds and words. You learned to speak whatever language all of those people were speaking to you. If your family spoke only English to you, you learned to speak English. If your family spoke only Spanish to you, you learned to speak Spanish. People can learn to speak more than one language. Maybe you or some of your classmates speak more than one language.

When you were a baby, you learned to speak the same language that the people around you were speaking.

94 95

Pages 94–95

- Draw students' attention to the images on **page 95** and ask them to predict how they learned to speak.
- Have several students share their predictions.
- If you have students who speak languages other than English, have them share some words in their native language with the class.
- Ask students to read **page 94** to themselves to find out how people learn to speak.
- When students have finished reading, restate the question and ask a student to answer.
  - » Babies practice what they hear and learn to speak whatever language they are hearing.

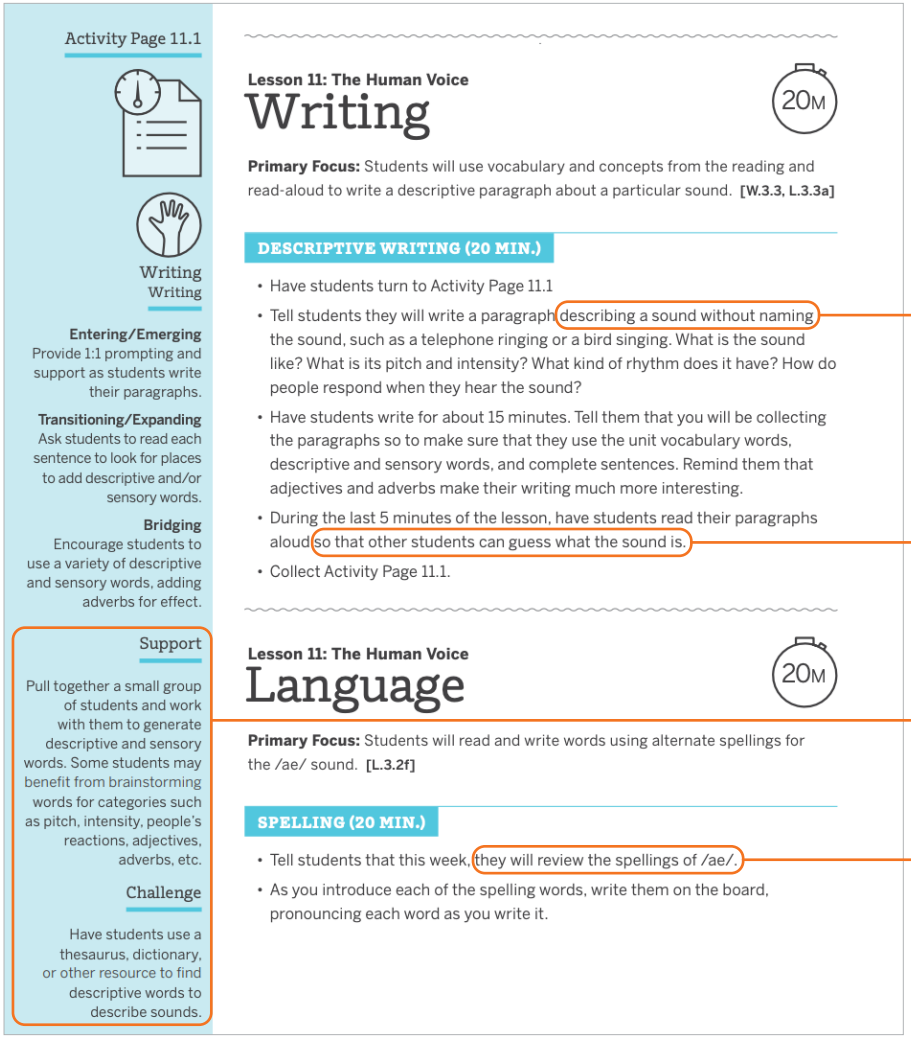
Lessons emphasize analysis, inference, and critical thinking.

Independent reading is tied explicitly to learning about the world.

KNOWLEDGE

Writing and language

As students progress from K–5, writing activities start to emphasize analysis, creativity, and independent thinking about the material students are learning.



Activity Page 11.1

Writing
Writing

Entering/Emerging
Provide 1:1 prompting and support as students write their paragraphs.

Transitioning/Expanding
Ask students to read each sentence to look for places to add descriptive and/or sensory words.

Bridging
Encourage students to use a variety of descriptive and sensory words, adding adverbs for effect.

Support

Pull together a small group of students and work with them to generate descriptive and sensory words. Some students may benefit from brainstorming words for categories such as pitch, intensity, people's reactions, adjectives, adverbs, etc.

Challenge

Have students use a thesaurus, dictionary, or other resource to find descriptive words to describe sounds.

Lesson 11: The Human Voice
Writing

20M

Primary Focus: Students will use vocabulary and concepts from the reading and read-aloud to write a descriptive paragraph about a particular sound. **[W.3.3, L.3.3a]**

DESCRIPTIVE WRITING (20 MIN.)

- Have students turn to Activity Page 11.1
- Tell students they will write a paragraph describing a sound without naming the sound, such as a telephone ringing or a bird singing. What is the sound like? What is its pitch and intensity? What kind of rhythm does it have? How do people respond when they hear the sound?
- Have students write for about 15 minutes. Tell them that you will be collecting the paragraphs so to make sure that they use the unit vocabulary words, descriptive and sensory words, and complete sentences. Remind them that adjectives and adverbs make their writing much more interesting.
- During the last 5 minutes of the lesson, have students read their paragraphs aloud so that other students can guess what the sound is.
- Collect Activity Page 11.1.

Lesson 11: The Human Voice
Language

20M

Primary Focus: Students will read and write words using alternate spellings for the /ae/ sound. **[L.3.2f]**

SPELLING (20 MIN.)

- Tell students that this week, they will review the spellings of /ae/.
- As you introduce each of the spelling words, write them on the board, pronouncing each word as you write it.

Imaginative writing activities challenge students to both think and engage emotionally.

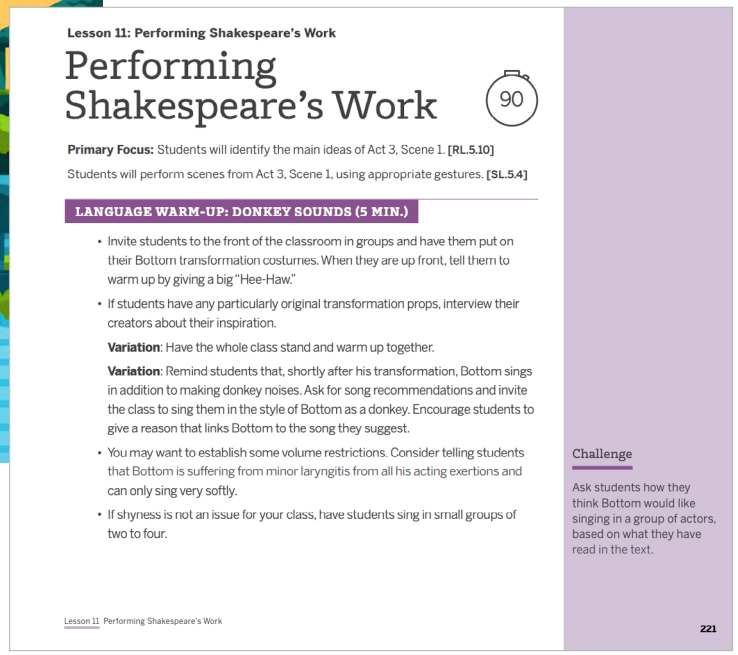
Writing is presented as a way of communicating rather than a rote exercise.

Differentiation cues help you meet and challenge students at any point in their journey as writers.

Skills work is less of a focus, but still present to keep students sharp.

Core Quests: Transforming the classroom

Each of the levels in grades 3–5 contains a Core Quest. In these special units, all the normal rules of the classroom change, and students engage with language in surprising new ways. Here in this grade 5 example, they learn to love the dense Shakespearian language of "A Midsummer Night's Dream", through imagery, close reading, and performance.



Lesson 11: Performing Shakespeare's Work

Performing Shakespeare's Work

90

Primary Focus: Students will identify the main ideas of Act 3, Scene 1. **[RL.5.10]**

Students will perform scenes from Act 3, Scene 1, using appropriate gestures. **[SL.5.4]**

LANGUAGE WARM-UP: DONKEY SOUNDS (5 MIN.)

- Invite students to the front of the classroom in groups and have them put on their Bottom transformation costumes. When they are up front, tell them to warm up by giving a big "Hee-Haw."
- If students have any particularly original transformation props, interview their creators about their inspiration.

  Variation: Have the whole class stand and warm up together.

  Variation: Remind students that, shortly after his transformation, Bottom sings in addition to making donkey noises. Ask for song recommendations and invite the class to sing them in the style of Bottom as a donkey. Encourage students to give a reason that links Bottom to the song they suggest.
- You may want to establish some volume restrictions. Consider telling students that Bottom is suffering from minor laryngitis from all his acting exertions and can only sing very softly.
- If shyness is not an issue for your class, have students sing in small groups of two to four.

Challenge

Ask students how they think Bottom would like singing in a group of actors, based on what they have read in the text.

Lesson 11 Performing Shakespeare's Work

221

KNOWLEDGE

Teacher support resources

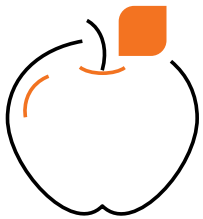
The classroom can be taxing for both students and teachers. We aim to make your shift to the Science of Reading as painless and rewarding as possible, by providing support and extension through professional development, embedded differentiation and assessment, ready-made lesson presentation slides, and robust student engagement supplements.

"This has been the single most powerful curriculum implementation I have seen in my 16 years in education."

—Deanna, Assistant Principal, Tennessee

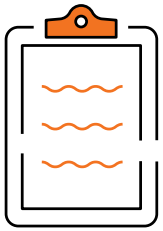
The Science of Reading: supporting instruction

CKLA provides tools for measuring and understanding the different learners in each classroom, while empowering teachers with resources they need, too.



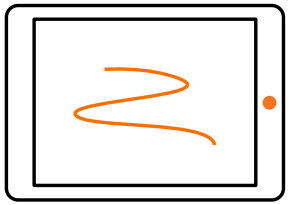
Teacher resources

From digital Teacher Guides to the Sound Library, we provide all the support instructors need to plan and execute each CKLA lesson.



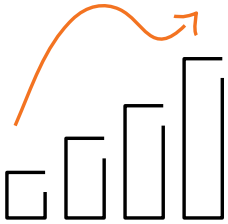
Effective assessment

Student assessment gives the necessary inputs needed to differentiate instruction effectively—from informal and minute-by-minute opportunities to lessons designed to remediate, enrich, and offer targeted practice.



Robust multimedia and digital experience

Amplify CKLA includes rich multimedia such as songs, videos, and ebooks to deepen learning. With the slides-based digital experience equipped with LMS integration, it's never been easier to plan and present lesson content.



Ongoing professional learning

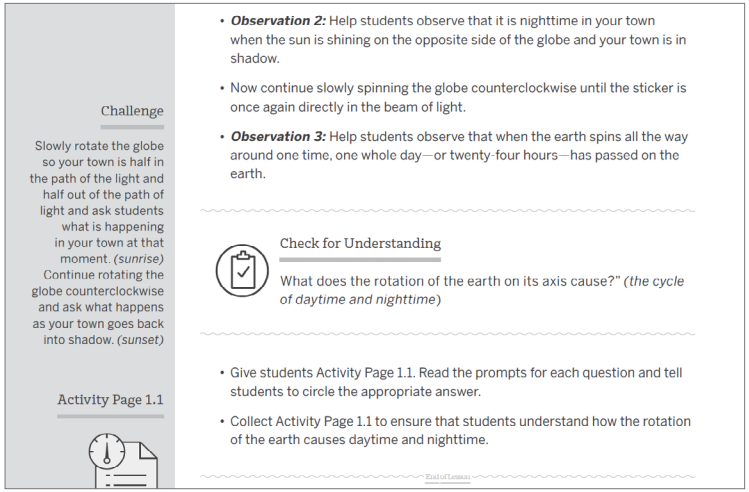
Amplify offers a range of different professional development opportunities, including on-site training, webinars, and self-paced online courses. Our Professional Learning site gives teachers and administrators access to free PD professional development modules, model lessons, and a wealth of resources to develop expertise.

Streamlined assessments to inform your instruction

We believe that giving you frequent and timely assessments is the key to classroom success.

Check for Understanding

Each lesson segment incorporates Checks for Understanding to increase engagement and to let you make real-time adjustments where they count most for your students.



Challenge

Slowly rotate the globe so your town is half in the path of the light and half out of the path of light and ask students what is happening in your town at that moment. *(sunrise)* Continue rotating the globe counterclockwise and ask what happens as your town goes back into shadow. *(sunset)*

Activity Page 1.1

- ***Observation 2:*** Help students observe that it is nighttime in your town when the sun is shining on the opposite side of the globe and your town is in shadow.
- Now continue slowly spinning the globe counterclockwise until the sticker is once again directly in the beam of light.
- ***Observation 3:*** Help students observe that when the earth spins all the way around one time, one whole day—or twenty-four hours—has passed on the earth.

Check for Understanding

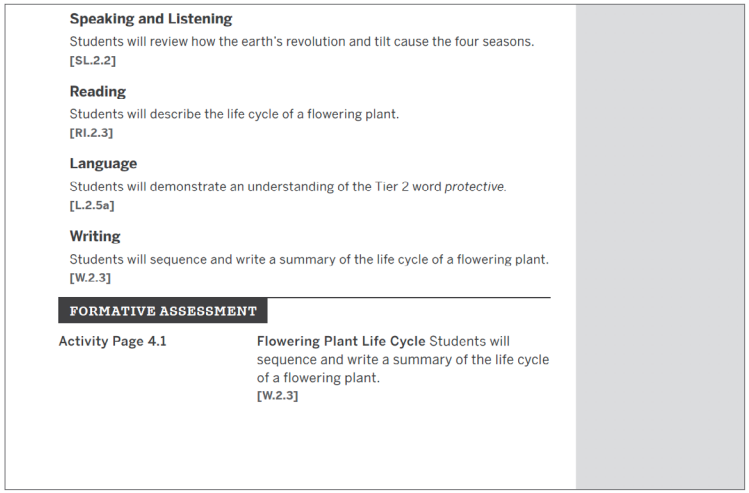
What does the rotation of the earth on its axis cause?" *(the cycle of daytime and nighttime)*

- Give students Activity Page 1.1. Read the prompts for each question and tell students to circle the appropriate answer.
- Collect Activity Page 1.1 to ensure that students understand how the rotation of the earth causes daytime and nighttime.

End of Lesson

Formative Assessment

Each lesson goal is standards-aligned and tied to a formative assessment opportunity, allowing you to see which students need more support with an objective.



Speaking and Listening
Students will review how the earth's revolution and tilt cause the four seasons.
[SL.2.2]

Reading
Students will describe the life cycle of a flowering plant.
[RI.2.3]

Language
Students will demonstrate an understanding of the Tier 2 word *protective*.
[L.2.5a]

Writing
Students will sequence and write a summary of the life cycle of a flowering plant.
[W.2.3]

FORMATIVE ASSESSMENT

Activity Page 4.1

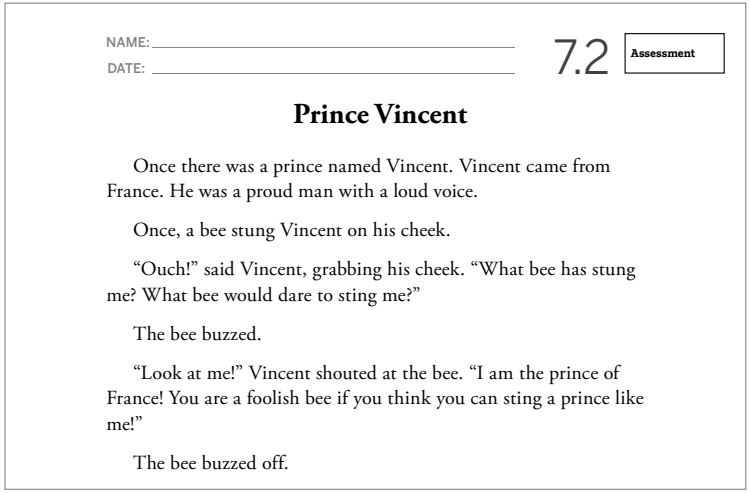
Flowering Plant Life Cycle Students will sequence and write a summary of the life cycle of a flowering plant.
[W.2.3]

Mid- and end-of-unit assessments

Each unit and domain includes a mid-unit and end-of-unit assessment, providing valuable information on the skills and content students have mastered. Digital end-of-unit assessments are available on a variety of platforms.

Benchmark Assessments

Benchmark Assessments help you set goals and monitor the growth of each student, providing a baseline at the beginning of the year and ensuring students are advancing toward grade-level objectives.


NAME: _____

DATE: _____

7.2 Assessment

Prince Vincent

Once there was a prince named Vincent. Vincent came from France. He was a proud man with a loud voice.

Once, a bee stung Vincent on his cheek.

"Ouch!" said Vincent, grabbing his cheek. "What bee has stung me? What bee would dare to sting me?"

The bee buzzed.

"Look at me!" Vincent shouted at the bee. "I am the prince of France! You are a foolish bee if you think you can sting a prince like me!"

The bee buzzed off.

Embedded differentiation to meet the needs of all students

Amplify CKLA provides built-in differentiation strategies in every lesson for all students, including supports for ELLs.

TEACHER SUPPORT

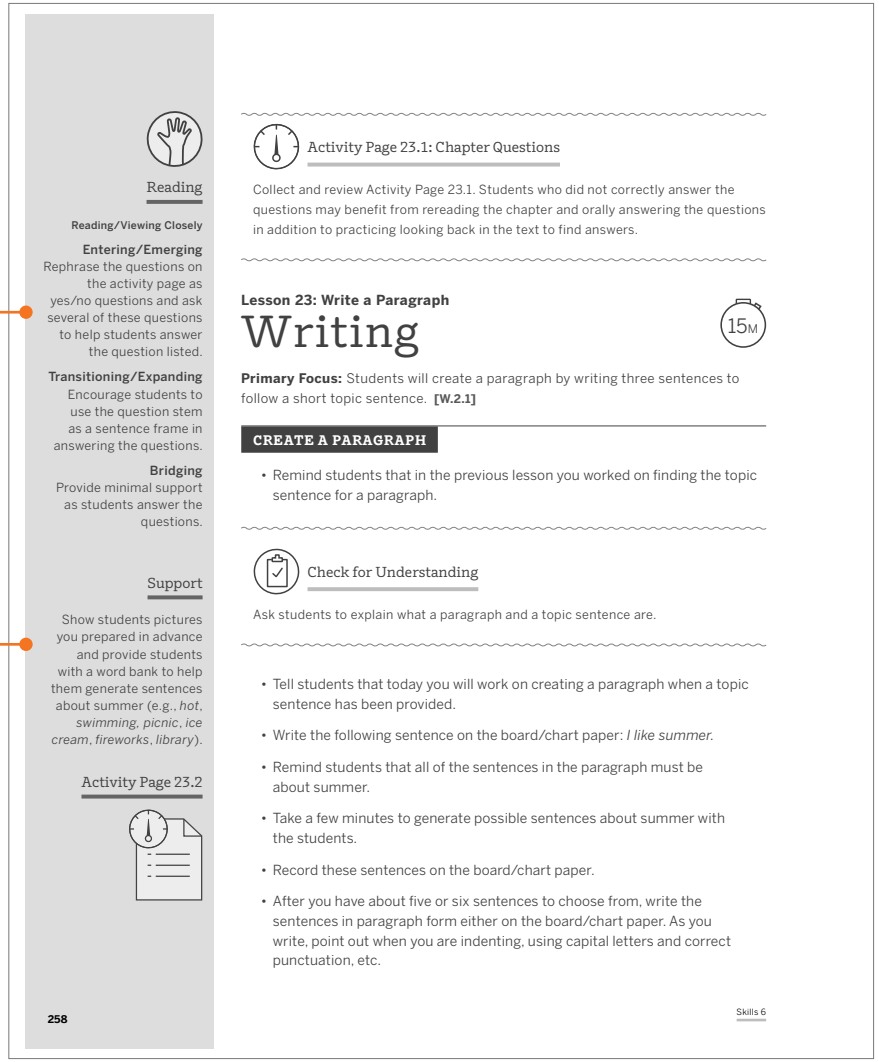
Embedded differentiation in all lessons

Access supports for ELLs

Integrated ELD supports in each lesson segment for ELLs are specific to students' mastery of the lesson's objectives.

Support and Challenge for all learners

Lessons include Support and Challenge suggestions that provide assistance or opportunities for more advanced work toward the goal of the lesson. These supports are suitable for all learners, including ELLs.



Reading

Reading/Viewing Closely

Entering/Emerging
Rephrase the questions on the activity page as yes/no questions and ask several of these questions to help students answer the question listed.

Transitioning/Expanding
Encourage students to use the question stem as a sentence frame in answering the questions.

Bridging
Provide minimal support as students answer the questions.

Support

Show students pictures you prepared in advance and provide students with a word bank to help them generate sentences about summer (e.g., *hot, swimming, picnic, ice cream, fireworks, library*).

Activity Page 23.2

258

Activity Page 23.1: Chapter Questions

Collect and review Activity Page 23.1. Students who did not correctly answer the questions may benefit from rereading the chapter and orally answering the questions in addition to practicing looking back in the text to find answers.

Lesson 23: Write a Paragraph

Writing

15M

Primary Focus: Students will create a paragraph by writing three sentences to follow a short topic sentence. **[W.2.1]**

CREATE A PARAGRAPH

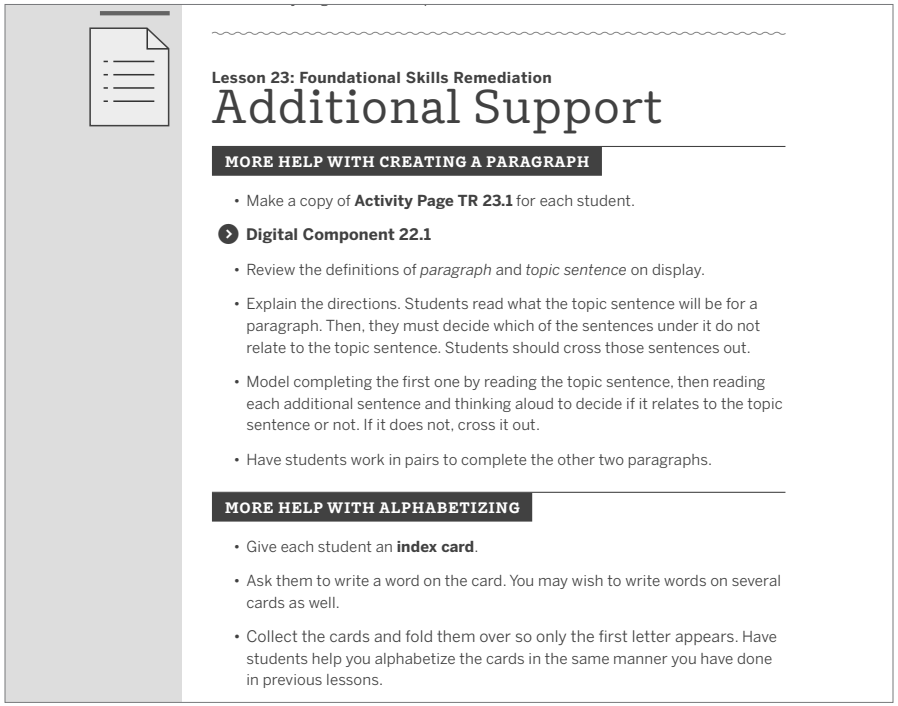
- Remind students that in the previous lesson you worked on finding the topic sentence for a paragraph.

Check for Understanding

Ask students to explain what a paragraph and a topic sentence are.

- Tell students that today you will work on creating a paragraph when a topic sentence has been provided.
- Write the following sentence on the board/chart paper: *I like summer.*
- Remind students that all of the sentences in the paragraph must be about summer.
- Take a few minutes to generate possible sentences about summer with the students.
- Record these sentences on the board/chart paper.
- After you have about five or six sentences to choose from, write the sentences in paragraph form either on the board/chart paper. As you write, point out when you are indenting, using capital letters and correct punctuation, etc.

Skills 6



Lesson 23: Foundational Skills Remediation

Additional Support

MORE HELP WITH CREATING A PARAGRAPH

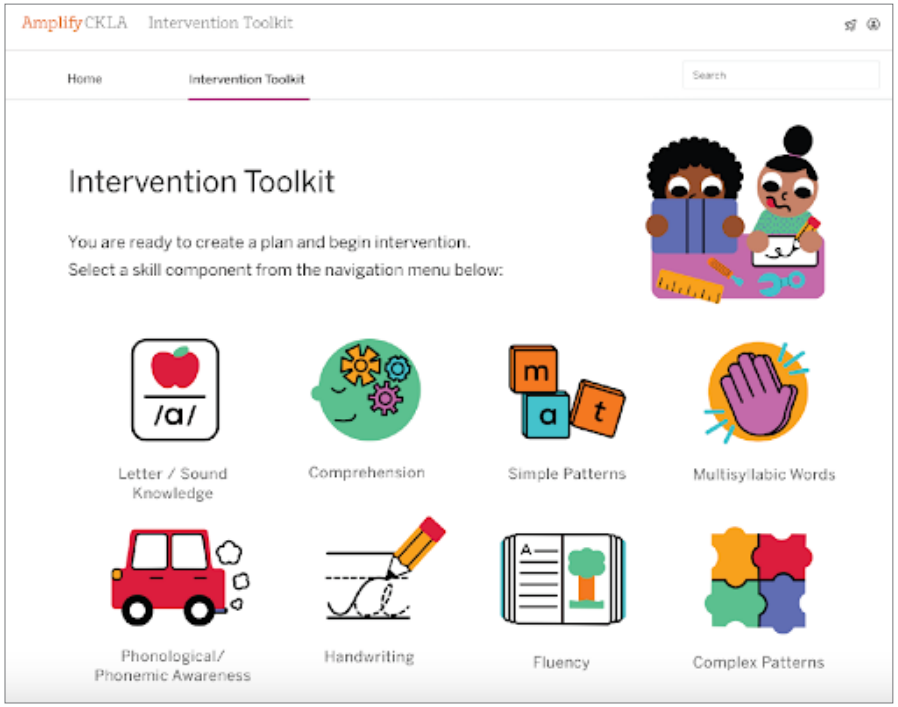
- Make a copy of **Activity Page TR 23.1** for each student.

Digital Component 22.1

- Review the definitions of *paragraph* and *topic sentence* on display.
- Explain the directions. Students read what the topic sentence will be for a paragraph. Then, they must decide which of the sentences under it do not relate to the topic sentence. Students should cross those sentences out.
- Model completing the first one by reading the topic sentence, then reading each additional sentence and thinking aloud to decide if it relates to the topic sentence or not. If it does not, cross it out.
- Have students work in pairs to complete the other two paragraphs.

MORE HELP WITH ALPHABETIZING

- Give each student an **index card**.
- Ask them to write a word on the card. You may wish to write words on several cards as well.
- Collect the cards and fold them over so only the first letter appears. Have students help you alphabetize the cards in the same manner you have done in previous lessons.



30 minutes of Additional Support in every Skills lesson

In the Skills Strand, every lesson concludes with an Additional Support section of recommendations for 30 minutes of extended instruction and activities, directly aligned to the skills taught in the lesson, to assist students who need more support in mastering the lesson's objectives.

Intervention Toolkit

The Intervention Toolkit provides easy-to-use resources to assist teachers in filling gaps in students' foundational skills. Teachers will find hundreds of activities to support phonics, fluency, comprehension, handwriting, and other key skills.

Ready-to-go slides and all-in-one platform to help you deliver each lesson

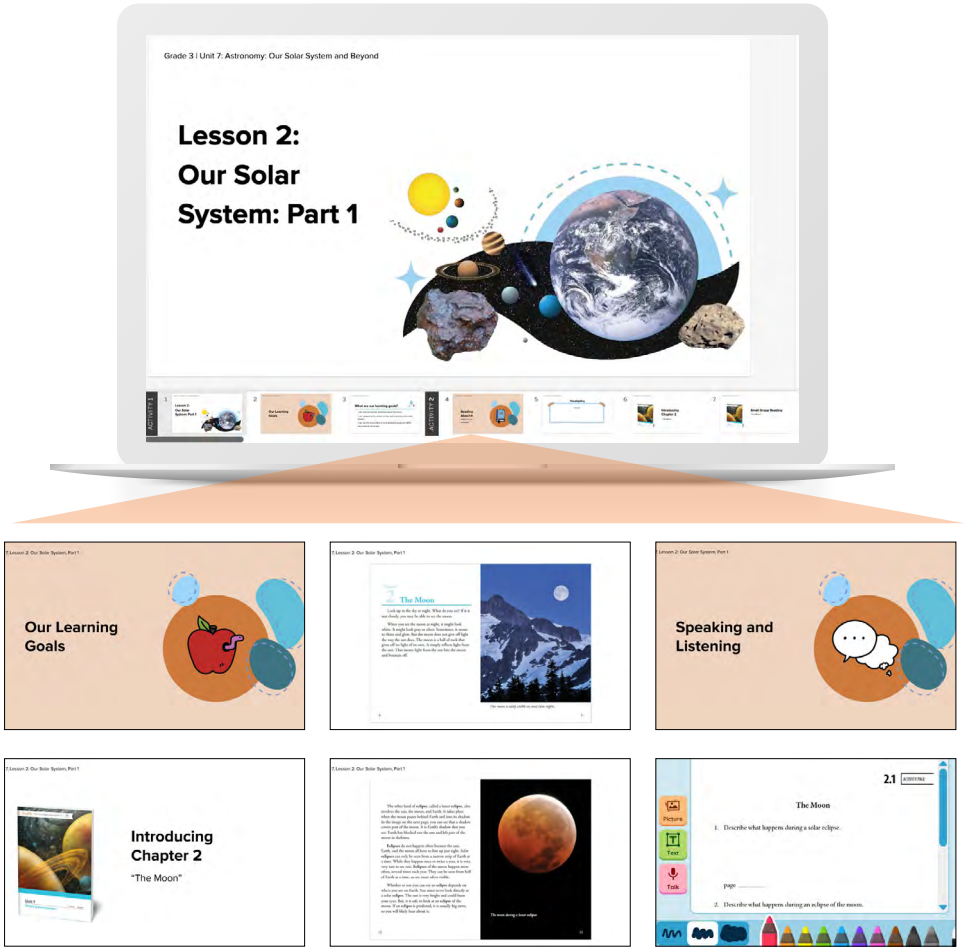
The slides-based Amplify CKLA digital experience enhances instruction while saving you time. Everything you need is all in one place, making it easier than ever to plan lessons, present digital content, and review student work.

Simplify planning and instruction

Teachers have access to ready-to-use and customizable lesson presentation slides, complete with all the prompts from the print Teacher Guide embedded in the teacher view. As teachers deliver each lesson, students can engage with the content in one cohesive experience—through Activity Books, slides, digital components, videos, Student Readers, and more.

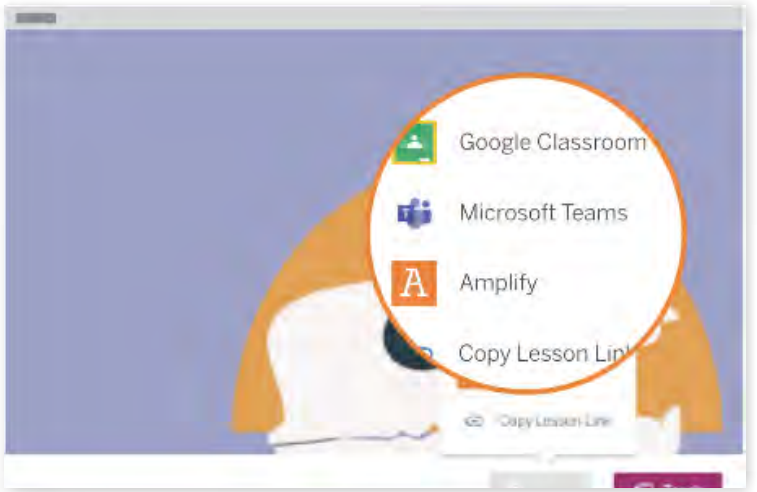
Interactive student activities

Through the Student Home, students can easily access digital lessons with slides, Activity Pages, ebooks, videos, and other interactive resources from one simple dashboard.



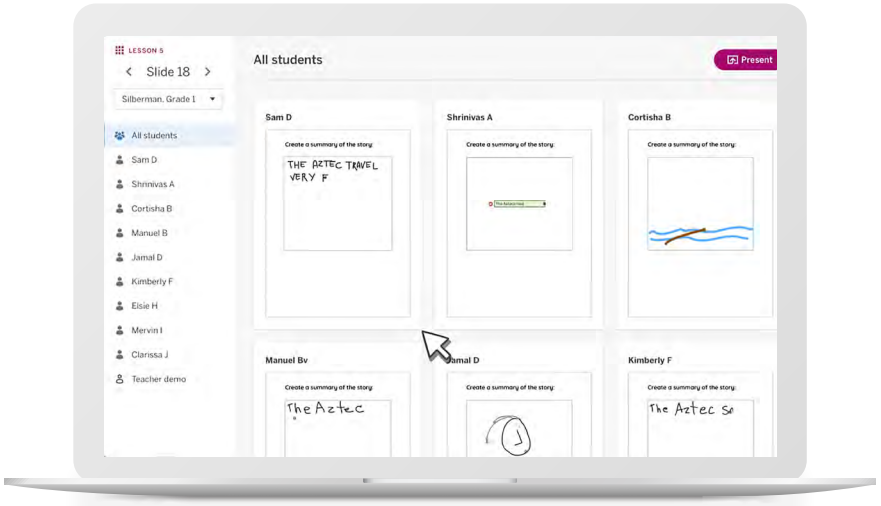
Your teacher command center

You're provided with the tools you need to ensure a productive digital experience that's personalized to meet your students' needs. This includes a teacher home from which to launch and track lessons, LMS integrations such as Google Classroom and Microsoft Teams, and other customizations based on classroom needs.



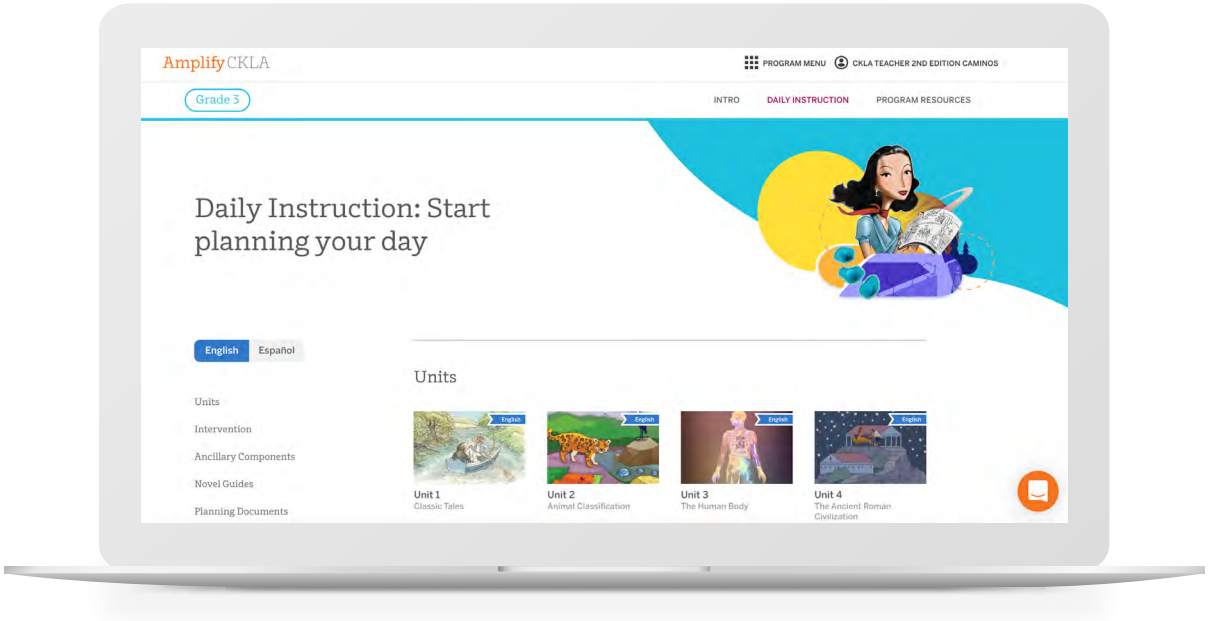
Get real-time insights into your students' work

The innovative live review tool enables you to keep an eye on students drawing, recording audio, uploading and capturing images, and typing or writing in pre-placed text boxes in their Activity Pages.



Supporting our teachers, every day

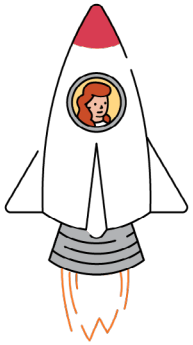
There's a lot in the Amplify CKLA curriculum, and we're here to help you save time navigating it. Our Teacher Resource Site contains digital versions of physical materials, along with our digital components. We've also created a full suite of planning documents, including Teacher Planners, to help keep you on course throughout Amplify CKLA.



Flexible professional development

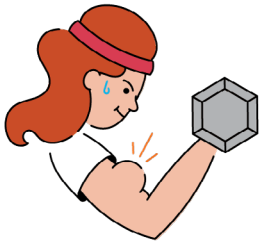
We offer professional development at all levels, from full foundations courses for schools adopting CKLA for the first time to strengthening and coaching sessions for experienced CKLA teachers who want to refresh and improve their skills.

We also offer comprehensive packages to match every school district's needs, including full on-site training, webinars, and a self-paced online course, and we provide unlimited real-time support from experienced educators via chat, email, and phone.



Foundations

For new or returning customers who need to master the basics to implement successfully



Strengthening

For new or returning customers who want to deepen their practice, particularly with data-driven instructional planning

Coaching

For new or returning customers who want job-embedded support tailored to their needs, including modeling, observation, and collaborative planning

Delivery methods

On-site support
In person, up to 30 participants

Remote support
Live webinar, up to 15 participants

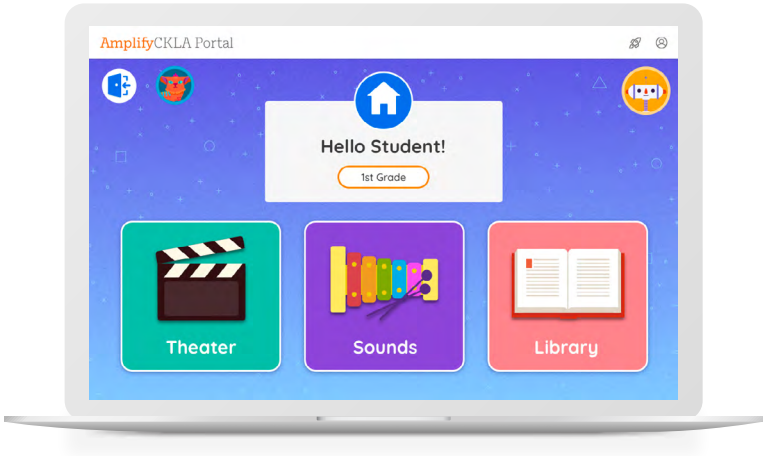
Online course
Self-paced

HANDS-ON — INDEPENDENT

TEACHER SUPPORT

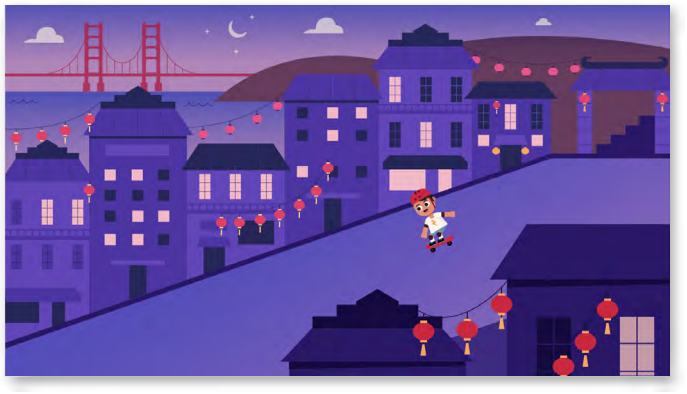
Student-friendly multimedia resources to enhance every lesson

Multimedia resources gives students direct access to the unique multimedia content in the Amplify CKLA program. We've worked to make it easy for both K–2 and 3–5 students to use, with a friendly and intuitive design and immersive onboarding help.



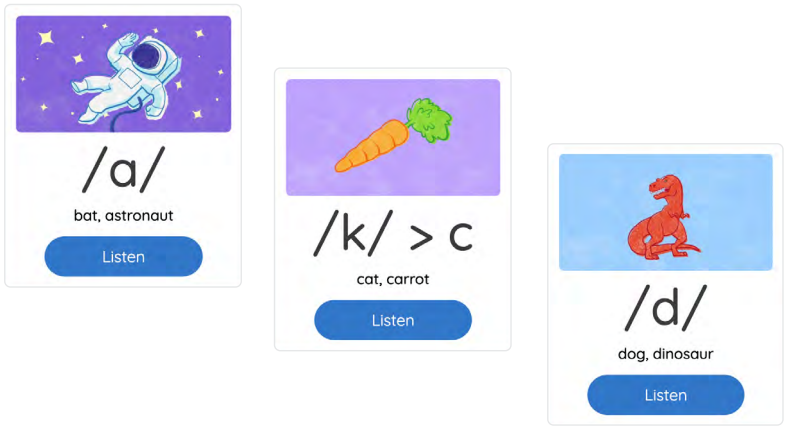
Knowledge Builders K–2

Immerse students in a fun, educational media experience with Knowledge Builder videos! Featuring key concepts and vocabulary for each Knowledge Domain, these animated videos introduce new topics and deepen students' knowledge. Each video is accompanied by a video guide and student activities.

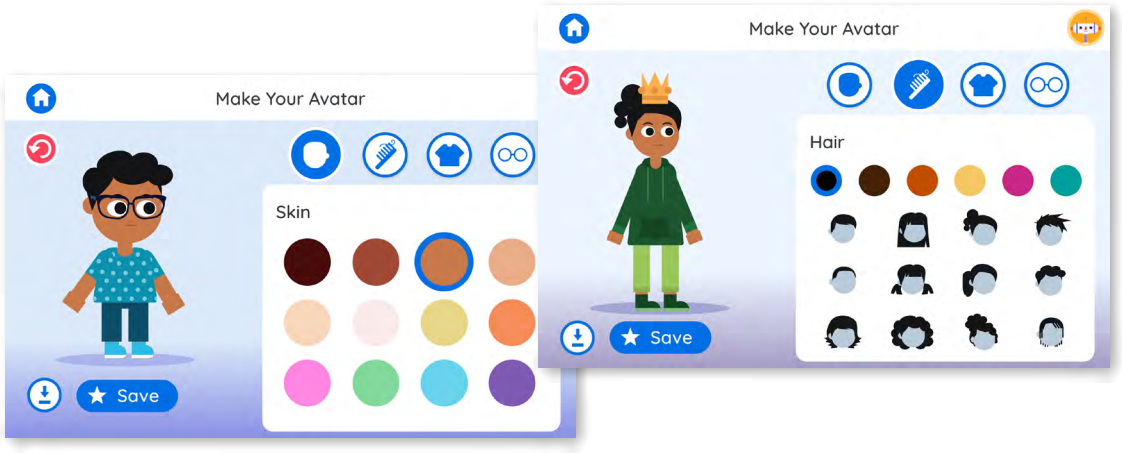


Sound Library K–2

Build phonics mastery with the Sound Library. Organized by phoneme, this collection of multimedia resources supports the explicit teaching of the 44 sounds in the English language through recordings, animated videos, and fun karaoke-style songs.



TEACHER SUPPORT

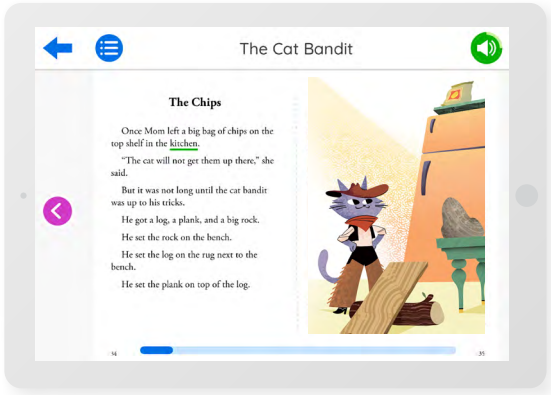


Avatar Builder K–5

Students can truly immerse themselves in the digital classroom by creating their own avatars. This fun feature makes learning a more engaging, personal experience for each student.

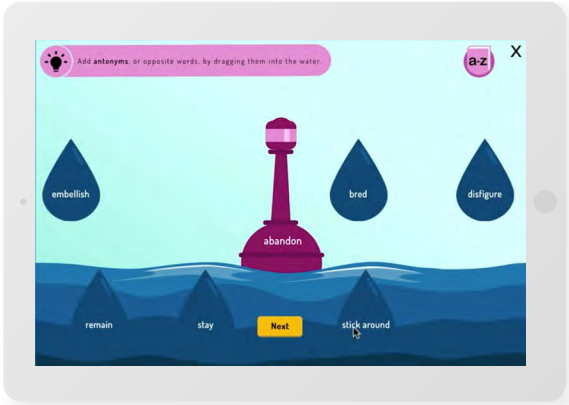
eReader K–5

The Hub eReader gives students an easy way to connect to the entire CKLA library of readers. An audio-enabled read-aloud function supports students who are still at the early stages of learning the letter code, and accessible controls make ebooks easy and fun even for very young readers. Grades 3–5 offer Spanish readers as well.



Vocab App 3–5

The Vocab App offers students additional opportunities for independent practice with selected Tier 2 (academic vocabulary) words from each unit. Practicing with the Vocab App will help students master targeted vocabulary words from the domains they are studying.



TEACHER SUPPORT

Knowledge Research units to provide windows and mirrors

Make your Amplify CKLA classroom experience even more diverse, authentic, and engaging with the supplemental Knowledge Research units. Available in Spanish and English, these units examine artists, world exploration, aviation, jazz, energy innovation, and Juneteenth.

Your students will soar to new heights with Dr. Ellen Ochoa, Amelia Earhart, and the Tuskegee Airmen; feel the rhythm as they learn about jazz legends Miles Davis, Tito Puente, and Duke Ellington; and explore the far reaches of the world with Jacques Cousteau, Matthew Henson, and Eugenie Clark. Units can be implemented for extended core instruction during flex periods, district-designated Pausing Points, or enrichment periods.

Each unit features engaging high-interest authentic Trade Books that will spark curiosity and inspire inquiry. Additional components include a Teacher's Guide, Student Activity Books, Image Cards, and Digital Components (for grades K–5).

Your kindergarten students will love learning about Frida Kahlo in the "Art and the World Around Us" unit.

Units

Kindergarten

Art and the World Around Us

Grade 1

Adventure Stories: Tales from the Edge of the World

Grade 2

Up, Up, and Away: The Age of Aviation

Grade 3

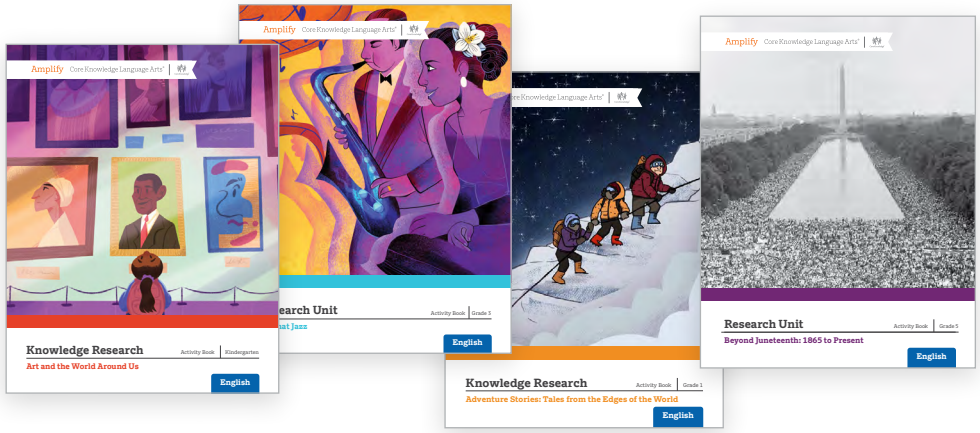
All That Jazz

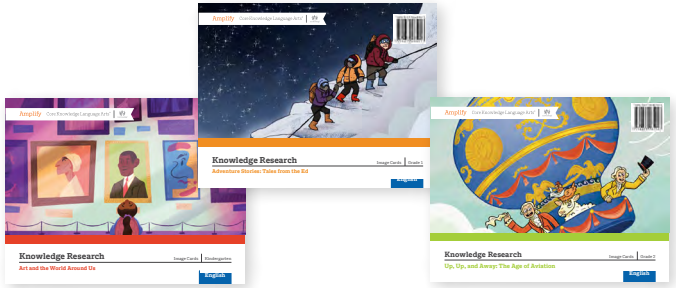
Grade 4

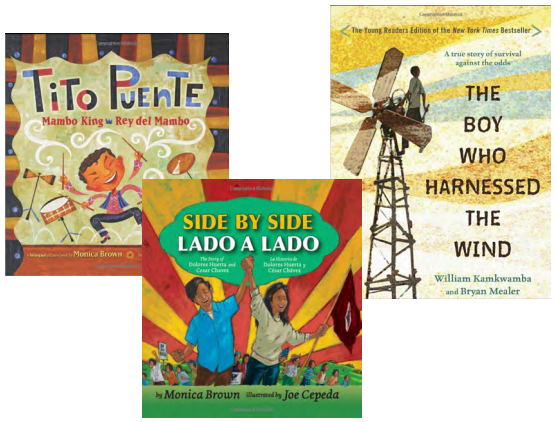
Energy: Past, Present, and Future

Grade 5

Beyond Juneteenth: 1865 to present



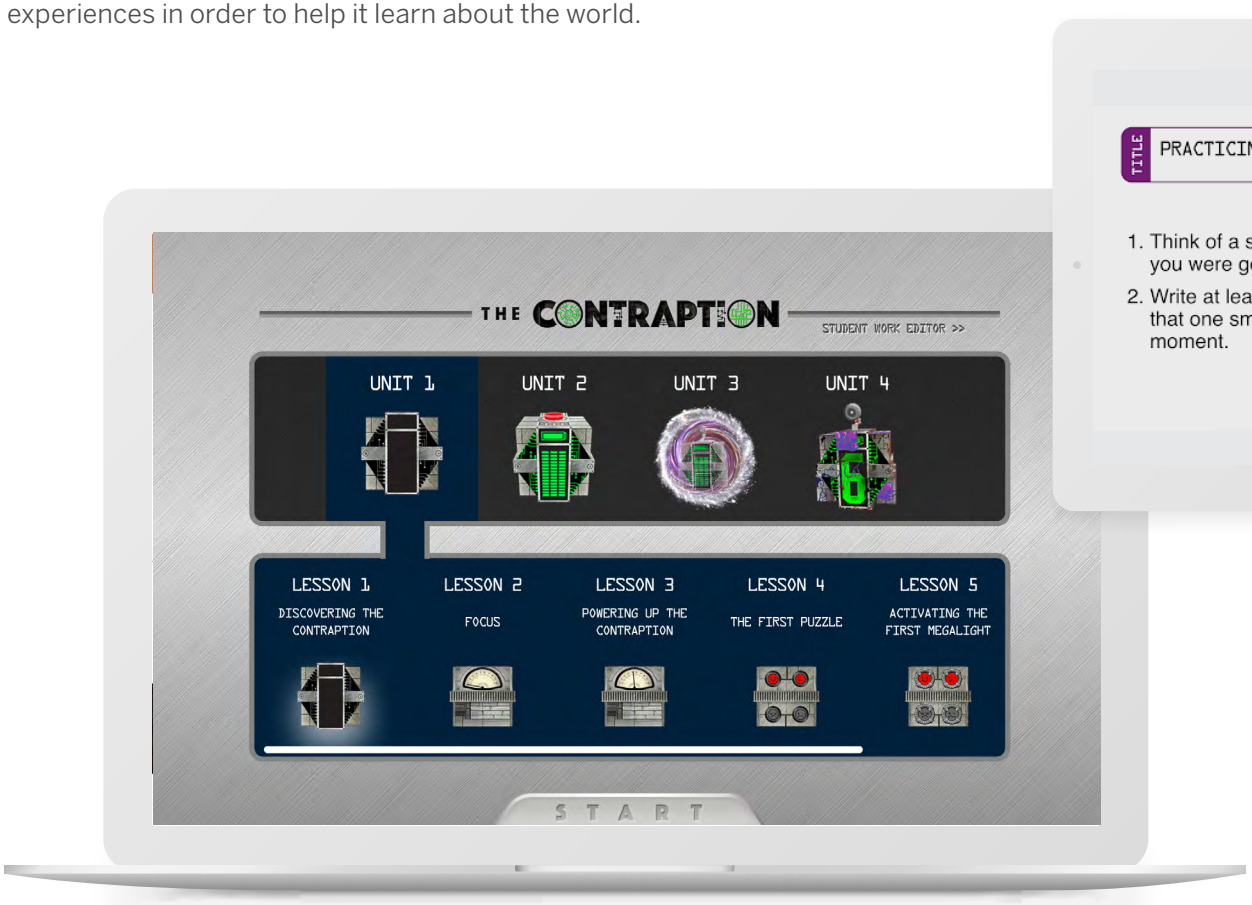


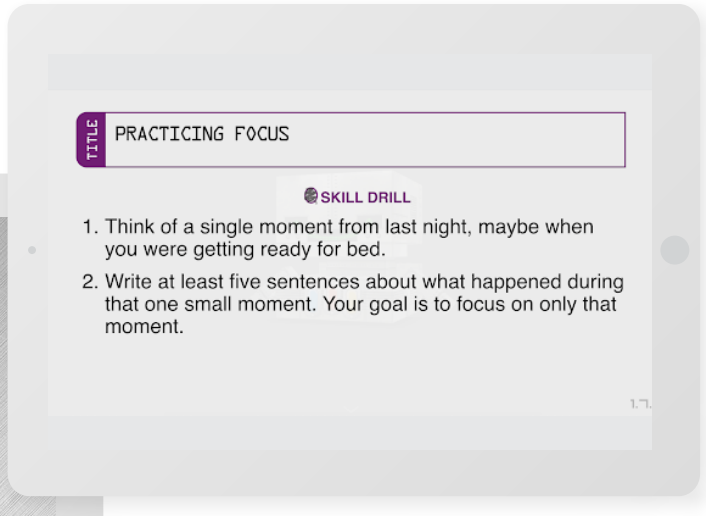


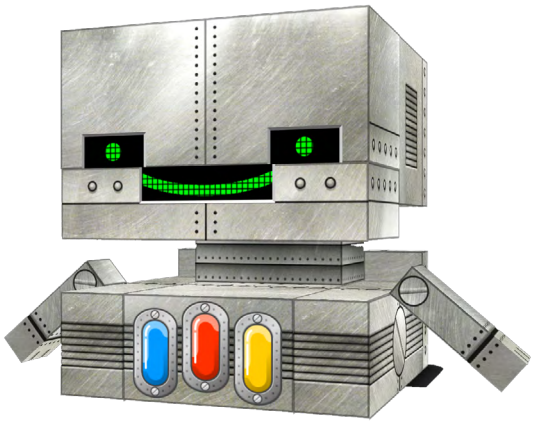
TEACHER SUPPORT

Immersive writing Quests

Writing Quests are unique units that teach students key writing skills. Over the course of grades 4 and 5, students will interact with a fun and evolving robot companion that asks them to reflect on their own experiences in order to help it learn about the world.







TEACHER SUPPORT

Novel Guides

Novel Guides bring students beyond the CKLA curriculum. We provide fifteen full days of instruction on contemporary trade books, as well as writing prompts that help students navigate the authentic literature they love.

TEACHER SUPPORT

Companion programs: Writing and language

The more options you have to bring writing and English language learning projects and activities into your classroom, the greater the benefit to your students. That's why we've developed Writing Studio and Language Studio as two rich ways to expand CKLA to laser-focus on these subjects.

Writing Studio

Writing Studio in K–5 provides you with a full sequence of targeted writing activities that are tied both to writing standards and to the CKLA domains. Each lesson offers differentiated prompts that challenge and support your writers (including ELLs), helping them hone their skills in narrative, opinion, and informative writing while also learning research techniques.

TEACHER SUPPORT

Language Studio

Language Studio is an English language development companion program to CKLA available for K–5. Our carefully developed program follows the CKLA Knowledge Domains, previewing and reinforcing skills and content from core instruction using instruction specifically built for ELLs. The program is also designed around frequent formative assessment, including assessment of language proficiency, giving you effective ways to guide and support your ELLs.

TEACHER SUPPORT

Science of Reading: The Podcast

Science of Reading: The Podcast, hosted by Susan Lambert, delivers the latest insights from researchers and practitioners in early reading. Each episode takes a conversational approach and explores a timely topic related to the Science of Reading.

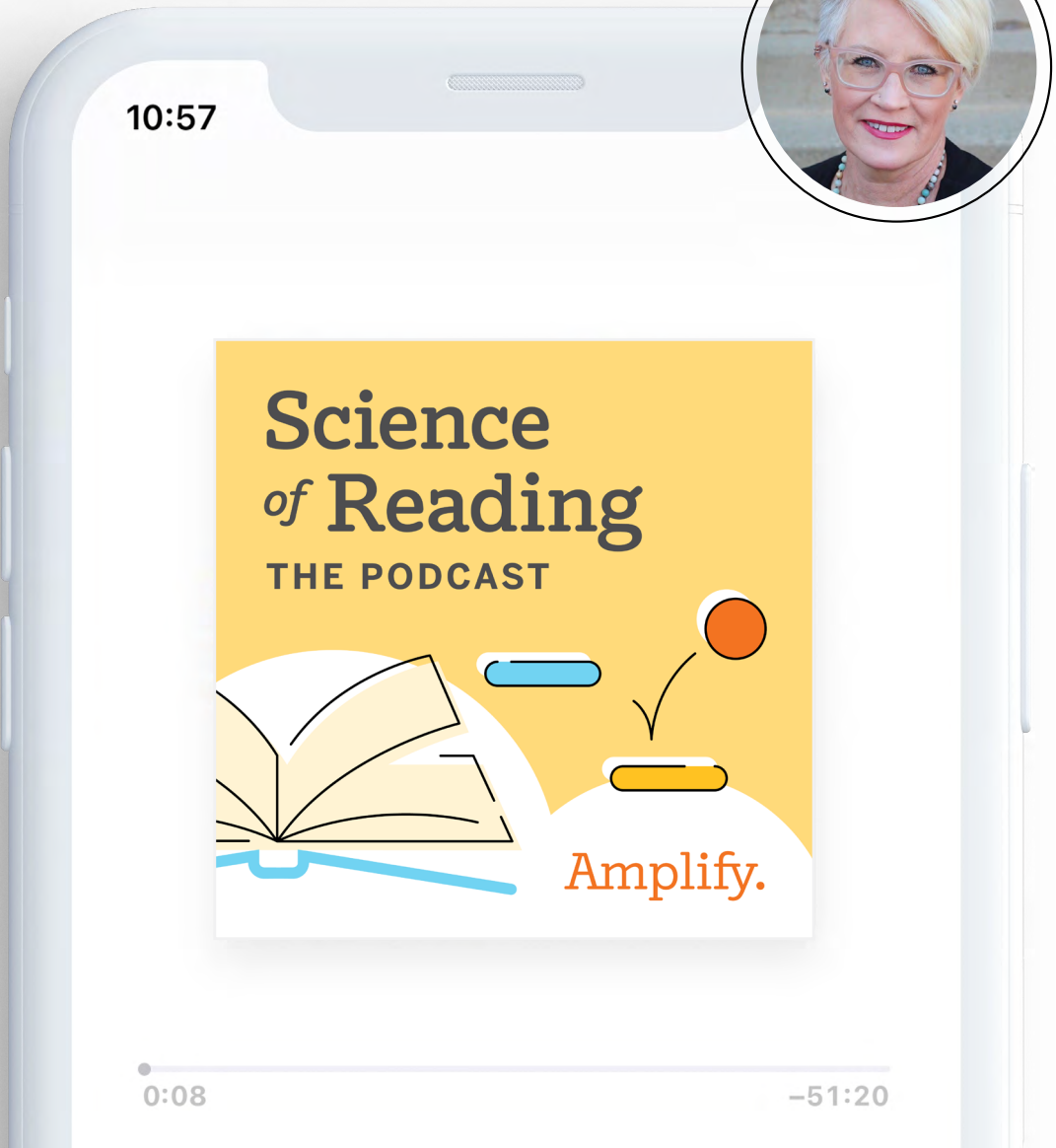
Natalie Wexler
Season 1 Episode 1

Dr. Louisa Moats
Season 3, Episode 3

Julie Washington
Season 4, Episode 7

The Science of Reading is for everyone

Susan Lambert
Host

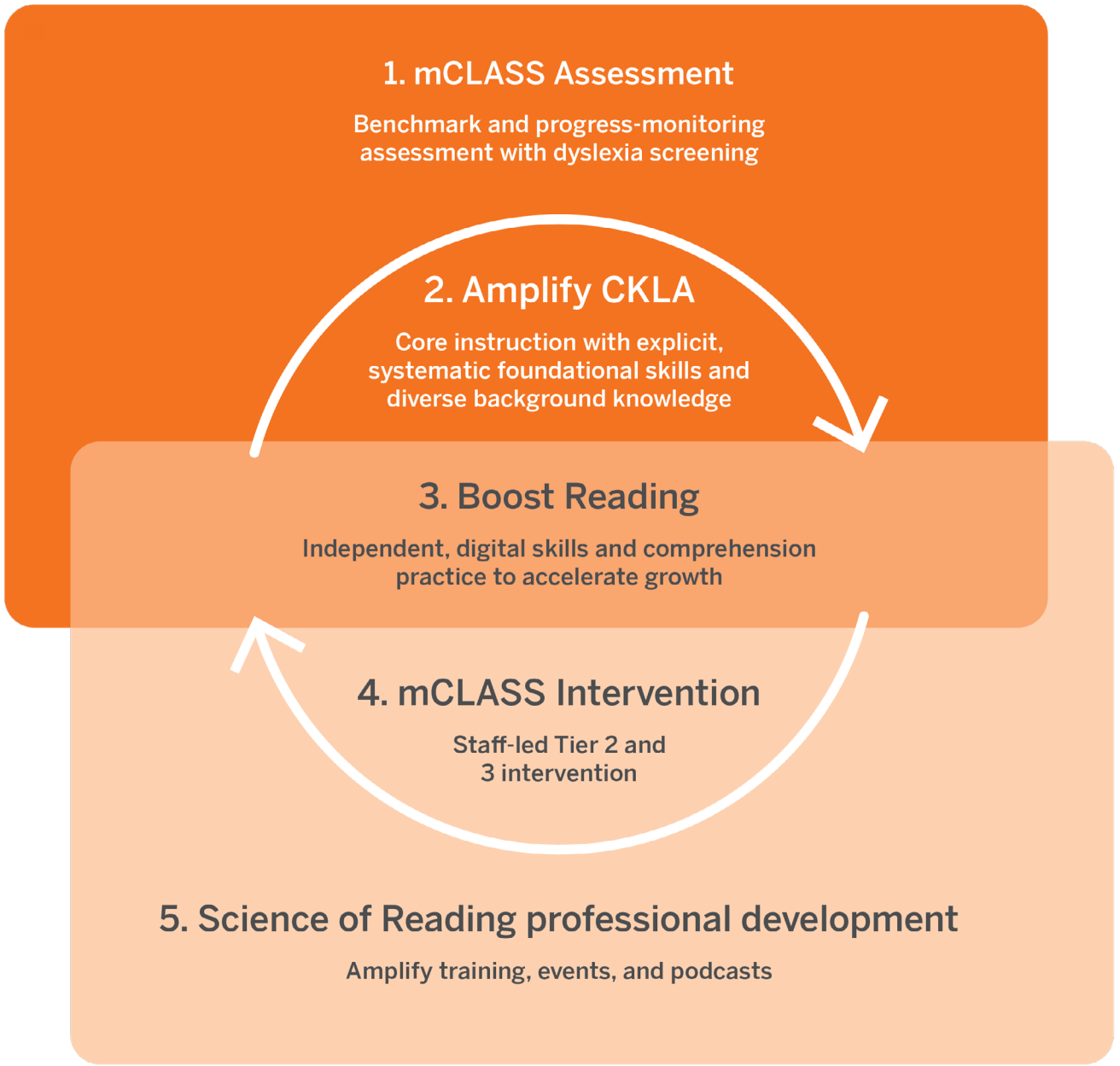


TEACHER SUPPORT

Comprehensive literacy suite

Strong core instruction grounded in the principles of the Science of Reading is crucial—but in isolation, even that's not enough. To be powerful and effective, a literacy system needs to bring together assessment, curriculum, intervention, personalized learning, and ongoing professional learning.

Amplify has combined these crucial elements into an early literacy suite that has everything you need. Our programs ensure that all educators are equipped to support every student on their pathway to literacy—in both English and Spanish.


1. mCLASS Assessment
Benchmark and progress-monitoring assessment with dyslexia screening
2. Amplify CKLA
Core instruction with explicit, systematic foundational skills and diverse background knowledge
3. Boost Reading
Independent, digital skills and comprehension practice to accelerate growth
4. mCLASS Intervention
Staff-led Tier 2 and 3 intervention
5. Science of Reading professional development
Amplify training, events, and podcasts

Amplify CKLA and Amplify Caminos: The perfect partners for dual language

We build everything on the Science of Reading

At the heart of the Science of Reading is the Simple View of Reading, a formula describing how skilled reading requires both language comprehension and word recognition. In Amplify Caminos, you'll find robust knowledge building combined with explicit, systematic, and authentic Spanish foundational skills instruction.

Designed for every dual language implementation model

Amplify Caminos supports any language model, including English as a Second Language (ESL), transitional bilingual programs, dual-language strands, and Spanish immersion programs. Like Amplify CKLA, Amplify Caminos is a full and robust language arts program—in Spanish—that will inspire and engage your students.

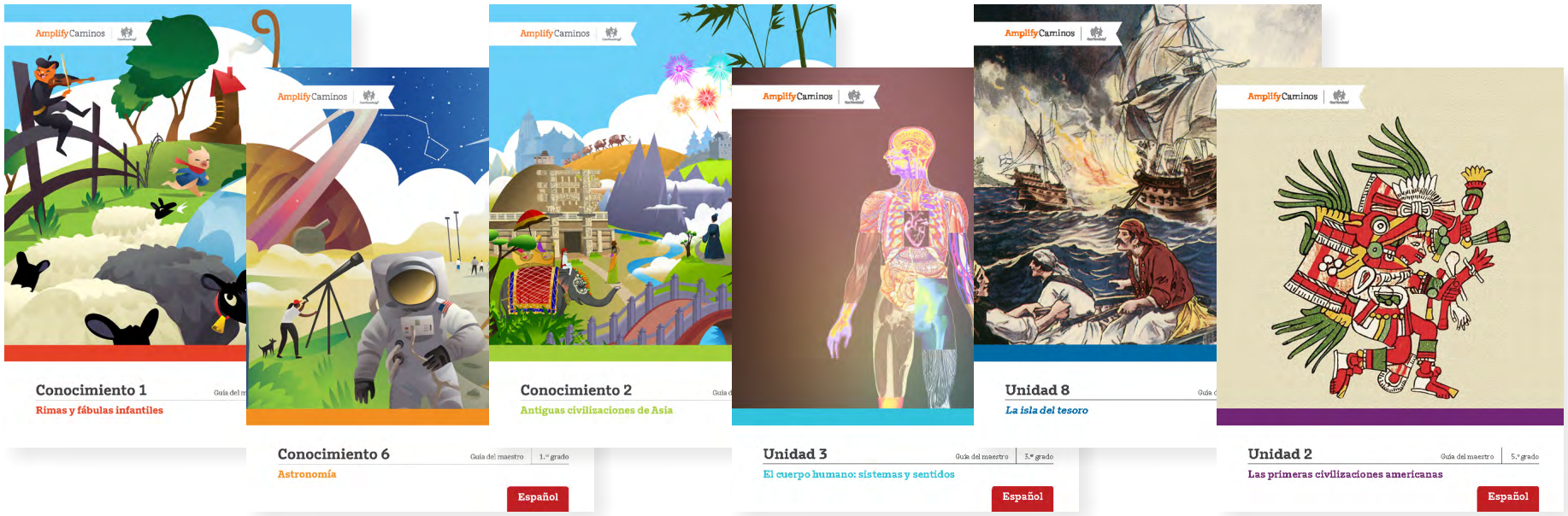
Original Spanish Decodable Student Readers celebrate diverse experiences and progress foundational skills.

LITERACY SUITE

Strengthen Spanish and English language skills

Amplify Caminos uses spiral learning to reinforce every student's ability to develop skills like reading, writing, speaking, and listening in Spanish that can be transferred to English.

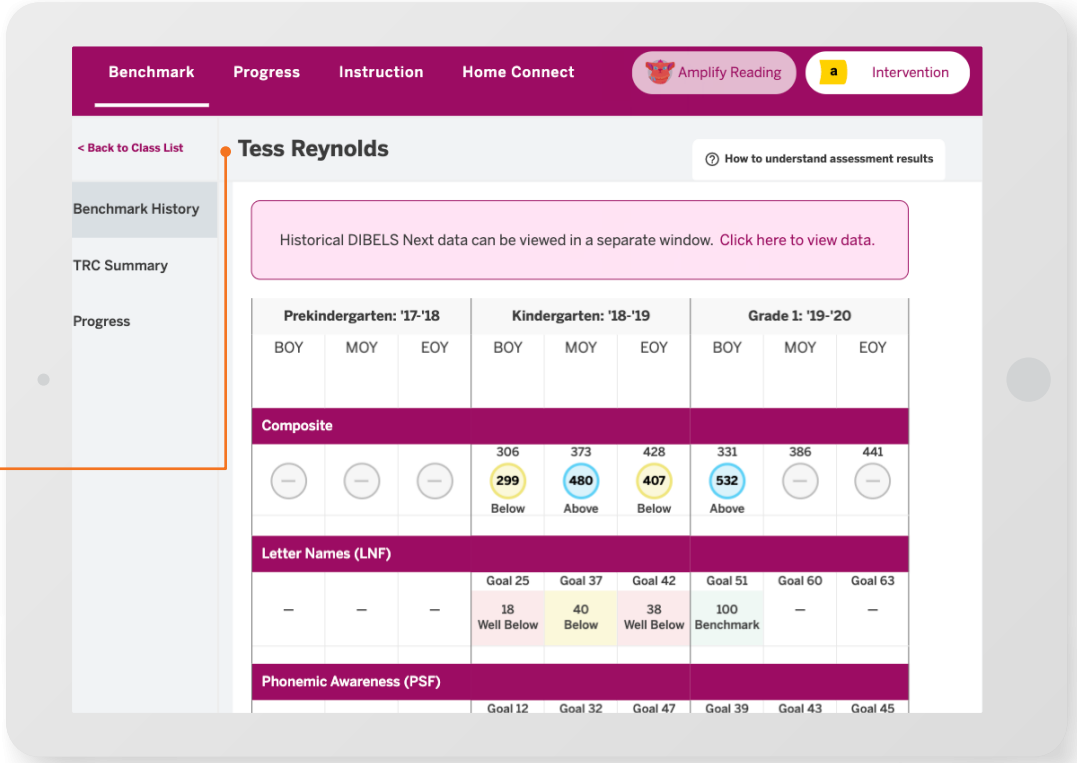
As students engage with their lessons, they explore the similarities and differences in grammar, vocabulary, writing, and language use between Spanish and English. This bridge helps students learning two languages to strengthen their knowledge in both.



Universal screening in English and Spanish

Grades K–6

mCLASS® with DIBELS® 8th Edition gives you timely insights into your students at every skill level. mCLASS also lets you understand which students are struggling and may be at risk of learning disabilities like dyslexia, and gives you instant instructional and grouping recommendations to help you reach every student.



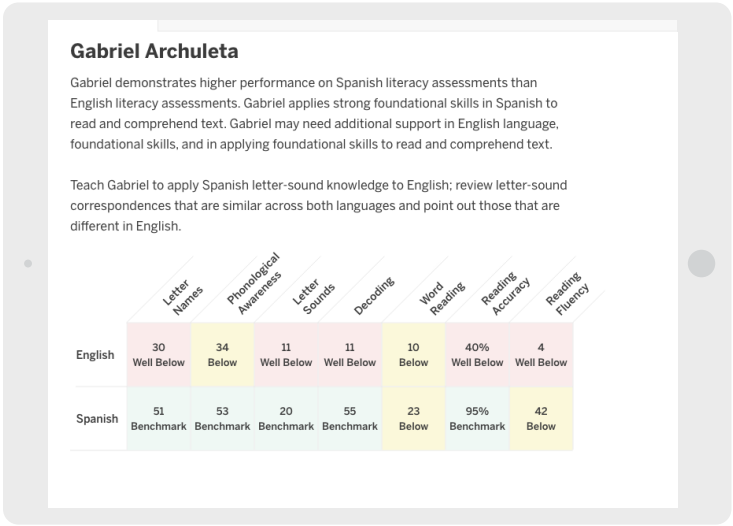
Detailed skill reporting for teachers, administrators, and parents

LITERACY SUITE

Level the playing field in classrooms with dual language reporting

mCLASS with DIBELS 8th Edition and mCLASS Lectura combine to deliver comprehensive assessment and reporting in both English and Spanish.

View students' English and Spanish literacy development side by side.



Gabriel Archuleta

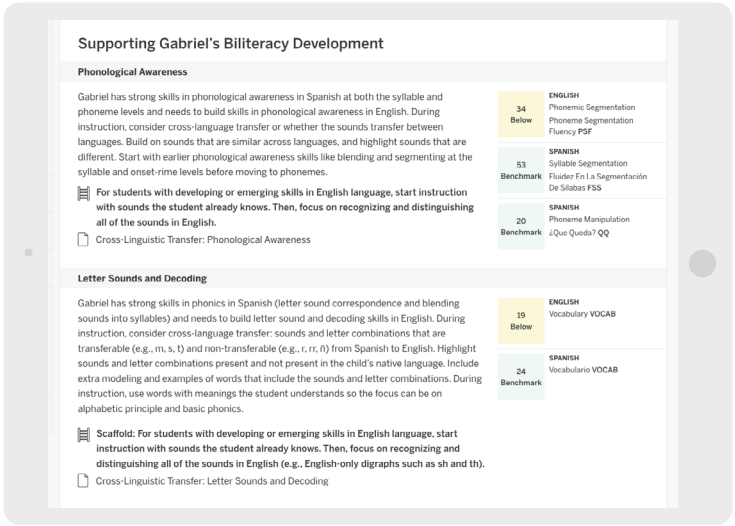
Gabriel demonstrates higher performance on Spanish literacy assessments than English literacy assessments. Gabriel applies strong foundational skills in Spanish to read and comprehend text. Gabriel may need additional support in English language, foundational skills, and in applying foundational skills to read and comprehend text.

Teach Gabriel to apply Spanish letter-sound knowledge to English; review letter-sound correspondences that are similar across both languages and point out those that are different in English.

	Letter Names	Phonological Awareness	Letter Sounds	Decoding	Word Reading	Reading Accuracy	Reading Fluency
English	30 Well Below	34 Below	11 Well Below	11 Well Below	10 Below	40% Well Below	4 Well Below
Spanish	51 Benchmark	53 Benchmark	20 Benchmark	55 Benchmark	23 Below	95% Benchmark	42 Below

Dual language report

Identify transferrable skills across English and Spanish.



Supporting Gabriel's Biliteracy Development

Phonological Awareness

Gabriel has strong skills in phonological awareness in Spanish at both the syllable and phoneme levels and needs to build skills in phonological awareness in English. During instruction, consider cross-language transfer or whether the sounds transfer between languages. Build on sounds that are similar across languages, and highlight sounds that are different. Start with earlier phonological awareness skills like blending and segmenting at the syllable and onset-rime levels before moving to phonemes.

For students with developing or emerging skills in English language, start instruction with sounds the student already knows. Then, focus on recognizing and distinguishing all of the sounds in English.

Cross-Linguistic Transfer: Phonological Awareness

34 Below — ENGLISH Phonemic Segmentation, Phoneme Segmentation Fluency PSF

53 Benchmark — SPANISH Syllable Segmentation Fluidez En La Segmentación De Sílabas FSS

20 Benchmark — SPANISH Phoneme Manipulation ¿Que Queda? QQ

Letter Sounds and Decoding

Gabriel has strong skills in phonics in Spanish (letter sound correspondence and blending sounds into syllables) and needs to build letter sound and decoding skills in English. During instruction, consider cross-language transfer: sounds and letter combinations that are transferable (e.g., m, s, t) and non-transferable (e.g., r, rr, ñ) from Spanish to English. Highlight sounds and letter combinations present and not present in the child's native language. Include extra modeling and examples of words that include the sounds and letter combinations. During instruction, use words with meanings the student understands so the focus can be on alphabetic principle and basic phonics.

Scaffold: For students with developing or emerging skills in English language, start instruction with sounds the student already knows. Then, focus on recognizing and distinguishing all of the sounds in English (e.g., English-only digraphs such as sh and th).

Cross-Linguistic Transfer: Letter Sounds and Decoding

19 Below — ENGLISH Vocabulary VOCAB

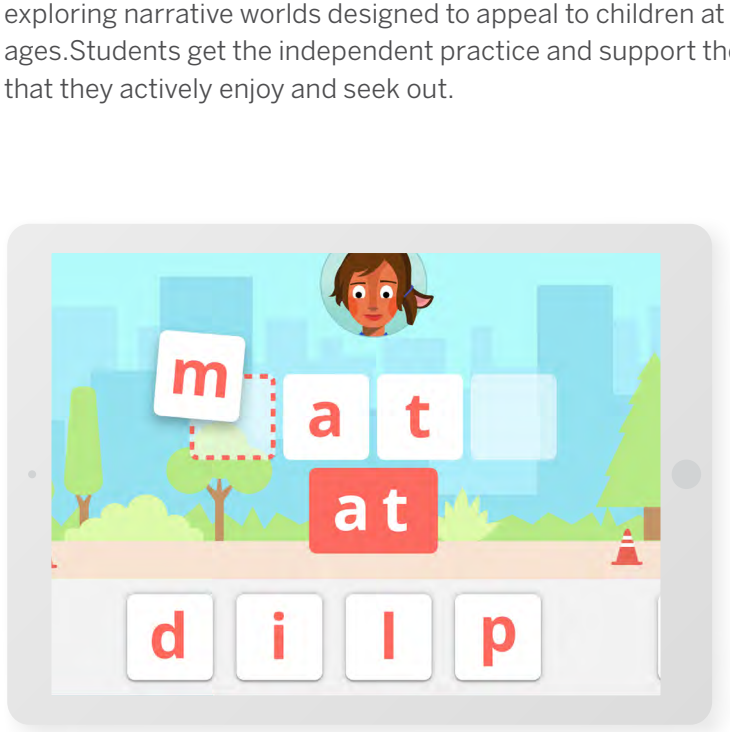
24 Benchmark — SPANISH Vocabulario VOCAB

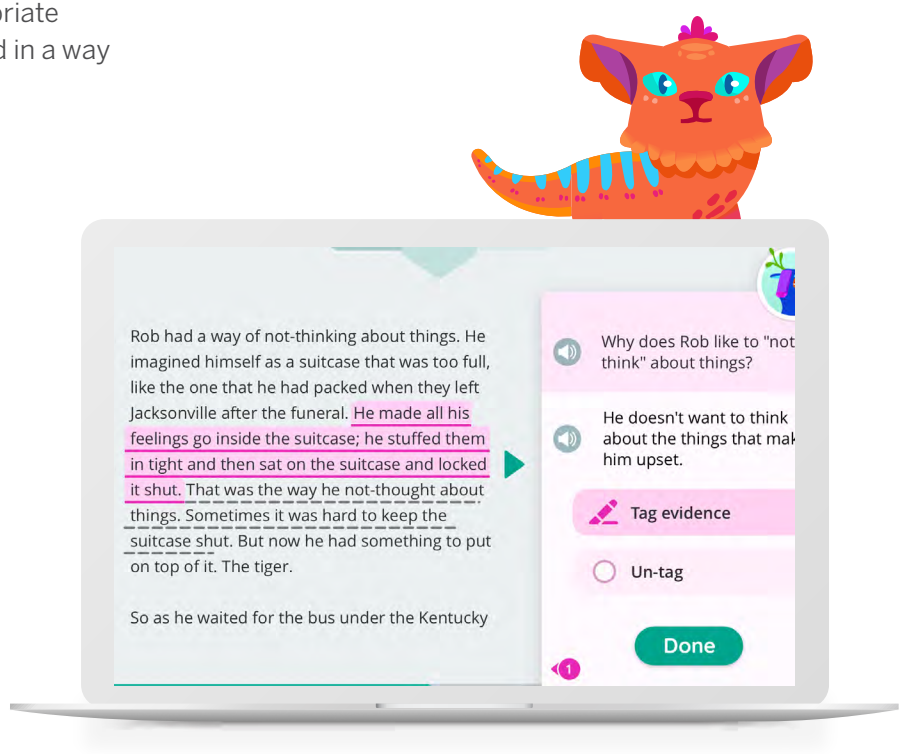
Dual language report

Student-driven skill practice aligned to CKLA

Grades K–5

Boost Reading is an adaptive digital program that extends the learning in CKLA. Through fun and challenging skill games that help students practice phonological awareness, phonics, vocabulary, and comprehension, students continue to master everything they've learned in core instruction, all while exploring narrative worlds designed to appeal to children at appropriate ages.Students get the independent practice and support they need in a way that they actively enjoy and seek out.





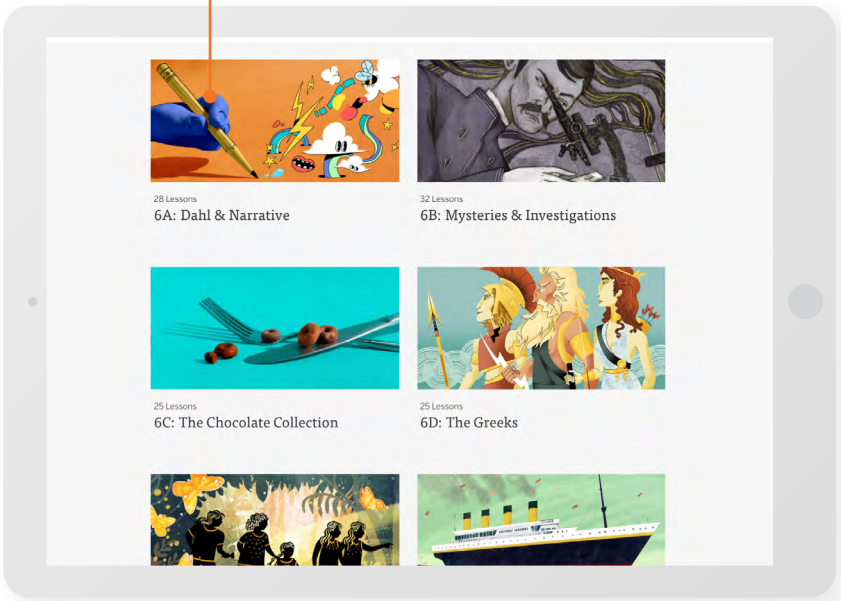
Boost Reading works as a student-driven skill practice program within CKLA, providing differentiated digital instruction in both foundational skills and comprehension strategies. Because Boost Reading is built on the same approach to reading as CKLA, students are able to extend their learning from the core program to a deeper level, at their own pace.

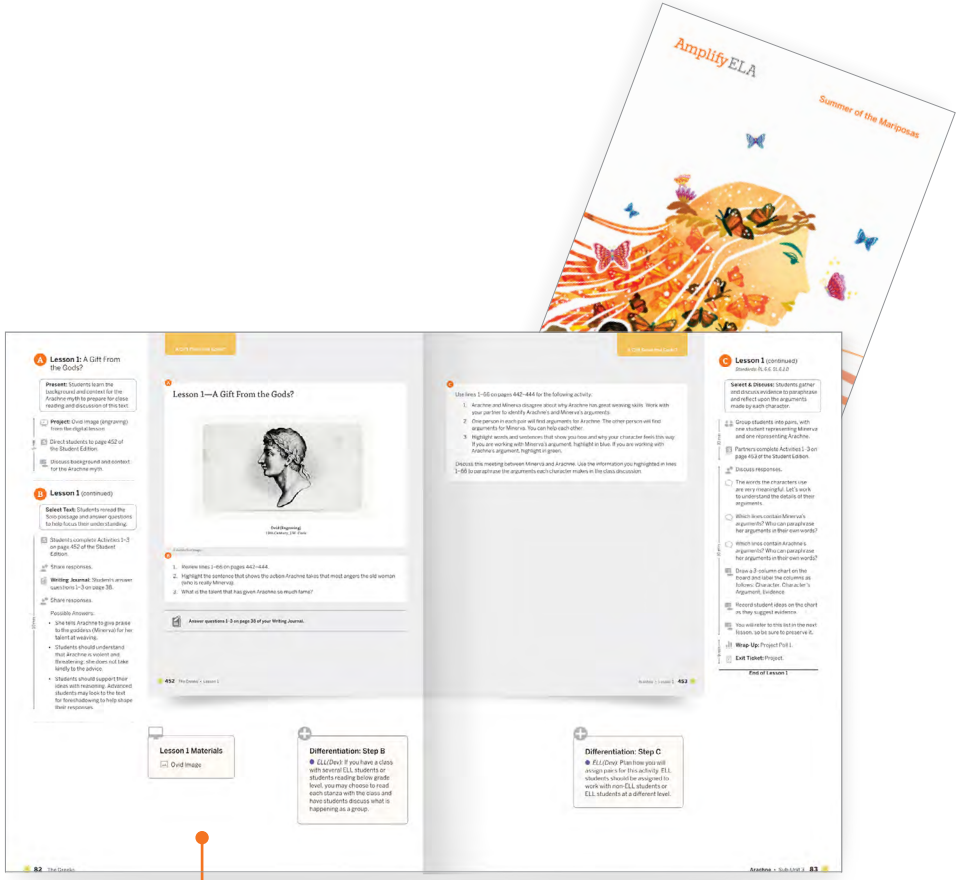
Knowledge-rich curriculum for middle school

Grades 6–8

As students move into middle school, they begin to strike out on their own as readers, starting to use texts to ask and answer their deeper questions about the world and their place in it. Amplify ELA supports that exploration with a beautifully designed and text-centric curriculum.

Digital Teacher Edition





Print Teacher Edition

LITERACY SUITE

Amplify ELA builds on the strong skills and knowledge foundation in CKLA. ELA extends CKLA Knowledge Domains into new and rich areas while encouraging students to read and reflect on a variety of challenging grade-level texts and other media. The goal is to encourage students to grow into confident, independent, critical readers throughout the entire K–8 literacy experience.

Dear teachers,

We see the work you do every day.

It's essential, it's difficult, and we want to help you do it.

With CKLA, we hope we've created something that saves you time, helps you know your students better, and helps you create the kind of rich and rigorous learning that will set students on the path to thinking deeply, creatively, and for themselves.

Thank you for all you do!

Sincerely,
Amplify

Explore the CKLA curriculum yourself with an Experience Kit, a sample that allows you to try CKLA out in the classroom for one week. Ask about it today!

Visit **amplify.com/ckla** to get more information, or to contact a sales representative.

Amplify.

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C00498 - CKLA Program Guide 2nd Edition 2023

Scope and Sequence • Skills Strand • Kindergarten

The Skills strand of the Core Knowledge Language Arts program teaches students the decoding skills needed for (future) independent reading. Each Skills lesson begins with a warm-up, reviewing previously taught content in reading, writing, and/or grammar. All reading times—denoted below as demonstration stories or whole group, small group, or partner reading—consist of a story preview, presentation, and discussion.

Unit 1 (10–13 days)

	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 1	Awareness of Noises Left/Right Discrimination	Use Common Prepositions		Prewriting Skills: Drawing on a Vertical Surface
Lesson 2	Awareness of Noises Left/Right Discrimination	Use Common Prepositions		Prewriting Skills: Vertical Line*
Lesson 3	Awareness of Noises Left/Right Discrimination *	Use Common Prepositions		Prewriting Skills: Vertical Line
Lesson 4	Awareness of Noises Left/Right Discrimination Blending Pretest	Use Common Prepositions		Prewriting Skills: Horizontal Line*
Lesson 5	Awareness of Noises and Words* Left/Right Discrimination	Use Common Prepositions		Prewriting Skills: Circle*
Lesson 6	Awareness of Noises, Words, and Phrases*	Use Common Prepositions		Writing Strokes Pretest Prewriting Skills: Circle
Lesson 7	Awareness of Noises and Words Tracking Practice	Use Common Prepositions		Prewriting Skills: Diagonal Line*
Lesson 8	Awareness of Words	Use Common Prepositions		Prewriting Skills: Square; Vertical and Horizontal Lines—Review
Lesson 9	Awareness of Words *	Use Common Prepositions		Prewriting Skills: Triangle; Circle and Diagonal Line—Review
Lesson 10	Awareness of Words and Phrases Tracking Assessment*	Use Common Prepositions		Prewriting Skills Assessment
Pausing Point	Review: Awareness of Noises, Words, and Phrases Review: Directionality and Tracking			Review: Prewriting Skills

*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (*) appears on a blank line.

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Unit 2 (10–13 days)

	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 1	Tracking Practice			Prewriting Skills: Cup*
Lesson 2	Blending Syllables and Sounds	Use Common Prepositions		Prewriting Skills: Hump*
Lesson 3	Blending Sounds into Words Differentiating Shapes	Use Common Prepositions		Prewriting Skills: Zigzag * *
Lesson 4	Blending Sounds into Words Beginning/End Recognition	Use Common Prepositions		Prewriting Skills: Wavy Line* *
Lesson 5	Blending Sounds into Words	Use Common Prepositions		Prewriting Skills: Spiral Handwriting: Own Name* *
Lesson 6	Blending Sounds into Words	Use Common Prepositions		Prewriting Skills: X, +* Handwriting: Own Name
Lesson 7	Blending Sounds into Words	Use Common Prepositions		Prewriting Skills: Loop Handwriting: Own Name* *
Lesson 8	Blending Sounds into Words	Use Common Prepositions		Prewriting Skills: Cane* Handwriting: Own Name
Lesson 9	Blending Sounds into Words	Use Common Prepositions		Prewriting Skills: Hook* Handwriting: Own Name
Lesson 10	Blending Sounds into Words Sound Blending Assessment *	Use Common Prepositions		Handwriting: Own Name Prewriting Skills Assessment
Pausing Point	Review: Syllable and Sound Blending, Blending Sounds into Words Review: Tracking			Review: Prewriting Skills Review: Handwriting—Own Name

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Unit 3 (14–17 days)

	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 1	Sound /m/ Spelled 'm'	Use Common Prepositions		Handwriting 'm': Letter
Lesson 2	Sound /a/ Spelled 'a'	Use Common Prepositions		Handwriting 'a': Letter
Lesson 3	Sound /t/ Spelled 't' Chaining: One-Syllable Short Vowel Sounds	Use Common Prepositions		Handwriting 't': Letter
Lesson 4	Sound /d/ Spelled 'd' Chaining: One-Syllable Short Vowel Sounds *	Use Common Prepositions		Handwriting 'd': Letter
Lesson 5	Review: Oral Blending and Sound Spelling Chaining: One-Syllable Short Vowel Sounds[t]		Chaining: One-Syllable Short Vowel Sounds[t]	Review: Handwriting 'm', 'a', 't', 'd'—Letter
Lesson 6	Sound /o/ Spelled 'o' Chaining: One-Syllable Short Vowel Sounds *	Use Common Prepositions		Handwriting 'o': Letter Handwriting 'm', 'a', 't', 'd': Words*
Lesson 7	Sound /k/ Spelled 'c' Chaining: One-Syllable Short Vowel Sounds *	Use Common Prepositions		Handwriting 'c': Letter
Lesson 8	Sound /g/ Spelled 'g' Chaining: One-Syllable Short Vowel Sounds	Use Common Prepositions		Handwriting 'g': Letter
Lesson 9	Sound /i/ Spelled 'i' Chaining: One-Syllable Short Vowel Sounds*	Use Common Prepositions		Handwriting 'i': Letter and Word*
Lesson 10	Review: Oral Blending and Sound Spelling Chaining: One-Syllable Short Vowel Sounds[t] *	Use Common Prepositions	Chaining: One-Syllable Short Vowel Sounds[t]	Review: Handwriting 'm', 'a', 't', 'd', 'o', 'c', 'g', 'i'—Letters and Words*
Lesson 11	Chaining: One-Syllable Short Vowel Sounds[t] Reading Assessment *	Use Common Prepositions	Chaining: One-Syllable Short Vowel Sounds[t]	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 12	Chaining: One-Syllable Short Vowel Sounds[t] Reading Assessment	Use Common Prepositions	Chaining: One-Syllable Short Vowel Sounds[t]	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 13	Tricky Words: *one* and	Use Common	Circle Spelling: One-	Word Writing: One-

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
	two (*Picture Reader*) Reading Assessment *	Prepositions	Syllable Short Vowel VC and CVC Words	Syllable Short Vowel CVC Words (with Cues)
Lesson 14	Tricky Word: *three* (*Picture Reader*) Reading Assessment *	Use Common Prepositions	Stomp and Spell: One-Syllable Short Vowel CVC Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Pausing Point	Review: Oral Blending and Sound Spelling		Chaining: One-Syllable Short Vowel Sounds	Review: Handwriting—Letters and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

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[t] Chaining appears in both columns as both Chaining for Reading and Chaining for Spelling are practiced in this lesson.

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Unit 4 (15–18 days)

	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 1	Sound /n/ Spelled 'n' Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 'n': Letter and Words
Lesson 2	Sound /h/ Spelled 'h'* Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 'h': Letter and Words
Lesson 3	Sound /s/ Spelled 's' Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 's': Letter and Words
Lesson 4	Sound /f/ Spelled 'f' Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 'f': Letter and Words*
Lesson 5	Practice Reading Words		Chaining: One-Syllable Short Vowel Words	
Lesson 6	Sound /v/ Spelled 'v'* Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 'v': Letter and Words*
Lesson 7	Sound /z/ Spelled 'z'* Chaining: One-Syllable Short Vowel Words	Use Common Prepositions	Dictation: Sounds	Handwriting 'z', 'a', 'o', 'm', 't', 's', 'c': Letters
Lesson 8	Sound /p/ Spelled 'p'* Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 'p': Letter and Words
Lesson 9	Sound /e/ Spelled 'e' Chaining: One-Syllable Short Vowel Words	Use Common Prepositions		Handwriting 'e': Letter and Words
Lesson 10		Introduction to Phrases	Chaining: One-Syllable Short Vowel Words Dictation: Sounds*	
Lesson 11	Practice Reading Phrases Reading Assessment *		Chaining: One-Syllable Short Vowel Words Dictation: Sounds	Review: Handwriting 'm', 'n', 'h', 's', 'f', 'v', 'z', 'p', 'e'—Letters
Lesson 12	Demonstration Story Practice Reading Words Reading Assessment		Stomp and Spell	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 13	Demonstration Story Practice Reading Words* Reading Assessment		Dictation: Sounds	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 14	Tricky Word: *the* (*Picture Reader*) Practice Reading Words Reading Assessment		Dictation: Sounds	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 15	Tricky Word: *a* (*Picture Reader*) Phrases and Wiggle Cards Practice Reading Words* Reading Assessment		Spelling Hopscotch	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Pausing Point	Review: Segmenting and Sound Spelling Practice Reading Words and Phrases Demonstration Story		Dictation: Sounds and One-Syllable Short Vowel CVC Words	Review: Handwriting—Letters and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)

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Unit 5 (16–19 days)

	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 1	Sound /b/ Spelled 'b'* Sound /d/ Spelled 'd'*		Chaining: One-Syllable Short Vowel Words	Handwriting 'b': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 2	Sound /l/ Spelled 'l'*			Handwriting 'l': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 3	Sound /r/ Spelled 'r'			Handwriting 'r': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 4	Sound /u/ Spelled 'u'* Reading: Wiggle Cards			Handwriting 'u': Letter and Words* Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 5	Tricky Word: *blue* (*Picture Reader*)		Chaining: One-Syllable Short Vowel Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 6	Sound /w/ Spelled 'w'		Chaining: One-Syllable Short Vowel Words	Handwriting 'w': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 7	Sound /j/ Spelled 'j'			Handwriting 'j': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 8	Sound /y/ Spelled 'y'* Tricky Word: *yellow* (*Picture Reader*)			Handwriting 'y': Letter and Words Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 9	Sound /x/ Spelled 'x' *		Chaining: One-Syllable Short Vowel Words	Handwriting 'x': Letter and Words Phrase Writing: One-Syllable Short Vowel CVC Words (with Cues)

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 10	Spelling Alternative for /k/ Spelled 'k' Practice Reading Words		Chaining: One-Syllable Short Vowel Words	Handwriting 'k': Letter and Words Phrase Writing: One-Syllable Short Vowel VC and CVC Words (with Cues) Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 11	Tricky Word: *look* (*Picture Reader*)*	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Dictation: Sounds Practice Spelling Words: Stomp and Spell	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 12	Reading Assessment *		Chaining: One-Syllable Short Vowel Words	Review: Handwriting 'b', 'l', 'r', 'u', 'w', 'k', 'y', 'x', 'j'—Letters
Lesson 13	Demonstration Story Practice Reading Words Reading Assessment	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Chaining: One-Syllable Short Vowel Words	Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 14	Demonstration Story Practice Reading Phrases Reading Assessment	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Word Writing: One-Syllable Short Vowel CVC Words (with Cues)*
Lesson 15	Demonstration Story Reading Assessment	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 16	Demonstration Story Practice Reading Phrases* Reading Assessment	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Dictation: Sounds Practice Spelling Words: Spelling Hopscotch	
Pausing Point	Review: Sound Spelling		Chaining: One-Syllable Short Vowel Words Review: Dictation—Sounds	Word Writing: One-Syllable Short Vowel CVC Words (with Cues) Review: Handwriting—Letters and Words

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Unit 6 (15–18 days)

	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 1	Alphabet/Letter Names (lowercase) Tricky Word: *I* (*Picture Reader*) Demonstration Story *	Use Question Words Capitalize the First Word in a Sentence/Pronoun I	Chaining: One-Syllable Short Vowel Words with Consonant Clusters	
Lesson 2	Alphabet/Letter Names Demonstration Story	Use Question Words Use Common Prepositions	Chaining Dictation: One-Syllable Short Vowel Words with Consonant Clusters	Word Writing: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Digraphs (with Cues)
Lesson 3	Alphabet/Letter Names* Sound /z/ spelled 's' Demonstration Story*	Form Plural Nouns by adding /s/ or /es/ Use Question Words Use Common Prepositions	Chaining: One-Syllable Short Vowel Words with Consonant Clusters	Word Writing: One-Syllable Short Vowel VC and CVC Words (with Cues)
Lesson 4	Sounds /s/ and /z/ Partner Reading	Form Plural Nouns by adding /s/ or /es/ Use Question Words		Word Writing: One-Syllable Short Vowel Words in which 's' > /s/ or /z/ (with Cues)*
Lesson 5	Alphabet/Letter Names Demonstration Story Small Group Reading *	Use Question Words Use Common Prepositions		
Lesson 6	Tricky Word: *are* (*Picture Reader*) *	/s/ and /z/ in Plural Nouns and Verbs	Chaining: One-Syllable Short Vowel CVC Words	
Lesson 7	Reading: Wiggle Cards Small Group Reading* *	Use Question Words	Chaining: One-Syllable Short Vowel CVC, CCVC, and CVCC Words	
Lesson 8	Demonstration Story Small Group Reading *	Use Question Words	Dictation: One-Syllable Short Vowel Words with Consonant Clusters	
Lesson 9	Rhyming Words Small Group and Partner Reading* *		Chaining: One-Syllable Short Vowel CVC, CCVC, and CVCC Words	
Lesson 10	Demonstration Story Small Group Reading* *	Use Question Words	Dictation: One-Syllable, Short-Vowel CVC, CCVC, and CVCC Words	

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 11	Review: Rhyming Words Tricky Word: *little* (*Picture Reader*)		Chaining: One-Syllable Short Vowel Words with Consonant Clusters	
Lesson 12	Demonstration Story Small Group and Partner Reading*	Use Question Words	Tap and Spell: One-Syllable, Short-Vowel CVC, CCVC, and CVCC Words	
Lesson 13	Review: Rhyming Words* Small Group and Partner Reading *	Use Question Words	Chaining: One-Syllable Short Vowel Words with Consonant Clusters	
Lesson 14	Demonstration Story Small Group Reading Review: Letter Names and Rhyming Words *	Use Question Words Use Common Prepositions		
Lesson 15	Review: Letter Names		Chaining: One-Syllable, Short-Vowel Words with Consonant Clusters	Word Writing: One-Syllable Short Vowel Words (with Cues)
Lesson 16	Demonstration Story Small Group and Partner Reading	Use Question Words	Dictation: One-Syllable, Short-Vowel CVC, CCVC, and CVCC Words	
Lesson 17	Assessment: Letter Names Assessment: Rhyming Words Assessment: Consonant Clusters Small Group and Partner Reading			Word Writing: One-Syllable Short Vowel Words (with Cues)
Pausing Point	Review: Sound Spelling, Letter Names, Rhyming Words* Demonstration Stories Partner Reading*		Chaining: One-Syllable Short Vowel Words with Digraphs Dictation: Words and Phrases	Word Writing: One-Syllable Short Vowel CVCC, CVCCC, and CCVCC Words (with Cues) Review: Handwriting—Letters and Words

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Unit 7 (17–20 days)

	Phonics & Reading	Grammar/ Language	Spelling	Writing

	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 1	Sound /ch/ Spelled 'ch'			Handwriting 'ch': Letters and Words Word Writing: One-Syllable Short Vowel CCVCC and CVCCC Words (with Cues)
Lesson 2	Sound /sh/ Spelled 'sh'*		Chaining: One-Syllable Short Vowel Words with Digraphs	Handwriting 'sh': Letters and Words
Lesson 3	Review: Sounds /ch/ Spelled 'ch' and /sh/ Spelled 'sh'* Tricky Word: *down* (*Picture Reader*) Reading: Wiggle Cards	Use Common Prepositions		
Lesson 4	Sound /th/ Spelled 'th'		Chaining: One-Syllable Short Vowel Words with Digraphs	Handwriting 'th': Letters and Words
Lesson 5	Sound /<u>th</u>/ Spelled 'th'*			Handwriting 'th': Letters and Words
Lesson 6	Review: Sounds /ch/ Spelled 'ch', /sh/ Spelled 'sh', /th/ Spelled 'th', and /<u>th</u>/ Spelled 'th'		Chaining: One-Syllable Short Vowel Words with Digraphs	Handwriting: One-Syllable Short Vowel Words Word Writing: One-Syllable Short Vowel Words with Digraphs (with Cues)
Lesson 7	Sound /qu/ Spelled 'qu' *		Chaining: One-Syllable Short Vowel Words with Digraphs	Handwriting 'qu': Letters and Words
Lesson 8	Sound /ng/ Spelled 'ng'			Handwriting 'ng': Letters and Words Word Writing: One-Syllable Short-Vowel Words with Digraphs(with Cues)
Lesson 9	Tricky Word: *out* (*Picture Reader*) Practice: Segmenting into Phonemes Demonstration Story *	Use Question Words Use Common Prepositions		
Lesson 10	Demonstration Story Partner Reading	Use Question Words	Dictation Identification: One-Syllable Short Vowel CCVC, CVCC, and CCVCC Words	Handwriting: One-Syllable Short Vowel CCVC, CVCC, and CCVCC Words

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 11	Tricky Word: *of* (*Picture Reader*) Reading Assessment Demonstration Story Small Group and Partner Reading* *	Use Question Words Use Common Prepositions		
Lesson 12	Chaining: One-Syllable Short Vowel Words with Digraphs Reading Assessment Small Group and Partner Reading*			Word Writing: One-Syllable, Short-Vowel Words with Consonant Clusters and Digraphs (with Cues)
Lesson 13	Demonstration Story Partner Reading	Use Question Words	Chaining: One-Syllable Short Vowel Words with Digraphs	
Lesson 14	Reading Assessment Demonstration Story Small Group and Partner Reading*	Use Question Words		Word Writing: One-Syllable, Short-Vowel Words with Digraphs(with Cues)
Lesson 15	Reading Assessment Small Group and Partner Reading* *		Practice: Tap and Spell	Word Writing: One-Syllable, Short-Vowel Words with Consonant Clusters and Digraphs (with Cues)
Lesson 16	Reading: Wiggle Cards Practice Reading Words Reading Assessment Demonstration Story Small Group and Partner Reading	Use Question Words		Word Writing: One-Syllable, Short-Vowel Words with Consonant Clusters and Digraphs (with Cues)
Lesson 17	Review Tricky Words: *down*, *out*, *of* Practice Reading Phrases Reading Assessment Small Group and Partner Reading* *			

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Pausing Point	Review: Sounds Spelling Practice Reading Words and Phrases* Demonstration Stories Partner Reading*			Review: Handwriting—Letters and Words Word Writing: One-Syllable, Short-Vowel Words with Consonant Clusters and Digraphs(with Cues)

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Unit 8 (20–23 days)

	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 1	Tricky Word: *funny* (*Picture Reader*)* Demonstration Story	Use Question Words Recognize End Punctuation		Word Writing: Tricky Word *funny** Generative Sentence Writing: Including Tricky Words Handwriting: Words Vocabulary: Pictorial Representations
Lesson 2	Tricky Words: *all* (*Picture Reader*) Small Group and Partner Reading	Use Question Words Recognize End Punctuation		Word Writing: Tricky Word *all** Generative Sentence Writing: Including Tricky Words
Lesson 3	Review: Tricky Words* Demonstration Story Small Group and Partner Reading	Use Question Words Recognize End Punctuation	Dictation: Tricky Words	Handwriting: Words, including Tricky Words Vocabulary: Pictorial Representations
Lesson 4	Review: Tricky Words, Rhyming Words Small Group and Partner Reading			
Lesson 5	Tricky Words: *from* (*Picture Reader*) Demonstration Story Partner Reading*	Use Question Words Recognize End Punctuation		Word Writing: One-Syllable Short Vowel Tricky Words (with Cues) Handwriting: Words Vocabulary: Pictorial Representations
Lesson 6	Demonstration Story Small Group and Partner Reading*	Use Question Words Recognize End Punctuation	Chaining: One Syllable Short Vowel Words with Initial or Final Digraphs and/or Clusters	Handwriting: Words Vocabulary: Pictorial Representations
Lesson 7	Small Group and Partner Reading		Dictation: One-Syllable Short-Vowel Words with Initial or Final Blends, Clusters, or Digraphs	Phrases Writing: Including One-Syllable Short Vowel Words with Digraphs (with Cues)
Lesson 8	Tricky Word: *was* (*Picture Reader*)* Demonstration Story Partner Reading	Use Question Words Recognize End Punctuation	Dictation: Tricky Words	Handwriting: Tricky Words
Lesson 9	Review: Tricky Words and Rhyming Words Practice Reading Phrases *			

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 10	Double-Letter Spellings for Consonant Sounds Chaining: One-Syllable Short-Vowel Words with Initial or Final Blends, Clusters, or Consonant Digraphs Demonstration Story*	Use Question Words Recognize End Punctuation		Word Writing: One Syllable Short Vowel Words with a Double Consonant Final Spelling (with Cues)
Lesson 11	Chaining: One-Syllable Short Vowel Words with Initial or Final Blends, Clusters, or Consonant Digraphs Partner Reading		Dictation: Tricky Words	
Lesson 12	Double-Letter Spellings for Consonant Sounds* Demonstration Story Whole Group Reading	Use Question Words Recognize End Punctuation		Vocabulary: Pictorial Representations
Lesson 13	Practice Reading Sounds, Words, and Sentences Demonstration Story* *	Use Question Words Recognize End Punctuation	Practice: Guess It and Spell It	Handwriting: Words Vocabulary: Pictorial Representations
Lesson 14	Practice Reading Phrases Partner Reading*			Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)
Lesson 15	Word Recognition Assessment Demonstration Story Whole Group Reading	Recognize End Punctuation		Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)
Lesson 16	Lowercase Letter Name Assessment Small Group/Partner Reading Practice: Rhyming Words Reading Assessment			Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)
Lesson 17	Tricky Word Assessment Demonstration Story Practice Reading Phrases Code Knowledge Diagnostic Assessment *	Recognize End Punctuation Use apostrophe –s to Determine Meaning		Handwriting: Words Vocabulary: Pictorial Representations

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 18	Partner Reading* Story Reading Assessment Code Knowledge Diagnostic Assessment			Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)
Lesson 19	Demonstration Story Small Group and Partner Reading*	Use Question Words		Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues)
Lesson 20	Review: Rhyming Words Small Group and Partner Reading		Dictation: One-Syllable Short Vowel Words with Digraphs and Double-Letter Spellings for Consonant Sounds	Handwriting: Tricky Words
Pausing Point	Review: Tricky Words, Sound Spelling, Rhyming Words Partner Reading*		Dictation: Words and Phrases	Word Writing: One-Syllable Short Vowel Words with Double-Letter Spellings for Consonant Sounds (with Cues) Review: Handwriting—Double-Letter Spellings for Consonant Sounds, Words—Tricky Words

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Unit 9 (23–26 days)

	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 1	Tricky Words: *when, word** Uppercase Letters: 'A', 'B', 'C', 'D'	Use Question Words		Handwriting 'A' 'B' 'C' 'D'; Tricky Words: Letters and Words*
Lesson 2	Tricky Words: *why, to* Whole Group Reading	Use Question Words Use Common Prepositions		Response to Text Vocabulary: Pictorial Representations
Lesson 3	Uppercase Letters: 'E' 'F' 'G' 'H' Small Group Reading	Use Question Words		Handwriting 'E' 'F' 'G' 'H'; Tricky Words: Letters and Words* Vocabulary: Pictorial Representations
Lesson 4	Review: Uppercase Letters Small Group and Partner Reading*	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Response to Text
Lesson 5	Tricky Words: *where, no*	Use Question Words		Sentence Writing (with Cues) Word Writing: Tricky Words (with Cues)
Lesson 6	Uppercase Letters: 'I' 'J' 'K' 'L' 'M' Whole Group Reading	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Handwriting 'I' 'J' 'K' 'L' 'M'; Tricky Words: Letters and Words* Response to Text Vocabulary: Pictorial Representations
Lesson 7	Tricky Words: *what, so* Uppercase Letters: 'N' 'O' 'P' 'Q' 'R'	Use Question Words		Handwriting 'N' 'O' 'P' 'Q' 'R'; Tricky Words: Letters and Words*
Lesson 8	Review: Tricky Words Small Group and Partner Reading*	Use Question Words	Chaining: One-Syllable Short Vowel Words with Consonant Blends, Clusters, and/or Consonant Digraphs Dictation: Letters	
Lesson 9	Review: Tricky Words Small Group and Partner Reading	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Word Writing: Tricky Words (with Cues) Response to Text

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 10	Tricky Word: *which* Uppercase Letters: 'S' 'T' 'U' 'V' 'W' Assessment: Tricky Word Recognition Small Group and Partner Reading*	Use Question Words		Handwriting 'S' 'T' 'U' 'V' 'W'; Tricky Words: Letters and Words Vocabulary: Pictorial Representations
Lesson 11	Review: Uppercase Letters Tricky Word: *once* Small Group and Partner Reading	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Response to Text *
Lesson 12	Uppercase Letters: 'X' 'Y' 'Z' Partner Reading*	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Handwriting 'X' 'Y' 'Z'; Tricky Words: Letters and Words Word Writing: Tricky Words (with Cues) Response to Text
Lesson 13	Tricky Words: *said, says* Small Group and Partner Reading	Use Question Words		Word Writing: Tricky Words
Lesson 14	Small Group and Partner Reading Reading*	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Review: Handwriting—Capital Letters Response to Text
Lesson 15	Reading: Wiggle Cards Practice Reading Sentences			Word Writing: Tricky Words (with Cues)
Lesson 16	Tricky Words: *were* Partner Reading*	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Response to Text Vocabulary: Pictorial Representations
Lesson 17	Tricky Words: *here, there** Whole Group Reading	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Word Writing: Tricky Words Response to Text Handwriting: One-Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 18	Review: Tricky Words Small Group and Partner Reading*	Use Question Words	Dictation: Phrases	Word Writing: Tricky Words (with Cues) Handwriting: One-Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations
Lesson 19	Small Group and Partner Reading*	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Handwriting '?' '.' '!' Response to Text
Lesson 20	Small Group and Partner Reading Practice Reading: Wiggle Cards Assessment: Tricky Word Recognition Assessment: Upper Case Letter Writing Assessment: Punctuation	Use Question Words		
Lesson 21	Small Group and Partner Reading Reading* Practice Reading: Wiggle Cards Reading Assessment	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Review: Handwriting—Capital Letters Handwriting: Tricky Words Sentence Writing (With Cues) Response to Text
Lesson 22	Whole Group Reading* Practice Reading: Wiggle Cards Reading Assessment	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Response to Text Handwriting: One-Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations
Lesson 23	Partner Reading* Reading Assessment	Use Question Words Recognize End Punctuation Capitalize the First Word in a Sentence/Pronoun I		Sentence Writing (with Cues) Response to Text Handwriting: One-Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Pausing Point	Review: Tricky Words, Uppercase Letters Partner Reading*		Review: Spelling Dictation	Response to Text Review: Handwriting—Capital Letters, Tricky Words Word Writing: Tricky Words (with Cues)

*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (*) appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

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Unit 10 (29–32 days)

	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 1	Sound /ee/ Spelled 'ee' Small Group and Partner Reading	Use Question Words		Handwriting 'ee': Letters and Words Handwriting: One-Syllable Short Vowel Words Vocabulary: Pictorial Representations
Lesson 2	Small Group and Partner Reading	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Word Writing: One Syllable 'ee' Words (with Cues)* Response to Text
Lesson 3	Chaining: One-Syllable Long Vowel Words Tricky Words: *he, she, we* Small Group and Partner Reading	Use Question Words		
Lesson 4	Small Group and Partner Reading	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Dictation: One-Syllable Words with /e/ and /ee/ sounds/spellings	Response to Text
Lesson 5	Tricky Words: *be, me* Whole Group Reading*	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Response to Text
Lesson 6	Reading: Wiggle Cards Review: Tricky Words		Dictation: Tricky Words	Response to Text Word Writing: Tricky Words, Long 'e' Words
Lesson 7	Sound /ae/ Spelled 'a_e' Small Group and Partner Reading*			Handwriting 'a_e': Words Writing the Spelling
Lesson 8	Tricky Words: *they, their* Small Group and Partner Reading	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Large Card Chaining	Response to Text *

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 9	Whole Group Reading*	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Response to Text Word Writing: One-Syllable Short Vowel Words (with Cues) Vocabulary: Pictorial Representations
Lesson 10	Dictation Identification: One-Syllable Long and Short Vowel Words Partner Reading*	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Word Writing: One-Syllable Long Vowel Words (with Cues) Response to Text
Lesson 11	Sound /ie/ Spelled 'i_e' Small Group and Partner Reading*			Handwriting 'i_e': Words Word Writing: One-Syllable Long Vowel Words (with Cues) Vocabulary: Pictorial Representations
Lesson 12	Small Group and Partner Reading	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Word Writing: One-Syllable Long Vowel Words (with Cues) Response to Text
Lesson 13	Tricky Word: *my* Small Group and Partner Reading	Use Question Words	Chaining: One-Syllable Short and Long Vowel Words with the Final *–e* Spelling	Word Writing: One-Syllable Long Vowel Words (with Cues)* Vocabulary: Pictorial Representations
Lesson 14	Practice: Reading Words with the Final *–e* Spelling Small Group and Partner Reading*	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Response to Text
Lesson 15	Tricky Word: *by* Reading: Wiggle Cards Partner Reading *	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Response to Text Vocabulary: Pictorial Representations
Lesson 16	Review: Tricky Words *		Dictation: Tricky Words	Response to Text Word Writing: Tricky Words

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 17	Sound /oe/ Spelled 'o_e' Small Group and Partner Reading*	Use Question Words		Handwriting 'o_e': Words Vocabulary: Pictorial Representations
Lesson 18	Small Group and Partner Reading	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Word Writing: One-Syllable Long Vowel Words (with Cues) Response to Text
Lesson 19	Review: Sound Spelling Partner Reading*	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Response to Text Word Writing: One-Syllable Short and Long Vowel Words Vocabulary: Pictorial Representations
Lesson 20	Dictation Identification: One-Syllable, Long-Vowel Words Small Group and Partner Reading	Use Question Words		Word Writing: One-Syllable Long Vowel Words (with Cues) Vocabulary: Pictorial Representations
Lesson 21	Small Group and Partner Reading*	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Chaining: One-Syllable Long and Short Vowel Words	Response to Text
Lesson 22	Sound /ue/ Spelled 'u_e' Small Group and Partner Reading*	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Handwriting 'u_e': Words Word Writing: One-Syllable Short and Long Vowel Words (with Cues) Vocabulary: Pictorial Representations
Lesson 23	Tricky Words: *you, your* Small Group and Partner Reading	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Chaining: One-Syllable Long Vowel Words with the Final *–e* Spelling	Response to Text *
Lesson 24	Whole Group Reading*	Use Question Words	Chaining: One-Syllable Long Vowel Words with the Final *–e* Spelling	Response to Text Word Writing: One-Syllable Short Vowel Words (with Cues)
Lesson 25	Reading: Wiggle Cards		Dictation: Tricky Words	Response to Text Word Writing: Tricky Words

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	Phonics & Reading	Grammar/ Language	Spelling	Writing
Lesson 26	End-of-the-Year Assessment: Word Reading Partner Reading*	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation		Response to Text Word Writing: One-Syllable Short and Long Vowel Words (with Cues) Vocabulary: Pictorial Representations
Lesson 27	Whole Group Reading* End-of-the-Year Assessment: Letter Sounds	Use Question Words Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	End-of-the-Year Assessment: Sound Writing	End-of-the-Year Assessment: Sound Writing Response to Text Word Writing: One-Syllable Short and Long Vowel Words (with Cues)
Lesson 28	End-of-the-Year Assessment: Uppercase Letter Names Small Group and Partner Reading* End-of-the-Year Assessment: Letter Sounds	Use Question Words	Chaining: One-Syllable Long Vowel Words with the Final *–e* Spelling	End-of-the-Year Assessment: Writing Lowercase Letters
Lesson 29	Small Group and Partner Reading*	Capitalize the First Word in a Sentence/Pronoun I Recognize End Punctuation	Chaining: One-Syllable Short and Long Vowel Words	Response to Text
Pausing Point	Review: Digraphs, Sound Spelling, Tricky Words Reading: Wiggle Cards Partner Reading*		Chaining: One-Syllable Long Vowel Words with the Final *–e* Spelling Dictation: One-Syllable Short and Long Vowel Words	Word Writing: One-Syllable Long Vowel Words (with Cues) Response to Text Handwriting: Tricky Words

*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (*) appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

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Scope and Sequence • Knowledge Strand • Kindergarten

The Knowledge strand of the Core Knowledge Language Arts program is designed to help students build the background knowledge and vocabulary critical to listening and reading comprehension. Through introducing, presenting, and discussing read-alouds in each domain, teachers build students' listening and reading comprehension and oral language skills.

Each domain Teacher Guide is comprised of daily lessons, pausing points, a domain review, a domain assessment, and culminating activities.

- ***Pausing Points:*** *opportunities to review, reinforce, or extend the content taught thus far.*
- ***Domain Review:*** *an opportunity to review and reinforce the material (e.g., core content and vocabulary) in the domain in order to help students prepare for the domain assessment.*
- ***Domain Assessment:*** *evaluates students' understanding and retention of academic vocabulary words and the core content targeted in the domain. The results should guide review and remediation the following day(s).*
- ***Culminating Activities:*** *provide remediation and/or enrichment for individual students, small groups, or the whole class based on the results of the Domain Assessment.*

Table of Contents:

Domain 1: Nursery Rhymes and Fables
Domain 2: The Five Senses
Domain 3: Stories
Domain 4: Plants
Domain 5: Farms
Domain 6: Native Americans
Domain 7: Kings and Queens
Domain 8: Seasons and Weather
Domain 9: Columbus and the Pilgrims
Domain 10: Colonial Towns and Townspeople
Domain 11: Taking Care of the Earth
Domain 12: Presidents and American Symbols

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Nursery Rhymes and Fables

12 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (16 Days)

This domain will introduce students to nursery rhymes and fables that have been favorites with children for generations. Students will learn about classic rhymes like "Twinkle, Twinkle, Little Star," "Jack and Jill," and "Hickory, Dickory, Dock," and characters such as Humpty Dumpty and Little Miss Muffet. Students will also listen to some well-known fables, which will help students identify the elements of this genre, learn new vocabulary words, and recognize different types of fiction.

	Text Analysis / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*WPS, ask and answer questions (e.g.,* who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a literary read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a literary read-aloud, including answering* why *questions that require recognizing cause/effect relationships* *WPS, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a literary read-aloud* *WPS, ask and answer questions about unknown words in literary read-alouds and discussions* *Listen to, understand, and recognize a variety of texts* *Describe characters, setting, things, events, actions, a scene, or facts from a read-aloud* *Actively engage in literary read-alouds and associated activities*	*Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.)* *Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age* *Ask and answer questions to clarify information in a literary read-aloud* *Speak audibly and express thoughts, feelings, and ideas clearly* *Listen to a variety of texts* *Answer questions orally in complete sentences*	*Use frequently occurring nouns and verbs in oral language* *Produce and expand complete sentences in shared language* *Identify real-life connections between words and their use* *Use words and phrases acquired through conversations, being read to, and responding to texts*	
Lesson 1A: Roses Are Red	Listen to and demonstrate familiarity with "Roses Are Red"	WPS, identify characteristics of nursery rhymes	Word Work**:** *Sweet*	
Lesson 1B: Ring Around the Rosie	Listen to and demonstrate familiarity with "Ring Around the Rosie" WPS, dramatize the events of the text in proper sequence	Recite "Ring Around the Rosie"	Word Work: *Ring*	Produce a drawing to compare and contrast the two nursery rhymes

	Text Analysis / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2A: Rain, Rain, Go Away	Identify features of a main character in a nursery rhyme Discuss personal responses to rain and rainy days in connection to the text	Describe familiar things, such as rain, adding detail WPS	Identify and generate rhyming words	
Lesson 2B: It's Raining, It's Pouring	Identify the main character in a text Distinguish between realistic and make-believe texts	Recall specific details about a text	Recite "Rain, Rain, Go Away" Explain the meaning of the saying, "it's raining cats and dogs" and use in appropriate contexts	Draw the main characters in two nursery rhymes
Lesson 3A: Jack Be Nimble	WPS, dramatize the text's key events in the proper sequence		Word Work**:** *Nimble* Identify and generate rhyming words	
Lesson 3B: Little Jack Horner	WPS, dramatize the text's key events in the proper sequence Distinguish between realistic and make-believe texts	Recite nursery rhymes	Identify and generate rhyming words	
Lesson 4A: Jack and Jill	Predict events in the read aloud and review predictions after the read aloud WPS, retell key details about the characters and events from "Jack and Jill"	Use illustrations to make predictions about a text	Word Work: *Fetch*	
Lesson 4B: Little Miss Muffet	WPS, retell key details about the characters and events from "Little Miss Muffet"	Describe familiar things, such as cottage cheese and spiders, and WPS, provide additional detail	Word Work**:** *Frightened*	
Lesson 5A: This Little Pig Went to Market	WPS, identify the main topic and retell key details about the characters and events from "This Little Pig Went to Market" Categorize this text as "make-believe" because pigs cannot talk or go to the market	Describe familiar things, such as pigs, and WPS, provide additional detail Identify animals as typical characters in nursery rhymes	Word Work**:** *Market*	
Lesson 5B: One, Two, Buckle My Shoe	WPS, retell key events in the proper sequence WPS, compare and contrast similarities and differences between two nursery rhymes		Identify and generate rhyming words	Draw the events in a nursery rhyme in the correct sequence
Lesson 6A: Star Light, Star Bright	WPS, identify the main topic and retell key details about the characters and events	Describe familiar things, such as stars, and WPS, provide additional detail	Identify and generate rhyming words	

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	Text Analysis / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	from "Star Light, Star Bright"			
Lesson 6B: Twinkle, Twinkle, Little Star	WPS, identify the main topic and retell key details about the characters and events from "Twinkle, Twinkle, Little Star" WPS, compare and contrast similarities and differences between two nursery rhymes	Recite a nursery rhyme	Word Work**:** *Wonder* Identify and generate rhyming words	
	Pausing Point (1 Day)			
Lesson 7A: Hickory, Dickory, Dock	Identify and discuss the main characters and key events in a text Identify and discuss the use of nonsense words in nursery rhymes	Describe familiar things, such as clocks, and WPS, provide additional detail	Identify repetition in a nursery rhyme	
Lesson 7B: Diddle, Diddle, Dumpling	Identify and discuss the main characters and key events in a text	Describe familiar things, such as bedtime routines, and WPS, provide additional detail	Identify repetition in a nursery rhyme	
Lesson 8A: Little Bo Peep	Identify and discuss the main characters and key events in a text Compare and contrast two characters in two different nursery rhymes	Describe familiar things, such as sheep, and WPS, provide additional detail Discuss background knowledge (from previous read alouds) related to the text	Identify and generate rhyming words	
Lesson 8B: Little Boy Blue	Recall and describe actions of characters in a nursery rhyme WPS, compare and contrast similarities and differences between the characters in nursery rhymes read to date	Recite a nursery rhyme	Identify and generate rhyming words	
Lesson 9A: Baa, Baa, Black Sheep	Identify and discuss the main characters and key events in a text Discuss the difference between a text that is realistic and one that is make-believe	Prior to listening to "Baa, Baa, Black Sheep," identify what they know about sheep	Identify and discuss the term dialogue Recite and dramatize the nursery rhyme	
Lesson 9B: Humpty Dumpty	Identify and discuss the main characters and key events in a text Categorize this text as "make-believe" because eggs	Use illustrations to make predictions about a text	Identify and generate rhyming words	

	Text Analysis / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	cannot talk			
Lesson 10: The Lion and the Mouse	WPS, retell and dramatize the events in the proper sequence Demonstrate understanding of story structure (beginning, middle, end) Identify and discuss the moral of the fable.	Identify and discuss characteristics of a fable Describe familiar things, such as lions and mice, and WPS, provide additional detail	Word Work**:** *Disturbed*	Create a drawing of the main characters from the fable
Lesson 11: The Dog and His Reflection	Retell the fable "The Dog and His Reflection" by sequencing three pictures illustrating events of the story in proper order Identify and discuss the moral of the fable. Categorize this text as "make-believe" because dogs cannot talk	Describe familiar things, such as mirrors, and WPS, provide additional detail Demonstrate an understanding of the word *reflection*	Word Work**:** *Feast*	
Lesson 12: The Hare and the Tortoise	Predict events of the read aloud and review predictions after the read aloud Identify and discuss the moral of the fable Explain that "The Hare and the Tortoise" is make-believe because animals cannot talk and do not have races	Describe familiar things, such as hares and tortoises, and, WPS, provide additional detail	Word Work: *Boasting* Multiple Meaning Word Activity: *Break* Syntactic Awareness Activity: *Race*	
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (1 Day)			

The Five Senses

8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (12 Days)

This domain will be one of many that will follow in subsequent grade levels in which students will broaden their knowledge of the human body. An exploration of the senses also requires students to make observations and then use language to describe those observations, both of which are key skills in the scientific process. Later lessons will also address what happens if the senses of sight and hearing do not function properly.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions requiring literal recall and understanding* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud* *WPS, ask and answer questions about unknown words in informational read-alouds and discussions* *Actively engage in informational read-alouds and associated activities*	*Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.)* *Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age* *Ask and answer questions to clarify information in an informational read-aloud* *Speak audibly and express thoughts, feelings, and ideas clearly* *Listen to a variety of texts* *Answer questions orally in complete sentences*	*Use frequently occurring nouns and verbs in oral language* *Produce and expand complete sentences in shared language* *Identify real-life connections between words and their use (e.g., note places at school that are colorful)* *Use words and phrases acquired through conversations, being read to, and responding to texts*	
Lesson 1: My Senses Are Amazing	Use illustrations to discuss details learned from the text about the five senses	WPS, describe familiar things, such as the five senses, and provide additional details	Word Work**:** *Harm* Sort common objects into categories such as sight, hearing, smell, taste, and touch to gain a sense of the concepts the categories represent	Present information about the five senses by using a combination of drawing, dictating, and writing
Lesson 2: The Sense of Sight	WPS, identify the main topic and retell key details about the sense of sight and eyes from "The Sense of Sight"	Prior to listening to "The Sense of Sight," identify what they know about the five senses WPS, describe familiar things, such as colors and shapes seen in the classroom, and provide additional detail	Word Work**:** *Protect* Sayings and Phrases: **"**Look Before You Leap"	Present information about the sense of sight by using a combination of drawing and dictating
Lesson 3: The Sense of	WPS, identify the main topic and retell key details about	Prior to listening to "The Sense of Hearing," identify	Word Work**:** *Invisible* Categorize and organize loud	Present information about loud sounds and soft sounds

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Hearing	the sense of hearing and ears from "The Sense of Hearing"	what they know about the sense of sight, and eyes WPS, describe familiar things, such as sounds they hear, and provide additional detail Provide additional detail to descriptions of loud and soft sounds by adding drawings to the descriptions	sounds and soft sounds to gain a sense of the concepts the categories represent	by drawing pictures of common objects that make those sounds With assistance, organize loud sounds and soft sounds as described in the read-aloud
Lesson 4: The Sense of Smell	WPS, identify the main topic and retell key details about the sense of smell and nose from "The Sense of Smell" Compare and contrast the sense of smell and the sense of sight	Prior to listening to "The Sense of Smell," identify what they know about the senses of sight and hearing, and eyes and ears WPS, describe familiar places and things, such as a scent associated with their favorite place, and provide additional detail	Word Work: *Scents* Sayings and Phrases: "Better Safe Than Sorry" Sort common objects into the categories "pleasant odors" and "unpleasant odors" Demonstrate understanding of the adjective *pleasant* by relating it to its opposite *unpleasant*	With assistance, categorize and organize pleasant and unpleasant odors as described in the read-aloud
Lesson 5: The Sense of Taste	WPS, identify the main topic and retell key details about the sense of taste and mouth from "The Sense of Taste"	Prior to listening to "The Sense of Taste," identify what they know about the senses of sight, hearing, and smell; and eyes, ears, and nose WPS, describe familiar things, such as a favorite taste, and provide additional detail Provide additional detail about categories of taste by adding drawings to descriptions of four types of taste	Word Work: *Flavorful* Sort foods into categories to gain a sense of the concepts the categories represent	Present information about the sense of taste by using a combination of drawing, dictating, and writing about four different tastes: sweet, salty, bitter, and sour With assistance, organize foods into categories
Lesson 6: The Sense of Touch	WPS, identify the main topic and retell key details about the sense of touch and skin from "The Sense of Touch"	Prior to listening to "The Sense of Touch," identify what they know about the senses of sight, hearing, smell, and taste; and eyes, ears, nose, and mouth	Word Work: *Texture* Multiple Meaning Word Activity: *Skin*	
	Pausing Point (1 Day)			

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 7: Ray Charles	WPS, identify the main topic and retell key details about the life of Ray Charles and blindness from "Ray Charles" Explain that "Ray Charles" is a realistic text because it is a biography of the life of Ray Charles WPS, sequence four to six pictures about Ray Charles's life (as presented in the text)	Prior to listening to "Ray Charles," identify what they know about the five senses Provide additional detail about the life of Ray Charles by adding drawings to a timeline of significant events in his life	Word Work: *Remarkable*	With assistance, organize facts about the life of Ray Charles by creating and interpreting a timeline depicting significant events in his life Present information about significant events in the life of Ray Charles through a combination of drawing, dictating, and writing
Lesson 8: Helen Keller	WPS, identify the main topic and retell key details about the life of Helen Keller and blindness and deafness from "Helen Keller" Explain that "Helen Keller" is a realistic text because it is a biography of the life of Helen Keller WPS, sequence four to six pictures about Helen Keller's life (as presented in the text)	Prior to listening to "Helen Keller," identify what they know and have learned about biographies Provide additional detail about the life of Helen Keller by adding drawings to a timeline of significant events in her life	Word Work: *Sensations*	With assistance, organize facts about the life of Helen Keller by creating and interpreting a timeline depicting significant events in her life Present information about significant events in the life of Helen Keller through a combination of drawing, dictating, and writing
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (1 Day)			

Stories

10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (14 Days)

This domain will introduce students to classic stories that have been favorites with children for generations. Students will acquire an understanding of the elements of a story including characters, plot, and setting as well as develop an awareness of language to help them become both better writers and readers.

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
These objectives are consistently addressed throughout the domain	*WPS, ask and answer questions (e.g.,* who, what, where, when*) requiring literal recall and understanding of the details and/or facts of a literary read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a literary read-aloud, including answering* why *questions that require recognizing cause/effect relationships* *WPS, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a literary read-aloud* *WPS, ask and answer questions about unknown words in literary read-alouds and discussions* *Listen to, understand, and recognize a variety of texts* *Describe characters, setting, things, events, actions, a scene, or facts from a read-aloud* *Actively engage in literary read-alouds and associated activities*	*Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.)* *Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age* *Ask and answer questions to clarify information in a literary read-aloud* *Speak audibly and express thoughts, feelings, and ideas clearly* *Listen to a variety of texts* *Answer questions orally in complete sentences*	*Use frequently occurring nouns and verbs in oral language* *Ask questions beginning with* who, what, where, when, why, *or* how *Produce and expand complete sentences in shared language* *Identify real-life connections between words and their use (e.g., note places at school that are colorful)* *Use words and phrases acquired through conversations, being read to, and responding to texts*	
Lesson 1: Chicken Little	Use illustrations (such as that of an acorn) to discuss details or key points from the text WPS, identify the main topic and retell key details about the characters and events from "Chicken Little" Explain that "Chicken Little" is fiction because the sky cannot fall and animals		Word Work**:** *Sly*	WPS, use a combination of drawing, dictating, and writing to narrate the events of "Chicken Little"

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	cannot talk Retell the story "Chicken Little" by identifying the beginning, middle, and end events of the story in proper sequence			
Lesson 2: The Three Little Pigs	While listening to "The Three Little Pigs," orally predict what will happen in the read-aloud based on pictures and text heard thus far WPS, identify the main topic and retell key details about the characters and events from "The Three Little Pigs" Retell the story "The Three Little Pigs" by sequencing four pictures of story events	Describe familiar things, such as straw, sticks, and bricks, and WPS, provide additional detail	Word Work: *Blazing*	WPS, use a combination of drawing, dictating, and writing to narrate the events of "The Three Little Pigs"
Lesson 3: The Three Billy Goats Gruff	WPS, retell key details about the characters and events from "The Three Billy Goats Gruff" Retell the story "The Three Billy Goats Gruff," including identifying the characters and setting, placing beginning, middle, and end events in the proper sequence	Prior to listening to "The Three Billy Goats Gruff," identify what they know and have learned about character, setting, and plot	Word Work: *Longed*	WPS, use a combination of drawing, dictating, and writing to narrate the events of "The Three Billy Goats Gruff"
Lesson 4: The Wolf and the Seven Little Kids	Describe an illustration of the wolf at the door in "The Wolf and the Seven Little Kids," using the illustration to check and support comprehension of the read-aloud WPS, retell key details about the events from "The Wolf and the Seven Little Kids" Explain that "The Wolf and the Seven Little Kids" is fiction because animals cannot talk and do not live in houses Retell the folktale "The Wolf and the Seven Little Kids" by sequencing four pictures illustrating events of the story in proper sequence Describe the role of an author and illustrator in a fiction text	Prior to listening to "The Wolf and the Seven Little Kids," identify what they know and have learned about folktales	Word Work: *Terrified*	WPS, use a combination of drawing, dictating, and writing to narrate the events of "The Wolf and the Seven Little Kids"

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 5: The Bremen Town Musicians	WPS, retell key details about the events from "The Bremen Town Musicians" Explain that "The Bremen Town Musicians" is fiction because animals cannot talk or play in bands	Prior to listening to "The Bremen Town Musicians," identify what they know and have learned about folktales, and animal sounds (donkey, cat, dog, and rooster)	Word Work: *Musician* Identify new meanings for the familiar word *play*, and apply them accurately	WPS, create a two-columned chart illustrating things animals do in real life and things animals cannot do in real life With assistance, organize actions as described in the read-aloud into categories
	Pausing Point (1 Day)			
Lesson 6: Momotaro, Peach Boy	WPS, retell key details about the events from "Momotaro, Peach Boy" Explain that "Momotaro, Peach Boy" is fiction because monsters are make-believe	Prior to listening to "Momotaro, Peach Boy," identify what they know and have learned about folktales, heroes, and Japan Describe familiar people, such as heroes, in detail and WPS, provide additional detail	Word Work: *Swooped*	Create a drawing to present information about a character and to demonstrate understanding of what a hero is, by identifying the hero and supplying details from the text
Lesson 7: The Story of Jumping Mouse, Part I	WPS, compare and contrast what characters in different read-alouds want While listening to "The Story of Jumping Mouse, Part I," orally predict what will happen in the read-aloud based on the text heard thus far WPS, retell key details about the events from "The Story of Jumping Mouse, Part I" WPS, compare and contrast the journeys of characters in different read-alouds	Prior to listening to "The Story of Jumping Mouse, Part I," identify what they know and have learned about folktales	Word Work: *Perilous*	WPS, create a graphic organizer to analyze the actions of characters
Lesson 8: The Story of Jumping Mouse, Part II	WPS, retell key details about the events from "The Story of Jumping Mouse, Part II"	Prior to listening to "The Story of Jumping Mouse, Part II," identify what they know and have learned about folktales, character, setting, and plot	Word Work: *Misused*	Create a drawing to present an opinion on a favorite character from a read-aloud, by identifying the favorite character and including details to support the choice of character
Lesson 9: Goldilocks and the Three Bears	WPS, retell key details about the events from "Goldilocks and the Three Bears" Explain that "Goldilocks and the Three Bears" is fiction because bears do not act like people	Prior to listening to "Goldilocks and the Three Bears," identify orally what they know and have learned about bears, such as what they eat, where they live, and where they sleep Describe familiar things, such as bears and their habits, and WPS, provide additional detail	Word Work: *Suddenly* Sayings and Phrases: "Do Unto Others as You Would Have Them Do Unto You"	Create drawings to present information about the read-aloud, by identifying the character, setting, and plot and supplying detail from the text

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 10: Tug-of-War	WPS, retell key details about the events from "Tug-of-War"	Prior to listening to "Tug-of-War," identify a trickster tale as a type of fiction and explain how to play the game tug-of-war	Word Work**:** *Foolishness* Vocabulary Instructional Activity: *Finally*	Use a combination of drawing, dictating, and writing to compare and contrast characters in "Tug-of-War," by using a Venn diagram and creating drawings supported with detail
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (1 Day)			

Plants

11 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (17 Days)

*By listening to the read-alouds in this domain, students will acquire a fundamental understanding of the parts of plants and how they grow. They will learn what plants need in order to stay alive and will be introduced to the concepts of the life cycle of plants, pollination, and photosynthesis. This basic knowledge about plants will lay the foundation for a broader understanding of ecology and the interdependence of all living things, topics that will be addressed in other Kindergarten domains (*Farms *and* Taking Care of the Earth*), as well as in subsequent grades.*

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*WPS, ask and answer questions (e.g.,* who, what, where, when*) requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering* why *questions that require recognizing cause/effect relationships* *WPS, ask and answer questions about unknown words in informational read-alouds and discussions* *WPS, identify the main topic and retell key details from the read-aloud* *Actively engage in informational and literary read-alouds and associated activities*	*Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.)* *Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age* *Ask and answer questions to clarify information in an informational read-aloud* *Speak audibly and express thoughts, feelings, and ideas clearly* *Listen to a variety of texts* *Answer questions orally in complete sentences*	*Use frequently occurring nouns and verbs in oral language* *Produce and expand complete sentences in shared language* *Identify real-life connections between words and their use (e.g., note places at school that are colorful)* *Use words and phrases acquired through conversations, being read to, and responding to texts*	
Lesson 1: Introduction to Plants	Describe images of living things in "Introduction to Plants," using the images to check and support comprehension of the read-aloud Compare and contrast two different types of plants; and animals and plants	Prior to listening to "Introduction to Plants," identify living things and nonliving things	Sort common objects into living and nonliving categories Word Work: *Soil* Multiple Meaning Word Activity: *Plants*	Create a drawing with sufficient detail of the things that are important to a plant's survival

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: Plant Parts	Use illustrations (such as that of a sunflower) to discuss details or key points from the text	Prior to listening to "Plant Parts," identify what they know and have learned about living things and what living things need to survive	Sort common objects into living and nonliving categories to gain a sense of the concepts the categories represent Word Work: *Survival*	Use a combination of drawing, dictating, and writing to identify the parts of a plant
Lesson 3: The Life Cycle of a Plant	Describe the connection between the parts of the plant and the life cycle of a plant Describe illustrations of the phases of a plant's life cycle, using the illustrations to check and support comprehension of the read-aloud	Prior to listening to "The Life Cycle of a Plant," identify what they know and have learned about the parts of a plant	Word Work: *Mature* Vocabulary Instructional Activity: *Cycle*	Create a drawing with sufficient detail of a plant's life cycle
Lesson 4: The Gigantic Turnip	Use images (such as that of a turnip plant) to discuss details or key points from the text Explain that "The Gigantic Turnip" is fiction because turnips cannot grow to the size described in the story WPS, sequence four pictures about a turnip's life cycle (as presented in the text)	Prior to listening to "The Gigantic Turnip," identify what they know and have learned about gardens	Word Work: *Gigantic*	WPS, use a combination of drawing, dictating, and writing to sequence the phases of a turnip's life cycle
	Pausing Point (2 Days)			
Lesson 5: Polly the Honeybee's Flower Tour	Describe the process of pollination, and the connection between plant parts and their functions Describe an image of Polly and a flower to identify the flower's petals in "Polly the Honeybee's Flower Tour," using the image to check and support comprehension of the read-aloud Define and use new words, such as *pollination*, from the read-aloud and the discussion about "Polly the Honeybee's Flower Tour"	Prior to listening to "Polly the Honeybee's Flower Tour," identify what they know and have learned about the parts of a plant, particularly flowers	Word Work: *Pollination*	
Lesson 6: The Fruits of Polly's Labor	Describe images of fruits and their seeds in "The Fruits of Polly's Labor," using the images to check and support comprehension of the read-aloud Describe the connection	Prior to listening to "The Fruits of Polly's Labor," identify what they know and have learned about the parts of a plant and the process of pollination	Word Work: *Produce* Multiple Meaning Word Activity: *Pit*	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	between fruits and seeds, and explain why seeds are important Compare and contrast different fruits and their seeds			
Lesson 7: Johnny Appleseed	WPS, identify the main topic and retell key details from "Johnny Appleseed" Sequence and describe seven pictures illustrating events in "Johnny Appleseed" (as presented in the text)	Prior to listening to "Johnny Appleseed," identify what they know and have learned about seeds, flowers, and fruit	Word Work: *Eventually* Use temporal language to express story events in sequential order	WPS, use a combination of drawing, dictating, and writing to narrate the events of "Johnny Appleseed"
Lesson 8: Deciduous Trees	WPS, identify the main topic and retell key details from "Deciduous Trees" Define and use new words, such as *deciduous*, from the read-aloud and the discussion about "Deciduous Trees" Use images (such as that of a an apple tree during different seasons) to discuss details or key points from the text	Prior to listening to "Deciduous Trees," use images to identify deciduous trees and evergreen trees	Word Work: *Bare* Vocabulary Instructional Activity: *Year*	Use a combination of drawing, dictating, and writing to explain the seasonal changes of deciduous trees
Lesson 9: Evergreen Trees	WPS, identify the main topic and retell key details from "Evergreen Trees" Define and use new words, such as *evergreen*, from the read-aloud and the discussion about "Evergreen Trees" Compare and contrast deciduous trees (from the previous read-aloud) and evergreen trees (from this read-aloud)	Prior to listening to "Evergreen Trees," use images to identify what they know and have learned about deciduous trees	Word Work: *Deciduous* and *Evergreen*	Create a drawing with sufficient detail of an evergreen tree
Lesson 10: Plants and People	Describe an image of fruits and vegetables in "Plants and People," using the image to check and support comprehension of the read-aloud WPS, describe the connection between plants, their parts, and the ways plants are important to people	Prior to listening to "Plants and People," identify what they know and have learned about fruit and what parts of fruit people eat	Word Work: *Bouquet*	
Lesson 11: George Washington	Describe an illustration from "Johnny Appleseed" prior to listening to "George	Prior to listening to "George Washington Carver," identify what they know and have	Word Work: *Crops* Sayings and Phrases: "Great Oaks from Little Acorns	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Carver	Washington Carver," using the illustration to check and support comprehension of the read-aloud WPS, identify the main topic and retell key details from "George Washington Carver" Evaluate and select read-alouds or stories on the basis of personal choice for rereading	learned about Johnny Appleseed	Grow"	
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

Farms

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

This domain will introduce students to several farm animals as well as to crops that people grow on farms. Students will learn how farmers raise and care for farm animals. You should have already taught the Plants *domain, so students will make the connection that animals need food, water, and space to live and grow—just as plants do. Students will understand the importance of farms as a source of food and other products people use. They will also become familiar with the classic story "The Little Red Hen," which introduces the seasonal rhythm of planting, growing, and harvesting.*

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*WPS, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships* *WPS, ask and answer questions about unknown words in informational read-alouds and discussions* *Actively engage in informational and literary read-alouds and associated activities*	*Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age* *Ask and answer questions to clarify information in an informational read-aloud* *Speak audibly and express thoughts, feelings, and ideas clearly* *Listen to a variety of texts* *Answer questions orally in complete sentences*	*Use frequently occurring nouns and verbs in oral language* *Produce and expand complete sentences in shared language* *Identify real-life connections between words and their use (e.g., note places at school that are colorful)* *Use words and phrases acquired through conversations, being read to, and responding to texts*	
Lesson 1: Old MacDonald Has a Farm	Describe and discuss why farms are important	Describe familiar places, such as farms and, WPS, provide additional detail	Word Work: *Tools* Recite and sing "Old MacDonald Had a Farm"	
Lesson 2: With a Moo, Moo Here	WPS, identify and describe key details about cows in "With a Moo, Moo Here" Describe and discuss important details about how cattle are raised	Describe familiar things, such as cows and, WPS, provide additional detail WPS, use a KWL Chart to record and categorize information about cows	Word Work: *Grazing*	Create a drawing with sufficient detail about cows

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 3: And a Cluck, Cluck There	WPS, identify and describe key details about chickens from "And a Cluck, Cluck There" Describe and discuss important details about how chickens are raised Compare and contrast chickens with other familiar birds	Describe familiar things, such as chickens and, WPS, provide additional detail WPS, use a KWL Chart to record and categorize information about chickens	Explain the meaning of the saying, "the early bird gets the worm" and use in the appropriate contexts Word Work: *Collects* Multiple Meaning Word Activity: *Feed* Sayings and Phrases: "The Early Bird Gets the Worm"	
Lesson 4: Here an Oink, There an Oink	WPS, identify and describe key details about pigs from "Here an Oink, There an Oink" Describe and discuss important details about how pigs are raised WPS, compare and contrast similarities and differences between pigs and cows	Describe familiar things, such as pigs and, WPS, provide additional detail WPS, use a KWL Chart to record and categorize information about pigs	Word Work: *Valuable*	Create a drawing with sufficient detail about pigs
Lesson 5: Everywhere a Baa, Baa	WPS, identify and describe key details about sheep from "Everywhere a Baa, Baa" Describe and discuss important details about how sheep are raised Identify important products, such as wool, that are provided by sheep WPS, compare and contrast similarities and differences between sheep and pigs	Describe familiar things, such as sheep and, WPS, provide additional detail WPS, use a KWL Chart to record and categorize information about sheep	Word Work: *Responsibilities* Multiple Meaning Word Activity: *Pen* Vocabulary Instructional Activity: *Male/Female*	
	Pausing Point (2 Days)			
Lesson 6: All Kinds of Crops	Explain the importance of crops Describe where food products come from and distinguish between animal products and crops	Review and discuss where food products come from WPS, use a KWL Chart to record and categorize information about food products	Word Work: *Produce*	Create a drawing that shows one type of food product that comes from an animal and one type of food product that comes from a crop

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	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 7: Little Red Hen	WPS, use narrative language to describe characters and events from "The Little Red Hen" While listening to "The Little Red Hen," orally predict what will happen in the read-aloud based on text and illustrations, and then compare the actual outcome to the prediction Describe and discuss the moral of the fable. WPS, dramatize "The Little Red Hen," including characters, and beginning, middle, and end events in the proper sequence	Describe familiar things, such as chickens and, WPS, provide additional detail WPS, use a KWL Chart to record and categorize information about hens	Word Work: *Ripe*	Retell the fable by sequencing six pictures illustrating events in "The Little Red Hen"
Lesson 8: The Seasons of Farming	Identify and describe the events that take place in the different farming seasons (e.g., planting, harvesting, etc) Describe the farming jobs associated with each season	Review and discuss the four seasons	Word Work: *Pests*	Use a combination of drawing, dictating, and writing to explain the farming jobs associated with each season
Lesson 9: From Farm to Market	Describe how food is grown, processed, and packaged for people to buy in stores	Review and discuss the importance of crops and the steps a farmer takes to produce food	Word Work: *Spoil*	Sequence four pictures illustrating the steps to get food from farm to market
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

Native Americans

8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (14 Days)

The Native Americans *domain introduces students to the broad concept that indigenous people lived on the continents of North and South America long before European explorers visited and settled in this area. Students will learn that there were many different tribes of Native Americans, and that each tribe had its own way of eating, dressing, and living, depending on where it lived. Students will learn about three tribes in depth: the Lakota Sioux of the Great Plains region, and the Wampanoag and the Lenape, both of the Eastern Woodlands region. They will learn how different geographical regions influenced lifestyles, and that each Native American group has its own distinctive culture. The last read-aloud focuses on Native Americans today.*

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*WPS, ask and answer questions (e.g.,* who, what, where, when*) requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering* why *questions that require recognizing cause/effect relationships* *WPS, ask and answer questions about unknown words in informational read-alouds and discussions* *WPS, identify the main topic and retell key details from the read-aloud* *Actively engage in informational and literary read-alouds and associated activities*	*Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.)* *Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age* *Ask and answer questions to clarify information in an informational read-aloud* *Speak audibly and express thoughts, feelings, and ideas clearly* *Listen to a variety of texts* *Answer questions orally in complete sentences*	*Use frequently occurring nouns and verbs in oral language* *Produce and expand complete sentences in shared language* *Identify real-life connections between words and their use (e.g., note places at school that are colorful)* *Use words and phrases acquired through conversations, being read to, and responding to texts*	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: Introduction to Native Americans	WPS, describe the connection among the cultures of various Native American tribes WPS, describe an illustration of Native American dress and use pictures accompanying "Introduction to Native Americans" to support understanding of the read-aloud Compare and contrast different types of shelter, clothing, food, and transportation used by various tribes	Prior to listening to "Introduction to Native Americans," identify orally what they have learned about Native American tribes Discuss how weather in different geographical regions affects types of clothing, food, and shelter	Word Work: *Shelter*	WPS, use a graphic organizer to categorize information about Native American environment, clothing, food, and shelter
Lesson 2: The Lakota Sioux and the Buffalo	WPS, explain and describe the importance of buffalo to the Lakota Sioux culture WPS, use illustrations to describe important aspects of the Lakota Sioux way of life	Identify and describe the Great Plains region of the United States Describe familiar things, such as buffalo and, WPS, provide additional detail	Word Work: *Agile*	WPS, use a graphic organizer to categorize information about the clothing, food, and shelter of the Lakota Sioux
Lesson 3: Where's Winona?	WPS, describe the connection between the buffalo and the nomadic lifestyle of the Lakota Sioux Describe the daily life of a main character from a literary text	Use a graphic organizer to review key details about the Lakota Sioux	Word Work: *Mischief* Sayings and Phrases: "Practice Makes Perfect"	WPS, use a graphic organizer to categorize information about the clothing, food, and shelter of the Lakota Sioux Use a combination of drawing, dictating, and writing to present information about the Lakota Sioux culture

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 4: Little Bear Goes Hunting	Describe the daily life of a main character from a literary text Describe key details about the buffalo hunt and its importance in Lakota Sioux culture as depicted in the read-aloud WPS, describe the connection between the buffalo and the nomadic lifestyle of the Lakota Sioux WPS, compare and contrast the jobs males and females have in a Lakota Sioux tribe	Prior to listening to "Little Bear Goes Hunting," review orally what students have learned about Lakota Sioux culture	Word Work: *Succulent* Multiple Meaning Word Activity: *Plain* Syntactic Awareness Activity: *Asking Questions*	
	Pausing Point (2 Days)			
Lesson 5: Bear, Gull, and Crow	WPS, describe the characters in "Bear, Gull, and Crow" Identify types of food eaten by the Wampanoag and compare them to the food eaten by the Lakota Sioux WPS, describe the connection between the Wampanoag's environment and their non-nomadic lifestyle Use illustrations and textual clues to make predictions about the meaning of the word *appanaug* Distinguish "Bear, Gull, and Crow" as a make-believe text rather than a realistic text	Describe familiar things, such as clams and, WPS, provide additional detail Identify and describe the region of New England in the United States	Word Work: *Feast*	WPS, use a graphic organizer to categorize information about the clothing, food, and shelter of the Wampanoag
Lesson 6: The Lenape, The People of the Seasons	WPS, compare and contrast the activities of the Lenape during different seasons WPS, using a graphic organizer, compare and contrast the environment, clothing, food, and shelter of the Native American tribes covered in this domain	WPS, use a graphic organizer to review key information about the Wampanoag	Word Work: *Cozy*	WPS, use a graphic organizer to categorize information about the clothing, food, and shelter of the Lenape

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 7: A Native American Alphabet	WPS, compare and contrast different types of Native American dwellings WPS, use illustrations in "A Native American Alphabet" to support understanding of the read-aloud Compare and contrast the cultures of different Native American tribes	Prior to listening to "A Native American Alphabet," identify and describe the geographic location of each tribe, and compare and contrast the various locations	Word Work: *Moccasins*	Draw three items from the read-aloud and orally describe their importance
Lesson 8: Native Americans Today	WPS, describe the connection between the culture of Native American tribes from thousands of years ago and Native Americans in the United States today Compare and contrast characteristics of different Native American tribes Describe how Native Americans keep their culture alive today	Prior to listening to "Native Americans Today," identify orally what they know and have learned about Native American tribes	Word Work: *Traditions*	Design and create their own totem pole
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

Kings and Queens

8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (14 Days)

In the Kings and Queens domain, students will listen to read-alouds about kings and queens and royal families. Both the fiction and nonfiction selections will build students' understanding of the responsibilities, lifestyle, and customs associated with royalty throughout history. Many of the fictional rhymes, poems, and stories in this domain are classic, well-loved tales, including King Midas and the Golden Touch, The Princess and the Pea, Cinderella, and Snow White and the Seven Dwarfs.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*WPS, ask and answer questions (e.g.,* who, what, where, when*) requiring literal recall and understanding of the details and/or facts of an informational or literary read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational or literary read-aloud, including answering* why *questions that require recognizing cause/effect relationships* *WPS, ask and answer questions about unknown words in informational or literary read-alouds and discussions* *Actively engage in informational and literary read-alouds and associated activities*	*Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age* *Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud* *Speak audibly and express thoughts, feelings, and ideas clearly* *Listen to a variety of texts* *Answer questions orally in complete sentences*	*Use frequently occurring nouns and verbs in oral language* *Produce and expand complete sentences in shared language* *Identify real-life connections between words and their use (e.g., note places at school that are colorful)* *Use words and phrases acquired through conversations, being read to, and responding to texts*	
Lesson 1: What Are Kings and Queens?	WPS, identify and recall facts and key details from "What Are Kings and Queens?" WPS, describe illustrations in "What are Kings and Queens?," using the illustrations to check and support comprehension of the read-aloud	Prior to listening to "What Are Kings and Queens?," identify what they already know about kings and queens	Word Work: *Royal* Multiple Meaning Word Activity**:** *Rules*	Create a drawing with sufficient detail of a king or queen using information from the read-aloud "What Are Kings and Queens?"
Lesson 2: The Royal Family	WPS, discuss personal responses to family life and connect those to the life of a royal family WPS, define and use new words, such as *advantages*, from the read-aloud and the	Prior to listening to "The Royal Family," identify orally what they know and have learned about kings and queens"	Demonstrate understanding of the noun *advantage* by relating it to its opposite, *disadvantage* Word Work**:** *Advantages* Vocabulary Instructional	Create a drawing with sufficient detail of a royal family that illustrates the information from "The Royal Family" With assistance, categorize and organize facts and

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	discussion about "The Royal Family" WPS, describe an illustration of a royal wedding in "The Royal Family," using the illustration to check and support comprehension of the read-aloud WPS, identify the reasons the author gives to support the point that there are advantages and disadvantages to being part of a royal family		Activity: *Reign*	information about the royal family
Lesson 3: King Midas and the Golden Touch	Identify characters and major events in "King Midas and the Golden Touch" WPS, describe an illustration of King Midas and Marygold in "King Midas and the Golden Touch," using the illustration to check and support comprehension of the read-aloud Explain that "King Midas and the Golden Touch" has realistic elements and fantasy elements WPS, sequence six pictures illustrating events in the story "King Midas and the Golden Touch"	Prior to listening to "King Midas and the Golden Touch," identify what they know and have learned about Greece and gold	Word Work**:** *Treasures*	WPS, use a combination of drawing, dictating, and writing to narrate the events of "King Midas and the Golden Touch"
Lesson 4: Old King Cole	WPS, identify and describe characters in "Old King Cole" WPS, describe an illustration of Old King Cole in "Old King Cole," using the illustration to check and support comprehension of the read-aloud	Prior to listening to "Old King Cole," identify orally what they know and have learned about kings and queens	Word Work: *Merry*	Use a combination of drawing, dictating, and writing with sufficient detail to identify and provide information about the main character in "Old King Cole"
Lesson 5: Sing a Song of Sixpence	WPS, identify and describe characters and major events in "Sing a Song of Sixpence" WPS, define and use new words, such as *dainty*, from the read-aloud and the discussion about "Sing a Song of Sixpence"	Prior to listening to "Sing a Song of Sixpence," identify what they know and have learned about England and rhyming words	Word Work**:** *Dainty*	Use a combination of drawing, dictating, and writing with sufficient detail to identify and provide information about the main characters in "Sing a Song of Sixpence"

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	Pausing Point (2 Days)			
Lesson 6: The Princess and the Pea	WPS, describe the role of an author of a book WPS, identify and describe characters and major events in "The Princess and the Pea" Explain that "The Princess and the Pea" has realistic elements and fantasy elements WPS, describe the characters, setting, and plot for "The Princess and the Pea"	Prior to listening to "The Princess and the Pea," identify what they know and have learned about royal families	Word Work: *Graceful*	Use a combination of drawing, dictating, and writing with sufficient detail to identify the characters, setting, and plot of "The Princess and the Pea"
Lesson 7: Cinderella	WPS, describe the role of an author of a book WPS, describe the characters, setting, and plot of "Cinderella" Discuss personal responses to being treated unfairly and connect those to the way Cinderella was treated Explain that "Cinderella" has realistic elements and fantasy elements WPS, describe illustrations in "Cinderella," using the illustrations to check and support comprehension of the read-aloud WPS, sequence six pictures illustrating events in the fairy tale "Cinderella"	Prior to listening to "Cinderella," identify what they already know about the concept of fairness	Word Work: *Tattered* Multiple Meaning Word Activity: *Ball*	WPS, use a combination of drawing, dictating, and writing to narrate the events of "Cinderella"
Lesson 8: Snow White and the Seven Dwarfs	WPS, describe the characters, setting, and plot for "Snow White and the Seven Dwarfs" WPS, describe illustrations in "Snow White and the Seven Dwarfs," using the illustrations to check and support comprehension of the read-aloud WPS, sequence six pictures illustrating events in the fairy tale "Snow White and the Seven Dwarfs"	Prior to listening to "Snow White and the Seven Dwarfs," identify what they know and have learned about kings and queens	Word Work: *Stomped*	WPS, use a combination of drawing, dictating, and writing to narrate the events of "Snow White and the Seven Dwarfs"

Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Domain Review (1 Day)			
Domain Assessment (1 Day)			
Culminating Activities (2 Days)			

Seasons and Weather

8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

This domain will introduce students to the concept of weather. Students will learn that different regions of Earth experience different characteristic weather patterns throughout the year. They will also learn that we can think about a year and the related weather patterns in terms of four seasons: winter, spring, summer, and autumn. Students will also learn why knowing about the weather is important, and how weather affects our daily lives and activities.

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
These objectives are consistently addressed throughout the domain	*WPS, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships* *WPS, ask and answer questions about unknown words in informational read-alouds and discussions* *WPS, identify the main topic and retell key details from the read-aloud* *Actively engage in informational and literary read-alouds and associated activities*	*Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.)* *Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age* *Ask and answer questions to clarify information in an informational read-aloud* *Speak audibly and express thoughts, feelings, and ideas clearly* *Listen to a variety of texts* *Answer questions orally in complete sentences*	*Use frequently occurring nouns and verbs in oral language* *Produce and expand complete sentences in shared language* *Identify real-life connections between words and their use (e.g., note places at school that are colorful)* *Use words and phrases acquired through conversations, being read to, and responding to texts*	
Lesson 1: What's the Weather Like?	Identify the four seasons and describe the different types of weather that occur in each Use a map to identify different regions of the world and describe the weather characteristics of each	Discuss the purpose of a calendar and how it's used	Word Work: *Characteristics* Multiple Meaning Word Activity: *Seasons*	WPS, observe the weather daily, and use a combination of drawing, writing, and dictating to create a Weather Diary
Lesson 2: Winter	Identify and describe the characteristics of winter Describe how winter affects clothing, food choices, and daily activities Understand that different geographical regions	Prior to listening to "Winter," identify orally what students know about the four seasons and what they have learned about winter, including how winter is different from the other seasons	Word Work: *Frigid*	WPS, observe the weather and use a combination of drawing and writing to create an entry in a Weather Diary WPS, use the internet to learn about weather in other countries

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	experience winter differently Identify and describe holidays that take place during winter			
Lesson 3: Spring	Identify and describe the characteristics of spring Describe how spring affects clothing, food choices, and daily activities Understand that different geographical regions experience spring differently Identify and describe holidays that take place during spring Compare and contrast characteristics of winter and spring	Prior to listening to "Spring," identify orally what students know about the four seasons, what they have learned about spring, including how spring is different from the other seasons	Word Work: *Gradually* Sayings and Phrases: "April Showers Bring May Flowers"	WPS, observe the weather and use a combination of drawing and writing to create an entry in a Weather Diary WPS, use the internet to learn locate images and information for the Weather Diary WPS, identify any patterns in weather that have occurred recently WPS, orally predict what the weather will be like tomorrow
Lesson 4: Summer	Identify and describe the characteristics of summer Describe how summer affects clothing, food choices, and daily activities Understand that different geographical regions experience spring differently Identify and describe holidays that take place during summer Compare and contrast characteristics of winter, spring, and summer	Compare and contrast the characteristics of winter and spring Identify the calendar months that correspond to each season	Word Work: *Distinct*	WPS, observe the weather and use a combination of drawing and writing to create an entry in a Weather Diary WPS, use the internet to learn locate images and information for the Weather Diary WPS, identify and discuss any patterns in weather that have occurred in the last three days WPS, orally predict what the weather will be like tomorrow
Lesson 5: Autumn	Identify and describe the characteristics of autumn Describe how autumn affects clothing, food choices, and daily activities Understand that different geographical regions experience autumn differently Identify and describe holidays that take place during autumn Compare and contrast characteristics of winter, spring, summer, and autumn	Compare and contrast the characteristics of winter, spring, and summer Identify the calendar months that correspond to each season	Word Work: *Progresses* Multiple Meaning Word Activity: *Fall*	Create a detailed drawing of the four seasons
	Pausing Point (3 Days)			
Lesson 6: The Grasshopper	Identify and describe the	Recall and describe the characteristics of each of the	Word Work: *Last*	Put four illustrations of the seasons in the correct

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
and the Ants	characteristics of a fable. Retell the sequence of events in the fable Discuss how the seasons correspond to the main events in the fable Discuss the moral of the fable Explain that "The Grasshopper and the Ants" is make-believe because animals cannot really talk, sing, and dance like people	four seasons Describe the role of an author and illustrator in a literary text	Syntactic Awareness Activity: *Who*	sequence and share orally with the class
Lesson 7: Safety in Storms	Describe the characteristics of a thunderstorm Explain how to stay safe in dangerous weather	Review the four seasons and discuss the concept of safety	Word Work**:** *Severe*	WPS, observe the weather and use a combination of drawing and writing to create an entry in a Weather Diary WPS, identify and discuss any patterns in weather that have occurred in the last three days WPS, orally predict what the weather will be like tomorrow Draw a picture of a thunderstorm and what someone should do during bad weather
Lesson 8: Meteorology	Identify and describe key meteorological terms Describe why weather predictions are important	Discuss the terms meteorology and meteorologist	Word Work**:** *Warning*	WPS, students use their Weather Diaries to draw a weather prediction and present a weather report to the class
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

Columbus and the Pilgrims

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

This domain will introduce students to the first voyage of Columbus, and the voyage of the Pilgrims some 128 years later. The read-alouds focus on the similarities and differences between the voyages of Columbus and the Pilgrims and how they both led to interactions between Europeans and Native Americans. This domain also reinforces basic geography concepts, including the locations of the different continents.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*WPS, ask and answer questions (e.g.,* who, what, where, when*) requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships* *WPS, ask and answer questions about unknown words in informational read-alouds and discussions* *Actively engage in informational read-alouds and associated activities*	*Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age* *Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud* *Speak audibly and express thoughts, feelings, and ideas clearly* *Listen to a variety of texts* *Answer questions orally in complete sentences*	*Use frequently occurring nouns and verbs in oral language* *Produce and expand complete sentences in shared language* *Identify real-life connections between words and their use (e.g., note places at school that are colorful)* *Use words and phrases acquired through conversations, being read to, and responding to texts*	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: The Spice Seekers	WPS, describe the connection between the desire of Europeans for spices and their travel to Asia WPS, use images accompanying "The Spice Seekers" to check and support understanding of the read-aloud Distinguish "The Spice Seekers" as a read-aloud that describes events that happened long ago and not one that describes contemporary or current events WPS, identify the reasons the author of the read-aloud titled the read-aloud "The Spice Seekers"	Prior to listening to "The Spice Seekers," compare and contrast contemporary travel with travel long ago, and identify what they know and have learned about maps	Word Work**:** *Spices*	WPS, categorize information from "The Spice Seekers" to answer questions about the connection between the desire of Europeans for spices and the search for alternate routes to Asia
Lesson 2: Ferdinand and Isabella	WPS, describe an illustration of Columbus, King Ferdinand, and Queen Isabella and use the pictures accompanying "Ferdinand and Isabella" to check and support understanding of the read-aloud WPS, recall facts about Columbus and identify key details from "Ferdinand and Isabella"	Prior to listening to "Ferdinand and Isabella," identify what they know and have learned about why Europeans wanted to travel to Asia and why they needed to find a new route Add drawings to descriptions of Columbus to provide additional detail	Word Work: *Victorious*	Use a combination of drawing, dictating, and writing to present information from "Ferdinand and Isabella" about Columbus and provide some detail about the topic
Lesson 3: 1492	WPS, describe the connection between various signs, such as seaweed and birds, and Columbus's proximity to land WPS, identify the reasons the author of the read-aloud titled the read-aloud "1492"	Prior to listening to "1492," identify what they know and have learned about why Europeans traveled to Asia and needed to find a new route and why Columbus proposed this new route	Word Work**:** *Shore*	Use a combination of drawing, dictating, and writing to present information from "1492" about Columbus and his voyage, and provide some detail about the topic

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	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 4: Not the Indies	WPS, describe an illustration of native people watching Columbus and use pictures accompanying "Not the Indies" to check and support understanding of the read-aloud WPS, identify the place where Columbus landed and differentiate it from the place where he thought he had landed WPS, describe the connection between what Columbus called the native people he found on the island and the land on which he thought he landed	Prior to listening to "Not the Indies," identify what they know and have learned about Columbus and his voyage	Word Work: *Courage* Multiple Meaning Word Activity: *Chest*	Create a drawing with sufficient detail that illustrates the information from "Not the Indies"
Lesson 5: Further Adventures of Christopher Columbus	WPS, recall facts from "Further Adventures of Christopher Columbus" WPS, describe the connection between Columbus and the American holiday Columbus Day	Prior to listening to "Further Adventures of Christopher Columbus," identify what they know and have learned about Columbus and his voyage	Word Work: *Ashamed*	Use a combination of drawing, dictating, and writing to present information from "Further Adventures of Christopher Columbus" about one of Columbus's voyages and provide some detail about the topic
	Pausing Point (2 Days)			
Lesson 6: Colonies in Native American Lands	WPS, describe an illustration of British ships heading to establish the Jamestown settlement and use pictures accompanying "Colonies in Native American Lands" to check and support understanding of the read-aloud WPS, describe the connection between the Separatists' dissatisfaction with King James and their pilgrimage to the New World	Prior to listening to "Colonies in Native American Lands," identify what they know and have learned about Columbus's voyages	Word Work: *Disappointed*	With assistance, categorize and organize facts about Columbus and the Pilgrims into a timeline to answer questions
Lesson 7: The Voyage of the Mayflower	WPS, describe the connection between the Separatists and the Pilgrims WPS, describe the Pilgrims' journey on the *Mayflower*	Prior to listening to "The Voyage of the *Mayflower*," identify what they know and have learned about the Separatists	Word Work: *Glory* Ask questions beginning with the word *what* about images from the read-alouds	Use a combination of drawing, dictating, or writing to present information learned in "The Voyage of the *Mayflower*"
Lesson 8: The Wampanoag	WPS, identify the main topic of "The Wampanoag" as the first interaction between the	Prior to listening to "The Wampanoag," recall what they learned about Native	Word Work: *Fascinated*	With assistance, categorize and organize facts about the Pilgrims into a timeline to

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	Pilgrims and the Wampanoag WPS, describe the connection between the Pilgrims and the Wampanoag	Americans and identify what they know and have learned about the Pilgrims		answer questions Use a combination of drawing, dictating, or writing to present information learned in "The Wampanoag"
Lesson 9: Thanksgiving	WPS, describe an illustration of the First Thanksgiving and use pictures accompanying "Thanksgiving" to check and support understanding of the read-aloud Recall important facts and information from "Thanksgiving" WPS, describe the connection between the First Thanksgiving and the contemporary American Thanksgiving holiday	Prior to listening to "Thanksgiving," identify what they know and have learned about the Pilgrims and the Wampanoag that may be related to the specific topic to be read aloud	Word Work: *Celebration*	Use a combination of drawing, dictating, and writing to present information learned in "Thanksgiving"
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

Colonial Towns and Townspeople

10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (16 Days)

This domain will continue students' journey as they learn more about the early history of our country. Students already learned in the Columbus and the Pilgrims *domain that the Pilgrims came to America from England to seek religious freedom. The setting for* Colonial Towns and Townspeople *is more than 150 years later, after the colonies had been firmly established. These read-alouds will acquaint students with what daily life was like for the people who lived during these times, and how very different it was from students' own present-day experiences. This background knowledge will help set the stage for an in-depth understanding in later grades of specific historical events that also took place during colonial times. During these years, America evolved from a small group of dependent British colonies to a growing, independent nation.*

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*WPS, ask and answer questions (e.g.,* who, what, where, when*) requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering* why *questions that require recognizing cause/effect relationships* *WPS, ask and answer questions about unknown words in informational read-alouds and discussions* *WPS, identify the main topic and retell key details from the read-aloud* *Actively engage in informational and literary read-alouds and associated activities*	*Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.)* *Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age* *Ask and answer questions to clarify information in an informational read-aloud* *Speak audibly and express thoughts, feelings, and ideas clearly* *Listen to a variety of texts* *Answer questions orally in complete sentences*	*Use frequently occurring nouns and verbs in oral language* *Produce and expand complete sentences in shared language* *Identify real-life connections between words and their use (e.g., note places at school that are colorful)* *Use words and phrases acquired through conversations, being read to, and responding to texts*	
Lesson 1: The Country Family	Identify and describe different types of chores done on a farm in colonial times Compare and contrast life in colonial times to life today	Describe the concept of chores Understand the importance of towns in colonial times Identify key historical events on a timeline	Word Work**:** *Country*	WPS, use a Venn Diagram to categorize and organize facts and information comparing colonial life to life today Draw an example of an item used in colonial times and an item used today
Lesson 2: A Trip to Town	Identify and describe different types of tradespeople in colonial times Compare and contrast jobs	Describe and discuss the term tradespeople Discuss the importance of	Word Work**:** *Everyday* Multiple Meaning Word Activity**:** *Trade*	Use a combination of drawing and writing to show a farmer trading something from his farm for something in town

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	today and jobs in colonial towns Compare and contrast a trip to town during colonial times and a trip to town today	tradespeople in colonial times		
Lesson 3: The Bread Makers: Millers and Bakers	Use key details from the read-aloud to describe the bread-making process Describe and discuss the role of millers and bakers in colonial times While listening to "The Bread Makers: Millers and Bakers," predict what will happen in the read-aloud based on text heard thus far, and then compare the actual outcome to the prediction	Review the concept of bartering Use a Venn Diagram to compare tradespeople from colonial times to tradespeople today Describe familiar things, such as bread and, WPS, provide additional detail	Word Work: *Customers*	Sequence pictures illustrating the steps in the bread-making process Use the sequencing activity to retell the steps in the bread-making process and encourage the use of temporal words, such as *first*, *next*, and *last*
Lesson 4: The Cloth Makers: Spinners and Weavers	Describe how cloth was made in colonial times Identify and describe the role of spinners and weavers in colonial times	Describe familiar things, such as clothing and, WPS, provide additional detail Use a KWL Chart to categorize information about cloth and clothing Describe the differences between where people got their clothing in colonial times and where they get their clothing today	Word Work**:** *Garments*	WPS, use a Know-Wonder-Learn Chart to categorize and organize information about how clothing was made, what it was made of, and how it was made
Lesson 5: Dressmakers, Tailors, Hatters, and Cobblers	Identify the types of tradespeople associated with making clothing Describe the jobs and tools required to make clothing WPS, discuss the spinners and weavers from the previous read-aloud and connect them to the dressmakers, tailors, hatters, and cobblers	Identify and describe difference between buying clothes in colonial times and buying clothes today	Word Work**:** *Measure*	WPS, use a KWL Chart to categorize information about dressmakers, tailors, hatters, and cobblers Use singing and motions to dramatize the read-aloud
Lesson 6: The Elves and the Shoemaker	WPS, use narrative language to describe characters and setting of "The Elves and the	Prior to listening to "The Elves and the Shoemaker," identify the four tradespeople covered in "Dressmakers,	Word Work**:** *Thrilled*	Use a combination of drawing, dictating, and writing to present information about

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	Shoemaker" While listening to "The Elves and the Shoemaker," predict what will happen in the read-aloud based on text heard thus far, and then compare the actual outcome to the prediction Identify "The Elves and The Shoemaker" as a fictional story about a cobbler in contrast to the informational text in the previous lesson	Tailors, Hatters, and Cobblers" and the garments or accessories they made Compare and contrast people who sell clothes today and those who sold clothing long ago		four different tradespeople
	Pausing Point (2 Days)			
Lesson 7: The House Builders: Bricklayers, Masons, and Carpenters	WPS, describe the connection between the tradespeople in the read-aloud who built houses in colonial times Describe how houses were built in colonial times Compare and contrast the tradespeople in the read-aloud (bricklayers, masons, and carpenters)	Identify the types of material used to build houses and the names of the corresponding tradespeople Compare and contrast houses in colonial times to houses today	Word Work: *Patiently* Sayings and Phrases: "Better Safe Than Sorry"	WPS, dramatize the process of building a house in colonial times
Lesson 8: The Blacksmith	WPS, discuss the materials used to make homes in Colonial America from the previous read-aloud and connect those to the tradesperson in "The Blacksmith" Describe the job of a blacksmith and why it was important Compare and contrast blacksmiths and other colonial tradespeople	Identify and describe the tradespeople who made houses in colonial times Identify the blacksmith as a tradesperson	Word Work**:** *Essential* Multiple Meaning Word: *Iron* Syntactic Awareness Activity: *Where*	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: The Little Gray Pony	WPS, identify the characters, setting, and plot in their retelling of the story "The Little Gray Pony" Using illustrations and textual clues, make predictions about events in the story WPS, retell the story "The Little Gray Pony," including the characters, setting, and events of the story in proper sequence (using temporal words *first*, *next*, *later*, and *finally*)	Recall key information about the blacksmith and identify coal as an important fuel	Word Work: *Merry*	Use a combination of drawing, dictating, and writing to present the main events of the story in the correct sequence, using narrative terms like beginning, middle, and end Exchange drawings with a partner and add details based on peer feedback
Lesson 10: Stone Soup	Describe how different tradespeople helped the soldiers in the story WPS, use narrative language to describe the characters, setting, and events from "Stone Soup" Explain that "Stone Soup" is a fictional story about colonial tradespeople in contrast to the informational text in earlier lessons	Discuss the job of a soldier Describe how townspeople helped soldiers in colonial times	Word Work: *Sympathy*	Draw a simple shop sign for six colonial tradespeople With guidance and support, add details to strengthen drawing or writing, as needed
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

Taking Care of the Earth

10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (16 Days)

This domain will introduce students to the importance of being environmentally aware individuals. Students will learn that the best way to conserve Earth's natural resources is to practice the three Rs of conservation—reduce, reuse, and recycle. By studying conservation, students will become familiar with the earth's natural resources and will begin to recognize how people's actions affect the environment in which we live. Students will learn specifically about land, water, and air pollution as well as the water cycle, the journey of trash from its creation to its burial in a landfill, and the steps in the recycling and composting processes. Practical examples of how students can help take care of the earth are included throughout the domain.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*WPS, ask and answer questions (e.g.,* who, what, where, when*) requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships* *WPS, ask and answer questions about unknown words in informational read-alouds and discussions* *Actively engage in informational read-alouds and associated activities*	*Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc).* *Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age* *Ask and answer questions to clarify information in a read-aloud* *Speak audibly and express thoughts, feelings, and ideas clearly* *Listen to a variety of texts* *Answer questions orally in complete sentences*	*Use frequently occurring nouns and verbs in oral language* *Produce and expand complete sentences in shared language* *Identify real-life connections between words and their use (e.g., note places at school that are colorful)* *Use words and phrases acquired through conversations, being read to, and responding to texts*	
Lesson 1: Introducing the Earth	WPS, describe an image of Earth and use pictures accompanying "Introducing the Earth" to check and support understanding of the read-aloud WPS, describe the three things that make up the earth Explain that "Introducing the Earth" is realistic text because we really do depend on Earth's land, water, and air to survive, but it is fantasy because the earth doesn't have feelings or talk	Prior to listening to "Introducing the Earth," identify what they know about Earth and how to take care of the planet	Word Work: *Responsibility* Multiple Meaning Word Activity: *Earth*	With assistance, categorize and organize facts and information about what they know, wonder, and would like to learn about taking care of the earth Use a combination of drawing, dictating, and writing to identify the three things that make up the earth

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: Garbage	WPS, identify the main topic and retell key details from "Garbage" Prior to listening to "Garbage," orally predict where garbage goes after it is thrown out, based on text heard thus far, and then compare the actual outcome to the prediction WPS, put image cards of what happens to garbage in the proper sequence to demonstrate understanding of the read-aloud	Prior to listening to "Introducing the Earth," identify what they know and have learned about Earth and the three things that make up the earth Describe familiar things, such as garbage and, WPS, provide additional detail	Word Work: *Hazardous*	Dictate what happens to garbage in the proper sequence, using the temporal words *first*, *then*, *next*, *later*, and *finally*
Lesson 3: Natural Resources	WPS, identify the main topic and retell key details from "Natural Resources" WPS, describe the connection between natural resources and everyday items that are made from those resources	Prior to listening to "Natural Resources," identify what they have learned about taking care of the earth	Word Work**:** *Conserve*	
Lesson 4: Reduce, Reuse, Recycle	WPS, compare and contrast an image of a green field and blue sky and an image of a landfill WPS, identify the main topic and retell key details from "Reduce, Reuse, Recycle" WPS, describe the connection between natural resources and the importance of reducing, reusing, and recycling	Prior to listening to "Reduce, Reuse, Recycle," identify what they learned about garbage and natural resources Ask questions to clarify directions for Interactive Illustrations following "Reduce, Reuse, and Recycle" Add drawings to descriptions of how to conserve a natural resource to provide additional detail	Word Work: *Reduce* Vocabulary Instructional Activity: *Symbol*	Create a drawing of a natural resource, naming the topic and providing some details With guidance and support, respond to questions and suggestions from peers and add details to a drawing of a natural resource
Lesson 5: Recycle! Recycle! Recycle!	WPS, identify the main topic and retell key details from "Recycle! Recycle! Recycle!" WPS, describe recycling and what happens at a recycling center in proper sequence	Prior to listening to "Recycle! Recycle! Recycle!," identify what they learned about conserving natural resources	Word Work**:** *Solution* Sayings and Phrases: "A Place for Everything, and Everything in Its Place"	Use a combination of drawing, dictating, and writing with sufficient detail to identify and describe one step in the recycling process

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 6: Composting	WPS, identify the main topic and retell key details from "Composting" WPS, describe the steps for composting in the proper sequence Discuss personal responses to whether their family composts and connect that to the family in the read-aloud "Composting" While listening to "Composting," orally predict where leftover food goes and what happens after a tomato is picked, based on text heard thus far, and then compare the actual outcome to the prediction	Prior to listening to "Composting," identify what they learned about taking care of the earth and recycling	Word Work: *Compost*	WPS, use a combination of drawing, dictating, and writing to recount the steps for composting in the proper sequence, including what items can and cannot be composted
	Pausing Point (2 Days)			
Lesson 7: Pollution	WPS, orally compare and contrast pictures of a clean beach and a dirty beach WPS, identify the main topic and retell key details from "Pollution" WPS, describe the three types of pollution from the read-aloud	Prior to listening to "Pollution," identify what they learned about taking care of the earth	Word Work: *Toxic* Multiple Meaning Word Activity: *Litter*	With assistance, update facts and information about what they know, wonder, and would like to learn about taking care of the earth
Lesson 8: Air Pollution	Use images to discuss details or key points from the text WPS, identify the main topic and retell key details from "Air Pollution" WPS, describe the connection between pollution and people	Prior to listening to "Pollution," identify what they learned about pollution	Word Work: *Global*	Create a drawing with sufficient detail about air pollution using information from the read-aloud "Air Pollution"

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: Willy the Water Drop	While listening to "Willy the Water Drop," orally predict what comes out of the wastewater pipe, based on text heard thus far, and then compare the actual outcome to the prediction Use images to discuss details or key points from the text Compare and contrast fresh water, salt water, and wastewater	Prior to listening to "Willy the Water Drop," identify what they know and have learned about water	Word Work**:** *Supply*	Use a combination of drawing, dictating, and writing with sufficient detail to identify and describe one type of water
Lesson 10: Goodbye from Good Old Earth	Use images to discuss details or key points from the text Describe the connection between pollution and everyday things people can do to take care of the earth	Prior to listening to "Goodbye from Good Old Earth," identify what they know and have learned about taking care of the earth, and air and water pollution	Word Work: *Effort*	With WPS, update facts and information in a chart about what they learned about taking care of the earth and use it to answer questions Use a combination of drawing, dictating, and writing to present information about one type of pollution and a possible solution With guidance and support from adults, explore a variety of digital tools to produce and publish a class book, "Reduce, Reuse, Recycle" Participate in shared research and writing project to create a class book, "Reduce, Reuse, Recycle"
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

Presidents and American Symbols

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (16 Days)

This domain explores the lives and legacies of five famous presidents and introduces students to several national symbols, including the American flag, the Statue of Liberty, the White House, and Mount Rushmore. Students begin by hearing about the branches of the government, what a president is, what a president does, and how a person becomes president. Students should have learned about monarchies in the Kings and Queens *domain prior to this domain, providing useful background knowledge on forms of government. By the end of this domain, students will be able to make a comparison between a king and a president.*

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*WPS, ask and answer questions (e.g.,* who, what, where, when*) requiring literal recall and understanding of the details and/or facts of an informational or literary read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational or literary read-aloud, including answering why questions that require recognizing cause/effect relationships* *WPS, ask and answer questions about unknown words in informational or literary read-alouds and discussions* *Actively engage in informational or literary read-alouds and associated activities*	*Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc).* *Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age* *Ask and answer questions to clarify information in a read-aloud* *Speak audibly and express thoughts, feelings, and ideas clearly* *Listen to a variety of texts* *Answer questions orally in complete sentences*	*Use frequently occurring nouns and verbs in oral language* *Produce and expand complete sentences in shared language* *Identify real-life connections between words and their use (e.g., note places at school that are colorful)* *Use words and phrases acquired through conversations, being read to, and responding to texts*	
Lesson 1: The Home of the President: Washington, D.C.	WPS, identify the main topic and retell key details from "The Home of the President: Washington, D.C." WPS, describe the connection between the president, Congress, and the Supreme Court WPS, compare and contrast kings and presidents	Prior to listening to "The Home of the President: Washington, D.C.," identify what they know about kings and queens	Word Work**:** *Liberties* Sayings and Phrases: "A Dog Is a Man's Best Friend"	With assistance, categorize and organize facts and information from "The Home of the President: Washington, D.C." to answer questions about kings and presidents

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: A Dishonest Story About an Honest Man	WPS, describe an illustration of George Washington and use pictures accompanying "A Dishonest Story About an Honest Man" to check and support understanding of the read-aloud Distinguish the legend of George Washington and the cherry tree as fantasy and not a true story Retell important facts and information from "A Dishonest Story About an Honest Man"	Prior to listening to "A Dishonest Story About an Honest Man," identify what they know and have learned about Washington, D.C. and the president	Word Work: *Respect*	Use a combination of drawing, dictating, and writing to retell the legend of George Washington and the cherry tree
Lesson 3: A Clever General	WPS, describe the connection between George Washington and Henry Knox WPS, use images accompanying "A Clever General" to check and support understanding of the read-aloud	Prior to listening to "A Clever General," identify what they know and have learned about the Pilgrims and colonies	Word Work: *Clever*	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed Use a combination of drawing, dictating, and writing to retell the legend of George Washington and the cherry tree With guidance and support from adults, explore a variety of digital tools to produce and publish the retelling of the legend of George Washington and the cherry tree
Lesson 4: George Washington	WPS, describe an illustration of George Washington and use pictures accompanying "George Washington" to check and support understanding of the read-aloud WPS, identify the main topic and retell key details from "George Washington" Describe the connection between George Washington and the presidency	Prior to listening to "George Washington," identify what they know and have learned about George Washington	Word Work: *Monarchy*	With assistance, categorize and organize facts and information about George Washington into a timeline depicting significant points in his life
Lesson 5: Thomas Jefferson	WPS, compare and contrast Thomas Jefferson and John Adams WPS, identify the reasons Thomas Jefferson gives to	Prior to listening to "Thomas Jefferson," identify what they know and have learned about George Washington and the Founding Fathers	Word Work: *Independence* Multiple Meaning Word Activity: *Turn*	Create a drawing with sufficient detail to present information about Thomas Jefferson

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	support his view that the colonists needed to start a new country WPS, describe an image of the Statue of Liberty and use pictures accompanying "Thomas Jefferson" to check and support understanding of the read-aloud			
	Pausing Point (3 Days)			
Lesson 6: Abraham Lincoln	Use images (such as that of a Abraham Lincoln) to discuss details or key points from the text WPS, describe the connection between slavery and the U.S. Civil War	Prior to listening to "Abraham Lincoln," identify what they know and have learned about George Washington and Thomas Jefferson	Word Work**:** *Serious*	Create a drawing with sufficient detail to present information about Abraham Lincoln With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed
Lesson 7: Teddy Roosevelt	WPS, describe a picture of young Theodore Roosevelt watching President Lincoln's funeral procession and use illustrations accompanying "Teddy Roosevelt" to check and support comprehension of the read-aloud WPS, describe the connection between Theodore Roosevelt's love of the outdoors and his accomplishments as president to conserve and protect nature	Prior to listening to "Teddy Roosevelt," identify what they know and have learned about George Washington, Thomas Jefferson, and Abraham Lincoln	Word Work: *Expert*	WPS, use a combination of drawing, dictating, and writing to retell significant events in the life of Theodore Roosevelt (as presented in the text)
Lesson 8: Barack Obama	WPS, describe an image of Barack Obama on the night of his election and use pictures accompanying "Barack Obama" to check and support understanding of the read-aloud WPS, compare and contrast Barack Obama and other American presidents	Prior to listening to "Barack Obama," identify what they know and have learned about the accomplishments of George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt Add drawings to descriptions of a favorite president to provide additional detail	Word Work**:** *Accomplishment* Sayings and Phrases: "Where There's a Will, There's a Way"	Use a combination of drawing, dictating, and writing to compose an opinion piece about the president they most admire and why With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: Carving Mount Rushmore	WPS, describe an image of Mount Rushmore, and use pictures accompanying "Carving Mount Rushmore" to check and support understanding of the read-aloud WPS, describe the connection between Mount Rushmore and George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt	Prior to listening to "Carving Mount Rushmore," identify what they know and have learned about George Washington, Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt, and Barack Obama	Word Work: *Determined*	Use a combination of drawing, dictating, and writing to present information about Mount Rushmore and supply some details about the topic
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

Scope and Sequence • Skills Strand • Grade 1

The Skills strand of the Core Knowledge Language Arts program teaches students the decoding skills needed for (future) independent reading. Each Skills lesson begins with a warm-up, reviewing previously taught content in reading, writing, and/or grammar. All reading times—denoted below as demonstration stories or whole group, small group, or partner reading—consist of a story preview, presentation, and discussion.

Unit 1 (32–35 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Sounds /p/, /k/, /g/, /n/, /a/ Spelled 'p'—'P', 'c'—'C', 'g'—'G', 'n'—'N', 'a'—'A' Chaining: One-Syllable Short Vowel Words			Handwriting 'a' 'A' 'p' 'P' 'n' 'N' 'c' 'C' 'g' 'G': Letters and Words
Lesson 2	Sounds /i/, /o/, /t/, /d/ Spelled 'i'—'I', 'o'—'O', 't'—'T', 'd'—'D'* Chaining: One-Syllable Short Vowel Words			Handwriting 'i' 'I' 'o' 'O' 't' 'T' 'd' 'D': Letters Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 3	Tricky Words: *a, I* Sounds /e/, /u/ Spelled 'e', 'u'	Identifying Nouns		Review: Handwriting—Letters Word Writing: One-Syllable Short Vowel CVC Words (with Cues)
Lesson 4	Sounds /m/, /f/, /v/ Spelled 'm'—'M', 'f'—'F', 'v'—'V'* Chaining: One-Syllable Short Vowel Words			Handwriting 'm' 'M' 'f' 'F' 'v' 'V': Letters Phrase Writing: One-Syllable Short Vowel Words (with Cues)
Lesson 5	Sounds /s/, /z/, /h/ Spelled 's'—'S', 'z'—'Z', 'h'—'H' Tricky Words: *no, so, of* Practice Reading Phrases		Large Card Chaining: One-Syllable Short Vowel Words	Handwriting 's' 'S' 'z' 'Z' 'h' 'H': Letters and Words
Lesson 6	Word Recognition Assessment Partner Reading			
Lesson 7	Reading Assessment Independent Reading			Vocabulary: Pictorial Representations
Lesson 8	Reading Assessment Independent Reading			Vocabulary: Pictorial Representations
Lesson 9	Reading Assessment Independent Reading			Vocabulary: Pictorial Representations
Lesson 10	Reading Assessment Independent Reading			Word Writing: Using Letters to Make Words

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 11	Sister Sounds /s/ and /z/, /f/ and /v/* Tricky Words: *is, to*		Chaining: One-Syllable Short Vowel Words	Review: Handwriting—Letters and Words
Lesson 12	Sounds /b/, /l/, /r/ Spelled 'b'—'B', 'l'—'L', 'r'—'R'		Chaining: One-Syllable Short Vowel Words	Handwriting 'b' 'B' 'l' 'L' 'r' 'R': Letters and Words Word Writing: One-Syllable Short Vowel CVC and CVCC Words (with Cues)
Lesson 13	Sounds /w/, /e/, /u/ Spelled 'w'—'W', 'e'—'E', 'u'—'U' Tricky Words: *all, some**		Chaining: One-Syllable Short Vowel Words	Handwriting 'w' 'W' 'e' 'E' 'u' 'U': Letters Word Writing: Tricky Words (with Cues)
Lesson 14	Tricky Words: *from, word* Reading Phrases	Identifying Nouns		Review: Handwriting—Letters and Words
Lesson 15	Sounds /j/, /y/ Spelled 'j'—'J', 'y'—'Y' Tricky Words: *are, have, were** Reading Phrases		Chaining: One-Syllable Short Vowel Words	Handwriting 'j' 'J' 'y' 'Y': Letters and Words
Lesson 16	Sounds /x/, /k/ Spelled 'x'—'X', 'k'—'K' Chaining: One-Syllable Short Vowel Words[t] Tricky Words: *one, once*		Chaining: One-Syllable Short Vowel Words[t]	Handwriting 'x' 'X' 'k' 'K': Letters and Words
Lesson 17	Sounds /ch/, /sh/ Spelled 'ch', 'sh' Chaining: One-Syllable Short Vowel Words Tricky Words: *do, two**	Identifying Nouns		Handwriting 'ch' 'sh': Letters and Words
Lesson 18	Sister Sounds /th/ and /th/* Chaining: One-Syllable Short Vowel Words Practice Reading Phrases and Sentences			Handwriting 'th': Letters and Words
Lesson 19	Tricky Words: *the, who* Demonstration Story Partner Reading Reading Comprehension: Multiple Choice			Response to Text: Sentences

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 20	Sounds /ng/, /qu/ Spelled 'ng', 'qu'* Tricky Words: *said, says* Demonstration Story Partner Reading Reading Comprehension: Multiple Choice			Handwriting 'ng' 'qu': Letters and Words Response to Text: Sentences
Lesson 21	Review: Vowel Sounds Demonstration Story Partner Reading Reading Comprehension: Multiple Choice			Response to Text: Sentences
Lesson 22	Review: Consonant and Vowel Sounds Small Group Reading*	Identifying Nouns		
Lesson 23	Sounds /k/, /b/, /d/, /f/, /g/, /l/, /m/, /s/ Spelled 'ck', 'bb', 'dd', 'ff ', 'gg', 'll', 'ss' Small Group Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences
Lesson 24	Sounds /k/, /n/, /p/, /r/, /t/, /z/ Spelled 'cc', 'nn', 'pp', 'rr', 'tt', 'zz' Sound /k/ Spelled 'c', 'ck', 'k', 'cc'			Word Writing: One Syllable Short Vowel Words with Double-Letter Spellings (with Cues)
Lesson 25	Sister Sounds /s/ and /z/ Tricky Words: *was, when, why* *			
Lesson 26	Demonstration Story Small Group Reading Reading Comprehension: Multiple Choice	Identifying Nouns*		Response to Text: Sentences
Lesson 27	Tricky Words: *where, what, which*	Review: Question Mark		
Lesson 28	Partner Reading Review: Tricky Words *			Response to Text: Sentences
Lesson 29	Tricky Words: *here, there*	Identifying Nouns Review: Question Mark	Dictation: One-Syllable Short Vowel Words	

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 30	Review: Letter Names Demonstration Story Small Group Reading Reading Comprehension: Multiple Choice *		Dictation: One-Syllable Short Vowel Words with Double-Letter Spellings	Response to Text: Sentences
Lesson 31	Review: Tricky Words Partner Reading			Response to Text: Sentences
Lesson 32	Review: Tricky Words Partner Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences
Pausing Point	Review: Sound Spelling, Tricky Words, Alphabet Partner Reading* Practice Reading Phrases* Reading Comprehension: Multiple Choice		Chaining Dictation	Review: Handwriting—Letters Word and Phrase Writing: One-Syllable Short Vowel Words (with Cues) Response to Text: Sentences

*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (*) appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.

[t] Chaining appears in both columns as both Chaining for Reading and Chaining for Spelling are practiced in this lesson.

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Unit 2 (19–22 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Vowel Digraph 'ee'* Demonstration Story Reading Comprehension: Multiple Choice			Handwriting 'ee': Letters and Words Response to Text: Sentences
Lesson 2	Chaining: One-Syllable Long Vowel Words Tricky Words: *he, she, be, me, we* Demonstration Story* Reading Comprehension: Multiple Choice	Identifying Proper Nouns		Response to Text: Sentences
Lesson 3	Vowel Digraph 'a_e' Small Group Reading*		Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One-Syllable Words with Long Vowel Digraphs
Lesson 4	Review: Vowel Digraphs Demonstration Story Small Group Reading Reading Comprehension: Multiple Choice		Chaining: One-Syllable Long Vowel Words	Response to Text: Sentences, Pictorial Representation
Lesson 5	Tricky Words: *they, their** Whole Group Reading Small Group Reading Reading Comprehension: Multiple Choice		Chaining: One-Syllable Long Vowel Words	Response to Text: Sentences
Lesson 6	Vowel Digraph 'i_e' Partner Reading *		Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One-Syllable Words with Long Vowel Digraphs Response to Text: Sentences
Lesson 7	Review: Tricky Words Demonstration Story Small Group Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 8	Vowel Digraph 'o_e' *		Chaining: One-Syllable Long Vowel Words Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One-Syllable Words with Long Vowel Digraphs Handwriting 'o_e': Words
Lesson 9	Small Group Reading	Identifying Nouns	Chaining: One-Syllable Long Vowel Words	
Lesson 10	Tricky Words: *my, by* Demonstration Story Small Group Reading Reading Comprehension: Multiple Choice			Response to Text: Sentences *
Lesson 11	Review: Tricky Words Partner Reading Reading Comprehension: Multiple Choice *	Identifying Nouns	Chaining: One-Syllable Long Vowel Words	Word Writing: One-Syllable Words with Long Vowel Digraphs Response to Text: Sentences
Lesson 12	Vowel Digraph 'u_e' Demonstration Story*		Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One-Syllable Words with Long Vowel Digraphs Response to Text: Sentences
Lesson 13	Partner Reading Reading Comprehension: Multiple Choice *		Dictation: One-Syllable Words with Long Vowel Digraphs	Word Writing: One-Syllable Words with Long Vowel Digraphs Response to Text: Sentences
Lesson 14	Tricky Words: *you, your* Small Group Reading			
Lesson 15	Review: Tricky Words Demonstration Story* Review: Sound Spelling	Review: Identifying Nouns		
Lesson 16	Small Group Reading Review: Sound Spelling, Tricky Words	Review: Identifying Nouns		
Lesson 17	Partner Reading Reading Comprehension: Multiple Choice Reading: Wiggle Cards Review: Sound Spelling, Tricky Words*	Review: Identifying Nouns		Response to Text: Sentence, Pictorial Representation
Lesson 18	Word Recognition Assessment Reading: Wiggle Cards			

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 19 Pausing Point	Small Group Reading Review: Sound Spelling, Tricky Words* Partner Reading* Reading Comprehension: Multiple Choice	Assessment: Identifying Nouns Review: Identifying Nouns	Chaining: One-Syllable Words Dictation: One-Syllable Words with Long Vowel Digraphs	Review: Handwriting—Words with Vowel Digraphs, Tricky Words Word Writing: One-Syllable Words with Long Vowel Digraphs (with Cues) Response to Text: Sentences, Pictorial Representation

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Unit 3 (19–22 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Sound /oo/ Spelled 'oo' Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Words Introduction: *same, green, stone, line, make, hide, seed, they**	Handwriting 'oo': Letters and Words Response to Text: Sentences (with Citation)
Lesson 2	Tricky Word *because* *		Dictation: One-Syllable Words	Planning a Fictional Narrative Response to Text
Lesson 3	Review: Sound /oo/ Partner Reading			Drafting a Fictional Narrative
Lesson 4	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Editing a Fictional Narrative Response to Text: Sentences (with Citation)
Lesson 5	Review: Tricky Words Sound /oo/ Spelled 'oo' *		Spelling Assessment	Handwriting 'oo': Letters and Words
Lesson 6	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Words Introduction: *frog, moth, quote, wood, took, spoon, tooth, why**	Planning and Drafting a Book Report Response to Text: Sentences (with Citation)
Lesson 7	Tricky Spelling 'oo'* Tricky Words: *could, should, would*			Editing a Book Report Word Writing: One-Syllable 'oo' Words (with Cues)
Lesson 8	Small Group Reading	Identifying Verbs		Publishing a Book Report Word Writing: One-Syllable Words (with Cues)
Lesson 9	Sound /ou/ Spelled 'ou' Small Group Reading			Handwriting 'ou': Letters and Words
Lesson 10	Tricky Word *down* Chaining: One-Syllable Words Whole Group Reading*	Identifying Verbs	Spelling Assessment	Word Writing: One-Syllable Words (with Cues) Vocabulary: Pictorial Representations
Lesson 11	Chaining: One-Syllable Words Reading: Wiggle Cards Review: Tricky Words Reading Comprehension: Yes/No Questions		Spelling Words Introduction: *brook, stood, booth, room, south, proud, shout, down*	Word Writing: One-Syllable Words (with Cues)

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 12	Sound /oi/ Spelled 'oi'* Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Handwriting 'oi': Letters and Words Response to Text: Sentences, Pictorial Representation (with Citation)
Lesson 13	Review: Sounds Small Group Reading	Identifying Past- and Present-Tense Verbs	Chaining: One-Syllable Words	
Lesson 14	Small Group Reading		Chaining: One-Syllable Words	Word Writing: One-Syllable Words
Lesson 15	Sound /aw/ Spelled 'aw' Reading: Wiggle Cards		Spelling Assessment	Handwriting 'aw': Letters and Sounds
Lesson 16	Review: Tricky Words* Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)	Identifying Present- and Past-Tense Verbs		Response to Text: Pictorial Representation
Lesson 17	Small Group/Partner Reading*		Chaining: One-Syllable Words	Word Writing: One-Syllable Words
Lesson 18	Review: Tricky Words Chaining: One-Syllable Words Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Word Writing: One-Syllable Words Response to Text: Sentences, Pictorial Representation (with Citation)
Lesson 19	Word Recognition Assessment Reading: Wiggle Cards Story Comprehension Assessment			Story Comprehension Assessment
Pausing Point	Review: Sound Spelling, Tricky Words, Words with Vowel Digraphs Practice Reading Phrases and Sentences Partner Reading Reading Comprehension: Multiple Choice (with Citation)	Review: Identifying Verbs, Identifying Nouns	Chaining: One-Syllable Words Dictation: One-Syllable Words, Phrases, and Sentences	Word Writing: One-Syllable Words, Tricky Words (with Cues) Review: Handwriting—Words with Double-Letter Consonant Sounds Response to Text: Sentences, Pictorial Representation (with Citation)

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Unit 4 (28–31 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Sound /er/ Spelled ‘er’		Spelling Words Introduction: *Sunday*, *Monday*, *Tuesday*, *Wednesday*, *Thursday*, *Friday*, *Saturday**	
Lesson 2	Review: Sound /er/ Speller ‘er’* Whole Group Reading	Contractions		Word Writing: One-Syllable Words (with Cues)
Lesson 3	Small Group Reading Reading Comprehension: Multiple Choice (with Citation) Vowel Digraph Spellings	Contractions		Handwriting ‘er’: Letters and Words Word Writing: One-Syllable Words (with Cues) Response to Text: Sentences
Lesson 4	Medial Sounds Sound /ar/ Spelled ‘ar’* Whole Group Reading			Handwriting ‘ar’: Letters and Words
Lesson 5	Review: Medial Sounds Small Group Reading* Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment Dictation: One-Syllable Words with /er/ and /ar/	Word Writing: One-Syllable Words with /er/ and /ar/ Response to Text: Sentences (with Citation)
Lesson 6	Reading: Wiggle Cards	Contractions	Spelling Words Introduction: *sharp, fern, start, spoil, verb, shark, crawl, because**	Word Writing: One-Syllable Words (with Cues)
Lesson 7	Minimal Pairs Reading: Wiggle Cards Sound /or/ Spelled ‘or’ *		Two-Syllable Words	Handwriting ‘or’: Letters and Words *
Lesson 8	Two-Syllable Words Tricky Words: *yesterday*, *today*, *tomorrow* Small Group Reading*		Dictation: Tricky Words	Word Writing: Tricky Words
Lesson 9	Two-Syllable Words Small Group Reading Reading Comprehension: Multiple Choice	Identifying Nouns and Verbs	Dictation: One-Syllable Words with Digraph Vowel Sounds or an *r*-Controlled Syllable	Word Writing: One-Syllable Words with Digraph Vowel Sounds or an *r*-Controlled Syllable Response to Text: Sentences

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 10	Chaining: Two-Syllable Words Whole Group Reading* Reading Comprehension: Multiple Choice		Spelling Assessment	Response to Text: Sentences
Lesson 11	Chaining with Two-Syllable Words Reading: Wiggle Cards *		Spelling Words Introduction: *barking, carpet, zipper, perfume, border, morning, forest, today** Dictation: Two-Syllable Words (with Cues)	Word Writing: Two-Syllable Words (with Cues)
Lesson 12	Reading: Wiggle Cards Small Group Reading* Reading Comprehension: Multiple Choice (with Citation)	Verb Identification: Present and Past Tense		Sentence Writing (with Cues) Response to Text: Fill-in-the-Blank, Sentence
Lesson 13	Small Group Reading *	Past, Present, and Future Verb Tenses		Word Writing: Two-Syllable, Past-Tense Verbs (with Cues)
Lesson 14	Clapping and Reading Two-Syllable Words Review: Vowel Sounds Reading: Wiggle Cards Small Group Reading Reading Comprehension: Multiple Choice			Word Writing: One- and Two-Syllable Words (with Cues) Response to Text: Sentences
Lesson 15	Partner Reading		Spelling Assessment Chaining: One-Syllable Words	Response to Text: Sentences
Lesson 16	Whole Group Reading	Verb Identification	Spelling Words Introduction: *sounded, lifted, pointed, parked, waved, grinned, tripped, have**	Response to Text: Sentences
Lesson 17	Small Group Reading	Identifying Nouns, Adjectives and Verbs		*
Lesson 18	Chaining: Two-Syllable Words with Endings –*ness* and –*less*[t] *	Using Adjectives	Chaining: One-Syllable Words[t]	
Lesson 19	Partner Reading	Past-Tense Verbs		Word Writing: Two-Syllable, Past-Tense Verbs (with Cues) Response to Text: Sentences

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 20	Review: Sounds /ar/ , /or/, and /er/		Spelling Assessment	Descriptive Writing: Planning Word Writing: Two-Syllable Words (with Cues)
Lesson 21	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Descriptive Writing: Drafting* Response to Text: Sentences
Lesson 22	* Identify Adjectives	Past-Tense Marker *–ed*		Descriptive Writing: Planning and Research Using Informational Text Word Writing: Two-Syllable, Past-Tense Verbs
Lesson 23	Small Group Reading *			Descriptive Writing: Drafting
Lesson 24	Review: Word Reading			Descriptive Writing: Editing Word Writing: Two-Syllable, Compound Words (with Cues)
Lesson 25	Small Group Reading	Grammar Assessment	Dictation Assessment	Dictation Assessment Descriptive Writing: Review
Lesson 26	Reading Comprehension Assessment Word Reading in Isolation Assessment			
Lesson 27	Reading Comprehension Assessment Word Reading in Isolation Assessment			
Lesson 28	Reading Comprehension Assessment Word Reading in Isolation Assessment			
Pausing Point	Review: Recognizing and Isolating Sounds, Tricky Words, Minimal Pairs Reading Phrases and Sentences Reading Decodable Stories*	Identifying Verbs and Adjectives in Phrases/Sentences Understanding Past, Present, and Future Tense	Dictation: One-Syllable Words Chaining: One-Syllable Words	Review: Handwriting—Letters and Words Word Writing: One- and Two-Syllable Words (with Cues) Response to Text: Sentences, Paragraph

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[t] Chaining appears in both columns as both Chaining for Reading and Chaining for Spelling are practiced in this lesson.

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Unit 5 (22–25 days)*

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Spelling Alternatives ‘p’ and ‘pp’ for /p/	Plural Nouns Root Words	Spelling Words Introduction: *horn, porch, short, park, barns, herd, verb, said**	Word Writing: One-Syllable Singular and Plural Nouns (with Cues); Two-Syllable Words with *–ed* and *–ing* Endings
Lesson 2	Tricky Word *how* Whole Group Reading Reading Comprehension: Multiple Choice (with Citation)	Plural Nouns		Word Writing: One-Syllable Singular and Plural Nouns (with Cues) Response to Text: Sentences (with Citation)
Lesson 3	Spelling Alternatives ‘b’ and ‘bb’ for /b/	Statements and Questions		Word Writing: Two-Syllable Words with *–ed* and *–ing* Endings (with Cues) Handwriting ‘?’ ‘.’: Marks and Sentences *
Lesson 4	Spelling Alternatives ‘c’ ‘k’ ‘cc’ ‘ck’ for /k/* Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Response to Text: Sentences (with Citation) *
Lesson 5	Spelling Alternatives ‘c’ ‘k’ ‘cc’ ‘ck’ for /k/	Root Words Statements and Questions	Spelling Assessment	Word Writing: Two-Syllable Words with *–ed* and *–ing* Endings (with Cues) Sentence Writing: Correcting Punctuation and Capitalization
Lesson 6	Spelling Alternatives ‘ch’ and ‘tch’ for /ch/ Small Group Reading		Spelling Words Introduction: *chips, much, catch, fetch, marsh, shine, flash, how**	Word Writing: One- and Two-Syllable Words (with Cues)
Lesson 7	Spelling Alternatives ‘g’ and ‘gg’ for /g/ Partner Reading Reading Comprehension: Multiple Choice (with Citation) *	Statements and Questions		Sentence Writing: Correcting Punctuation and Capitalization Response to Image Response to Text: Sentences, Pictorial Representation
Lesson 8	Spelling Alternatives ‘j’ ‘g’ ‘ge’ for /j/ Partner Reading* Reading Comprehension: Multiple Choice			Response to Text: Sentences, Pictorial Representation

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 9	Tricky Spelling 'g' for /g/ and /j/ Small Group Reading Reading Comprehension: Multiple Choice (with Citation)	Review: Plural Nouns*		Word Writing: One- and Two-Syllable Words with 'g' > /g/ or /j/ (with Cues) Response to Text: Sentences (with Citation)
Lesson 10	Review: Sound Spelling Small Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment	Response to Text: Paragraph
Lesson 11	Spelling Alternatives 't' 'tt' 'ed' for /t/ *	Statements, Questions, and Exclamations	Spelling Words Introduction: *jumping, jars, germ, gem, charged, fringe, magic, your**	Word Writing: One- and Two-Syllable Words with 't', 'tt', or 'ed' > /t/ (with Cues) Handwriting '!' '?' '.': Marks and Sentences
Lesson 12	Review: Sister Sounds Spelling Alternatives 'd' 'dd' 'ed' for /d/ Tricky Word *(stage)coach* Small Group Reading Reading Comprehension: Multiple Choice (with Citation) *			Word Writing: One- and Two-Syllable Words with 'd', 'dd', 'ed' > /d/ (with Cues) Response to Text: Sentences (with Citation)
Lesson 13	Spelling Alternatives 'f' 'ff' for /f/ Small Group Reading	Statements, Questions, and Exclamations		Word Writing: One- and Two-Syllable Words (with Cues) Handwriting '!' '?' '.': Marks and Sentences Response to Text: Fill-in-the-Blank, Sentence, Pictorial Representation (with Citation)
Lesson 14	Spelling Alternatives 'v' 've' for /v/ Tricky Word *picture* Small Group Reading* Reading Comprehension: Multiple Choice (with Citation)	Statements, Questions, and Exclamations		Word Writing- One- and Two-Syllable Words (with Cues) Response to Text: Sentence (with Citation)
Lesson 15	Partner Reading		Spelling Assessment	Introduction to Opinion Writing

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 16	Spelling Alternatives 'r' 'rr' 'wr' for /r/		Spelling Words Introduction: *trucker, kitten, parked, duck, add, planned, offer, was**	Word Writing: One- and Two-Syllable Words with 'r', 'rr', 'wr' > /r/ (with Cues) Writing an Opinion Paragraph (Whole Group)
Lesson 17	Reading: Wiggle Cards Small Group Reading Reading Comprehension: Multiple Choice (with Citation)			Writing and Opinion Paragraph (Independent) Response to Text: Sentences (with Citation) *
Lesson 18	*	Sentence Building		Editing an Opinion Paragraph
Lesson 19	Spelling Alternatives 'l' 'll' for /ll/ Partner Reading			Word Writing: One-Syllable Words with 'l', 'll' > /l/ (with Cues)
Lesson 20	Reading: Wiggle Cards Review: Tricky Words Partner Reading*	Review: Adjectives	Spelling Assessment	Response to Text: Sentences (with Citation)
Lesson 21	Review: Two-Syllable Words Partner Reading Reading Comprehension: Multiple Choice (with Citation) *			Word Writing: Two-Syllable Words (with Cues) Response to Text: Sentences (with Citation)
Lesson 22	Word Recognition Assessment Partner Reading Reading Comprehension: Multiple Choice (with Citation)	Grammar Assessment		Response to Text Response to Text: Sentences (with Citation)
Pausing Point	Review: Sound Spelling, Tricky Words, Minimal Pairs, Sister Sounds, Tricky Spellings Partner Reading* Reading Comprehension: Multiple Choice (with Citation)	Review: Statements, Questions, and Exclamations; Building Sentences	Chaining: One- and Two-Syllable Words Dictation: One- and Two-Syllable Words	Review: Handwriting—Letters and Words Word Writing: One- and Two-Syllable Words (with Cues) Sentence Writing (with Cues) Response to Text: Sentences, Friendly Letter (with Citation)

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Unit 6 (25–28 days)*

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Spelling Alternative ‘c’ for /s/		Spelling Words Introduction: *swimming, rotten, hidden, batter, shredded, popping, nodded, their**	Introduction to Personal Narratives
Lesson 2	Tricky Spelling ‘c’ for /s/ and /k/			Planning a Personal Narrative (Whole Group)* Word Writing: One- and Two-Syllable Word with ‘c’ > /k/ or /s/ (with Cues)
Lesson 3	Review: Tricky Spelling ‘c’			Writing a Personal Narrative (Whole Group)
Lesson 4	Spelling Alternatives ‘ce’ ‘se’ for /s/			Planning and Writing a Personal Narrative (Individual) Word Writing: One-Syllable Words with ‘ce’ or ‘se’ > /s/ (with Cues)
Lesson 5			Spelling Assessment	Editing and Publishing a Personal Narrative
Lesson 6	Review: Tricky Spelling ‘c’, Spelling Alternatives for /s/ Whole Group Reading Reading Comprehension (with Citation)		Spelling Words Introduction: *sun, kiss, cent, prince, jazz, pigs, zip, here**	Response to Text: Sentence (with Citation)
Lesson 7	Small Group Reading*	Adjectives, Prepositions and Pronouns		Word Writing: Pronouns
Lesson 8	Review: Tricky Spelling ‘g’, Spelling Alternatives for /j/ Small Group Reading			Response to Text: Sentences (with Citation)
Lesson 9	Small Group Reading	Nouns and Pronouns		Word Writing: Pronouns, One-Syllable Words (with Cues)* Response to Text: Sentences (with Citation)
Lesson 10	Spelling Alternative ‘kn’ for /n/ Small Group Reading		Spelling Assessment	Response to Text: Sentences (with Citation) Word Writing: One- and Two-Syllable Word with ‘s’, ‘ss’, or ‘c’ > /s/ (with Cues)*

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 11	Review: Spelling Alternatives for /s/ and /n/ Small Group Reading		Spelling Words Introduction: *maps, mice, hammer, trimmed, skipped, scrub, space, could**	Word Writing: One- or Two-Syllable Words with 'n', 'nn', or 'kn' > /n/ (with Cues), One-Syllable Words with *–ed* and *–ing* Endings Response to Text: Sentences (with Citation)
Lesson 12	Review: Tricky Words Small Group Reading			Response to Text: Sentences (with Citation)
Lesson 13	Small Group Reading*	Nouns and Pronouns		Word Writing: Pronouns Response to Text: Sentences (with Citation)
Lesson 14	Small Group Reading	Building Sentences with Adjectives and Prepositions		Response to Text: Sentences (with Citation)
Lesson 15	Partner Reading	Review: Plural Nouns	Spelling Assessment	Word Writing: One-Syllable Plural Nouns (with Cues) Response to Text: Sentences (with Citation)
Lesson 16	Spelling Alternative 'wh' for /w/ Small Group Reading		Spelling Words Introduction: *knit, kneel, nose, center, nugget, running, winner, which**	Response to Text: Sentences (with Citation)
Lesson 17	Partner Reading		Spelling Dictation	Response to Text: Sentences (with Citation)
Lesson 18	Spelling Alternative 'n' for /ng/ Small Group Reading*			
Lesson 19	Tricky Spelling 'n' for /n/ and /ng/ Small Group Reading			Word Writing: One-Syllable Words with 'n' > /n/ or /ng/ (with Cues) Response to Text: Sentences (with Citation)
Lesson 20	Partner Reading	Review: Pronouns	Spelling Assessment	Response to Text: Sentences (with Citation)
Lesson 21	Review: Root Words and Endings Small Group Reading*			Word Writing: Two-Syllable Words with *–ed* or *–ing* Endings Response to Text: Sentences (with Citation)
Lesson 22	Small Group Reading		Spelling Dictation	Response to Text: Sentences (with Citation)

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 23	Tricky Word *cow* Small Group Reading *			Word Writing: One- and Two- Syllable Words (with Cues) Response to Text: Sentences (with Citation)
Lesson 24	Word Recognition Assessment Wiggle Cards Small Group Reading			Response to Text: Sentences (with Citation)
Lesson 25	Story Comprehension Assessment Wiggle Cards			Response to Text: Sentences (with Citation)
Pausing Point	Review: Sound Spelling, Tricky Words Partner Reading*	Review: Building Sentences with Adjectives and Prepositions, Pronouns		Word Writing: One- and Two-Syllable Words (with Cues) Planning and Drafting Descriptions Response to Text: Sentences (with Citation)

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Unit 7 (20–23 days)

	Phonics & Reading	Grammar	Spelling	Writing
Lesson 1	Spelling Alternatives for /ae/ Reading: Wiggle Cards		Spelling Words Introduction: *fade, knocked, knitting, pitch, wrapper, hands, drinking, by**	Word Writing: One-Syllable Words with 'ai' and 'ay' > /ae/ (with Cues)
Lesson 2	Chaining: One-Syllable Words Whole Group Reading			Word Writing: One-Syllable Words with 'ai' and 'ay' > /ae/ (with Cues)*
Lesson 3	Small Group Reading	Review: Common, Proper and Plural Nouns		Response to Text: Sentences (with Citation)
Lesson 4	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)	Noun-Verb Agreement		Word Writing: Nouns and Verbs, One- and Two-Syllable Words (with Cues) Response to Text: Paragraph
Lesson 5	Reading Comprehension: Multiple Choice Small Group Reading*		Spelling Assessment	
Lesson 6	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)	Noun-Verb Agreement	Spelling Words Introduction: *rain, hair, explain, stay, stray, display, escape, your**	Word Writing: Nouns and Verbs (with Cues) Response to Text: Sentences (with Citation)
Lesson 7	Partner Reading	Commas in a Series		Response to Text: Sentences (with Citation), Friendly Letter
Lesson 8	Small Group Reading* Reading Comprehension: Multiple Choice (with Citation)	Review: Root Words and Endings		Word Writing: Two-Syllable Words with *–ed* and *–ing* Endings Sentence Writing Response to Text: Sentence (with Citation)
Lesson 9	Partner Reading	Review: Punctuation*		Response to Text: Sentences (with Citation)
Lesson 10	Small Group Reading	Review: Punctuation	Spelling Assessment	
Lesson 11	Spelling Alternatives for /oe/ Small Group Reading		Spelling Words Introduction: *classmate, airplane, gain, brainstorm, railway, layer, playground, who**	Response to Text: Sentences (with Citation)
Lesson 12	Small Group Reading	Building Sentences with Conjunctions		Word Writing: One-Syllable Words with 'oa' > /oe/ or 'ai', 'ay' > /ae/ (with Cues) Response to Text: Sentences (with Citation)

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	Phonics & Reading	Grammar	Spelling	Writing
Lesson 13	Whole Group Reading			Response to Text: Sentences (with Citation), Pictorial Representation Instructional Writing: Introduction
Lesson 14	Small Group Reading*			Instructional Writing: Sequencing Steps
Lesson 15	Small Group Reading Reading Comprehension: Multiple Choice (with Citation)		Spelling Assessment	Response to Text: Sentences (with Citation) Instructional Writing: Giving Good Oral Instructions
Lesson 16	Partner Reading Reading Comprehension: Multiple Choice (with Citation)			Response to Text: Sentences (with Citation) Instructional Writing: Planning and Drafting
Lesson 17	Small Group Reading			Instructional Writing: Editing and Publishing
Lesson 18	Small Group Reading*	Noun-Verb Agreement Commas in a Series		Response to Text: Sentences (with Citation)
Lesson 19	Silent Reading Comprehension Assessment Reading: Wiggle Cards Small Group Reading			Response to Text: Sentences (with Citation)
Lesson 20	Fluency Assessment Reading: Wiggle Cards Small Group Reading			Response to Text: Sentences (with Citation)
Lesson 21	Word Reading in Isolation Assessment Reading: Wiggle Cards			Word Writing: One- and Two-Syllable Words (with Cues)
Pausing Point	Review: Spelling Alternatives Reading: Wiggle Cards Reading Comprehension: Multiple Choice	Review: Quotation Marks, Commas	Chaining: One-Syllable Words Dictation: Sounds, Words, Phrases, and Sentences	Word Writing: One- and Two-Syllable Words (with Cues)

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Scope and Sequence • Knowledge Strand • Grade 1

The Knowledge strand of the Core Knowledge Language Arts program is designed to help students build the background knowledge and vocabulary critical to listening and reading comprehension. Through introducing, presenting, and discussing read-alouds in each domain, teachers build students' listening and reading comprehension and oral language skills.

Each Teacher Guide is comprised of daily lessons, pausing points, a domain review, a domain assessment, and culminating activities.

- ***Pausing Points:*** *opportunities to review, reinforce, or extend the content taught thus far.*
- ***Domain Review:*** *an opportunity to review and reinforce the material (e.g., core content and vocabulary) in the domain in order to help students prepare for the domain assessment.*
- ***Domain Assessment:*** *evaluates students' understanding and retention of academic vocabulary words and the core content targeted in the domain. The results should guide review and remediation the following day(s).*
- ***Culminating Activities:*** *provide remediation and/or enrichment for individual students, small groups, or the whole class based on the results of the Domain Assessment.*

Table of Contents:

Domain 1: Fables and Stories
Domain 2: The Human Body
Domain 3: Different Lands, Similar Stories
Domain 4: Early World Civilizations
Domain 5: Early American Civilizations
Domain 6: Astronomy
Domain 7: The History of the Earth
Domain 8: Animals and Habitats
Domain 9: Fairy Tales
Domain 10: A New Nation: American Independence
Domain 11: Frontier Explorers

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Fables and Stories

10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (16 Days)

This domain will introduce students to fables and stories that have delighted generations of people. By listening to these classics, students will increase their vocabulary and reading comprehension skills, learn valuable lessons about ethics and behavior, become familiar with the key elements and parts of a story, and acquire cultural literacy.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions requiring literal recall and understanding* *Ask and answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud* *Describe characters, settings, and events in a story using illustrations and key details* *Demonstrate understanding of literary read-alouds of appropriate complexity for Grade 1* *Activate prior knowledge related to a text*	*Carry on and participate in a conversation in small and large groups through multiple exchanges* *Use agreed-upon rules for group discussion* *Ask and answer questions requiring literal recall and understanding* *Clearly describe people, places, and things with key details* *Produce complete sentences when appropriate*	*Use correct grammar and word choice while speaking or writing* *Determine the meaning of unknown and multiple-meaning words using an array of strategies including sentence-level context and support from adults* *Demonstrate understanding of word meanings by sorting into categories and identifying real-life connections between words and their use* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts*	*Participate in group writing projects to answer questions and further explore read-aloud topics*
Lesson 1: The Boy Who Cried Wolf	Identify characters, setting, plot, and moral and explain those terms as they apply to "The Boy Who Cried Wolf" Describe how the shepherd boy in "The Boy Who Cried Wolf" is lonely at the beginning of the fable Explain that "The Boy Who Cried Wolf" is fiction and why Retell the fable "The Boy Who Cried Wolf" including key details	Perform the story "The Boy Who Cried Wolf" for an audience using eye contact, appropriate volume, and clear enunciation	Word Work: *Startled*	As a class, record important information from "The Boy Who Cried Wolf" on a Story Map

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: The Maid and the Milk Pail	Identify characters, setting, plot, and moral and explain those terms as they apply to "The Maid and the Milk Pail" Explain how the milkmaid's feelings changed from the beginning to the end of "The Maid and the Milk Pail" Retell the fable "The Boy Who Cried Wolf" including key details	Prior to listening to "The Maid and the Milk Pail," identify orally what they know and have learned about fables	Word Work: *Balanced*	As a class, record important information from "The Maid and the Milk Pail" on a Story Map As a class, create a Somebody Wanted But So Then chart to summarize the events of "The Maid and the Milk Pail"
Lesson 3: The Goose and the Golden Eggs	Identify characters, setting, plot, and moral and explain those terms as they apply to "The Goose and the Golden Eggs" Identify that the farmer in the fable "The Goose and the Golden Eggs" is greedy Orally compare and contrast the milkmaid in "The Maid and the Milk Pail" with the farmer in "The Goose and the Golden Eggs" Identify the beginning, middle, and end of "The Goose and the Golden Eggs" orally by discussing with a peer	Prior to listening to "The Goose and the Golden Eggs," identify orally what they know and have learned about fables and geese	Word Work: *Greedy*	As a class, record important information from "The Goose and the Golden Eggs" on a Story Map Independently (with oral support from a partner), identify the beginning, middle, and end of "The Goose and the Golden Eggs" in writing by illustrating the events
Lesson 4: The Dog in the Manger	Describe the plausible and made-up actions of the animals in "The Dog in the Manger" Identify characters, setting, plot, and moral and explain those terms as they apply to "The Dog in the Manger" Describe the feelings of the oxen in the fable "The Dog in the Manger"	Clarify information about "The Dog in the Manger" by asking questions that begin with *why* Prior to listening to "The Dog in the Manger," identify orally what they know and have learned about fables	Word Work: *Budge*	As a class, record important information from "The Dog in the Manger" on a Story Map As a class, create a Personification Chart to categorize things that animals can and cannot do and understand personification

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 5: The Wolf in Sheep's Clothing	Identify characters, setting, plot, and moral and explain those terms as they apply to "The Wolf in Sheep's Clothing" Explain that "The Wolf in Sheep's Clothing" is personified and how	Prior to listening to "The Wolf in Sheep's Clothing," identify orally what they know and have learned about fables	Word Work: *Disguise* Explain the meaning of "a wolf in sheep's clothing" and use in appropriate contexts Orally use determiners, such as *a* and *the,* and apply them accurately	As a class, record important information from "The Wolf in Sheep's Clothing" on a Story Map
Lesson 6: The Fox and the Grapes	Identify characters, setting, plot, and moral and explain those terms as they apply to "The Fox and the Grape" Retell "The Fox and the Grapes" by sequencing pictures illustrating key events	Prior to listening to "The Fox and the Grapes," identify orally what they know and have learned about fables Clarify information about "The Fox and the Grapes" by asking questions that begin with *what* Add a drawing to clarify a description of a favorite fable	Word Work: *Bunch* Explain the meaning of the common phrase "sour grapes" and use in appropriate contexts	As a class, record important information from "The Fox and the Grapes" on a Story Map Draw a picture to represent a scene from a favorite fable, and write or dictate the moral in their own words
	Pausing Point (2 Days)			
Lesson 7: The Little Half-Chick (Medio Pollito)	Identify characters, setting, plot, and moral and explain those terms as they apply to "The Little Half-Chick" Explain why other characters refused to help Medio Pollito	Prior to listening to "The Little Half-Chick," distinguish literary from informational text Clarify directions by asking classmates about the order in which they should perform the task of drawing the beginning, middle, and end of "The Little Half-Chick (Medio Pollito)"	Word Work: *Waste* Explain the meaning of "do unto others as you would have them do unto you" and use in appropriate contexts	Independently, record important information from "The Wolf in Sheep's Clothing" on a Story Map (optional) Independently, arrange the beginning, middle, and end of "The Little Half-Chick (Medio Pollito)" based on multistep, oral directions As a class, continue adding to the Personification Chart to categorize things that animals can and cannot do and understand personification
Lesson 8: The Crowded, Noisy House	Identify characters, setting, plot, and moral and explain those terms as they apply to "The Crowded, Noisy House" Predict and confirm predictions of the rabbi's advice to the man Explain the title of the story and how it relates to the moral	Prior to listening to "The Crowded, Noisy House," identify orally what they know and have learned about folktales	Word Work: *Advice*	In small groups, record important information from "The Crowded, Noisy House" on a Story Map Independently, draw a picture showing the moral of "The Crowded, Noisy House"

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: The Tale of Peter Rabbit	Identify characters, setting, plot, and moral and explain those terms as they apply to "The Tale of Peter Rabbit"	Prior to listening to "The Tale of Peter Rabbit," identify orally what they know and have learned about folktales and rabbits	Word Work: *Mischief*	Independently, record important information from "The Tale of Peter Rabbit" on a Story Map (optional) As a class, retell "The Tale of Peter Rabbit" using a Somebody Wanted But So Then chart and by crafting a paragraph Independently, draw an illustration for the Peter Rabbit retelling (optional)
Lesson 10: All Stories Are Anansi's	Identify characters, setting, plot, and moral and explain those terms as they apply to "All Stories Are Anansi's" Categorize things that animals can and cannot do to understand personification Retell "All Stories Are Anansi's" including key details and demonstrating understanding of the central message	Prior to listening to "The Tale of Peter Rabbit," identify orally what they know and have learned about fiction stories and spiders Clarify information about "All Stories Are Anansi's" by asking questions that begin with *who* Perform "All Stories Are Anansi's" for an audience using eye contact, appropriate volume, and clear enunciation	Word Work: *Satisfied*	Independently, record important information from "All Stories Are Anansi's" on a Story Map (optional)
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

The Human Body

10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (16 days)

This domain provides students with a basic introduction to the human body. They will explore and make discoveries about their own bodies. Students will be introduced to a network of body systems, comprised of organs that, together, perform vital jobs. Students will learn about the fundamental parts and functions of five body systems: skeletal, muscular, digestive, circulatory, and nervous. This domain also focuses on care and maintenance of the human body. Students will learn how germs can cause disease, and how to help stop the spread of germs.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions requiring literal recall and understanding of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions, including answering why questions that require recognizing cause/effect relationships and describing the connection between different pieces of information or illustrations in a text* *Ask and answer questions about unknown words and phrases in read-alouds and discussions* *Demonstrate understanding of informational read-alouds of appropriate complexity for Grade 1* *Activate prior knowledge related to a text*	*Carry on and participate in a conversation in small and large groups through multiple exchanges* *Ask and answer questions to clear up any confusion about the texts* *Use agreed-upon rules for group discussion* *Ask and answer questions requiring literal recall and understanding* *Clearly describe people, places, and things with key details* *Produce complete sentences when appropriate*	*Use correct grammar and word choice while speaking or writing* *Determine the meaning of multiple-meaning words using an array of strategies including sentence-level context and support from adults* *Demonstrate understanding of word meanings by identifying real-life connections between words and their use* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts*	*Write informational texts individually and as a class, relying on information learned during read-alouds and using drawings to clarify ideas when appropriate*
Lesson 1: Everybody Has a Body	Identify and explain key details from "Everybody Has a Body," including that the human body is a network of systems	Prior to listening to "Everybody Has a Body," identify orally what they know and have learned about how their bodies work	Word Work: *Systems* Multiple Meaning Word Activity: *Organs*	As a class, generate questions and gather information to add to a KWL Chart As a class, explore informational paragraphs and craft an introductory sentence for one

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: The Body's Framework	Identify and explain key details from "The Body's Framework," including the skeletal system	Prior to listening to "The Body's Framework," identify orally what they know and have learned about the human body as a network of systems	Word Work: *Support*	As a class, generate questions and gather information to add to a KWL Chart Individually, draw and write about the skeletal system As a class, craft a body sentence about the skeletal system for an informational paragraph
Lesson 3: Marvelous Moving Muscles	Identify and explain key details from "Marvelous Moving Muscles," including the muscular and skeletal systems	Prior to listening to "Marvelous Moving Muscles," identify orally what they know and have learned about the human body as a network of systems and the skeletal system specifically	Word Work: *Voluntary*	As a class, generate questions and gather information to add to a KWL Chart Individually, draw and write about the muscular system As a class, craft a body sentence about the muscular system for an informational paragraph
Lesson 4: Chew, Swallow, Squeeze, and Churn	Identify and explain key details from "Chew, Swallow, Squeeze, and Churn," including the digestive system	Prior to listening to "Chew, Swallow, Squeeze, and Churn," identify orally what they know and have learned about the skeletal and muscular systems	Word Work: *Digestion*	As a class, generate questions and gather information to add to a KWL Chart Individually, draw and write about the digestive system As a class, craft a body sentence about the digestive system for an informational paragraph
Lesson 5: The Body's Superhighway	Identify and share facts from a poem about the body systems Identify and explain key details from "The Body's Superhighway," including the circulatory system	Prior to listening to "The Body's Superhighway," identify orally what they know and have learned about the skeletal, muscular, and digestive systems	Word Work: *Heart*	As a class, generate questions and gather information to add to a KWL Chart Individually, draw and write about the circulatory system As a class, craft a body sentence about the circulatory system for an informational paragraph

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 6: Control Center: The Brain	Identify and share facts from a poem about the body systems Identify and explain key details from "Control Center: The Brain," including the nervous system	Prior to listening to "Control Center: The Brain," identify orally what they know and have learned about the skeletal, muscular, digestive, and circulatory systems as well as the five senses	Word Work: *Nerves*	As a class, generate questions and gather information to add to a KWL Chart Individually, draw and write about the nervous system As a class, craft a body sentence about the nervous system and a concluding sentence for an informational paragraph
	Pausing Point (2 Days)			
Lesson 7: Dr. Welbody's Heroes	Identify and explain key details from "Dr. Welbody's Heroes," including that germs can cause disease and the importance of vaccination in preventing disease Compare the discoveries of Edward Jenner and Louis Pasteur	Prior to listening to "Dr. Welbody's Heroes," identify orally what they know and have learned about germs	Explain the meaning of *germs* and *vaccines* and use in appropriate contexts Word Work: *Diseases*	As a class, create a Somebody Wanted But So Then chart to retell the story of Louis Pasteur and the rabies vaccine
Lesson 8: Five Keys to Health	Identify and explain key details from "Five Keys to Health," including the importance of exercise, cleanliness, a balanced diet, rest, and regular checkups	Prior to listening to "Five Keys to Health," brainstorm ways to stay healthy	Word Work: *Healthy* Multiple Meaning Word Activity: *Brush* Explain the meaning of *nutritious* and use in appropriate contexts	As a class, record a brainstorm list of ways to stay healthy Individually, draw a picture and write a sentence about one of the five keys to health Share drawings and sentences with a partner
Lesson 9: The Pyramid Pantry	Identify and explain key details from "The Pyramid Pantry," including the food groups and the importance of a balanced diet	Prior to listening to "The Pyramid Pantry," identify orally what they know and have learned about five keys to good health	Word Work**:** *Nutrients* Explain the meaning of "an apple a day keeps the doctor away" and use in appropriate contexts	Individually, categorize and organize facts, information, and images of a balanced diet in a graphic organizer
Lesson 10: What a Complicated Network!	Identify and explain key details from "What a Complicated Network!," including the body systems and five keys to health	Prior to listening to "What a Complicated Network!" identify orally what they know and have learned about the body's five systems Perform a poem with movements about the interconnectedness of body systems for an audience, using eye contact, appropriate volume, and clear enunciation	Word Work**:** *Complicated*	Individually, write about why it is important to understand their complicated bodies

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Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Domain Review (1 Day)			
Domain Assessment (1 Day)			
Culminating Activities (2 Days)			

Different Lands, Similar Stories

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

This domain will introduce students to themes in folktales that have been told to children for generations, using variations from different lands or countries. By listening to these stories, students will increase their vocabulary and reading comprehension skills, be exposed to different places and cultures from around the world, and learn valuable universal lessons.

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
These objectives are consistently addressed throughout the domain	*Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a literary read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a literary read-aloud, including answering why questions that require recognizing cause/effect relationships* *Use narrative language to describe (orally or in writing) characters, setting, things, events, actions, a scene, or facts from a literary read-aloud* *Demonstrate understanding of the central message or lesson in folktales* *Compare and contrast similar stories from different cultures to identify similarities and differences* *Demonstrate understanding of literary read-alouds of appropriate complexity for Grade 1* *Activate prior knowledge related to a text*	*Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age* *Produce complete sentences when appropriate to task and situation* *Ask questions to clarify information about the topic in a literary or informational read-aloud*	*Use correct grammar and word choice while speaking or writing* *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies* *Demonstrate understanding of word relationships and nuances in word meanings* *Identify real-life connections between words and their use (e.g., note places at home that are cozy)* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)*	*Retell stories, identifying characters, setting, plot, and conflict* *Sequence events in stories* *Compare and contrast fairy tales and folktales to identify similarities and differences in stories* *Participate in group and independent writing projects to answer questions and further explore read-aloud topics*

Lesson 1: Cinderella	Identify characters, setting, and events in "Cinderella" Explain how the story might have been different if Cinderella's stepmother was nice to her	Prior to listening to "Cinderella," identify story elements, including characters, setting, plot, and conflict	Word Work: *Worthy* Identify the meaning of *instructions* and use it in appropriate contexts	Retell "Cinderella," identifying characters, setting, plot, and conflict
Lesson 2: The Girl with the Red Slippers	Compare and contrast similar stories from different cultures, "Cinderella" and "The Girl with the Red Slippers" Retell "The Girl with the Red Slippers" using sequenced pictures illustrating events in the story	Prior to listening to "The Girl with the Red Slippers," identify details about "Cinderella" Discuss personal responses to choosing a favorite fairy tale Describe characters, settings, an/or events as depicted in drawings of "The Girl with the Red Slippers"	Word Work**:** *Cautiously*	Draw and describe an event from the beginning, middle, or end of "The Girl with the Red Slippers"
Lesson 3: Billy Beg	Compare and contrast similar stories from different cultures, "Cinderella," "The Girl with the Red Slippers," and "Billy Beg"	Prior to listening to "Billy Beg," identify details about story elements in "Cinderella" and "The Girl with the Red Slippers"	Word Work**:** *Monstrous*	Compare and contrast similar stories from different cultures using a Venn diagram
Lesson 4: Tom Thumb	Describe the unique experiences of the main character in "Tom Thumb" Demonstrate understanding of the central message or lesson in "Tom Thumb"	Perform "Tom Thumb" for an audience using eye contact, appropriate volume, clear enunciation	Demonstrate understanding of the meaning of "apple of my eye" Word Work**:** *Commotion* Explain the meaning of "there's no place like home" and use in appropriate contexts	
Lesson 5: Thumbelina	Identify how the mole's treatment of Thumbelina might make her feel Compare and contrast similar stories from different cultures, "Tom Thumb" and "Thumbelina" Demonstrate understanding of the central message or lesson in "Thumbelina"	Prior to listening to "Thumbelina," identify details about "Tom Thumb" Discuss personal responses to choosing a favorite folktale	Word Work**:** *Scarcely*	Compare and contrast similar stories from different cultures using a Venn diagram

Lesson 6: Issun Boshi: One-Inch Boy	Compare and contrast similar stories from different cultures, "Tom Thumb," "Thumbelina," and "Issun Boshi: One-Inch Boy" Demonstrate understanding of the central message or lesson in "Issun Boshi: One-Inch Boy"	Prior to listening to "Issun Boshi: One-Inch Boy," identify details about "Tom Thumb" and "Thumbelina" Describe characters, settings, and events as depicted in drawings of the middle of different folktales, "Tom Thumb," "Thumbelina," and "Issun Boshi: One-Inch Boy"	Word Work**:** *Deeds*	Draw and describe details from the middle of a folktale, "Tom Thumb," "Thumbelina," or "Issun Boshi: One-Inch Boy"
	Pausing Point (2 Days)			
Lesson 7: Little Red Riding Hood	Identify the consequences of the main character's actions in "Little Red Riding Hood" Demonstrate understanding of the central message or lesson in "Little Red Riding Hood" Retell "Little Red Riding Hood" using sequenced pictures illustrating events in the story	Describe characters, settings, and events as depicted in drawings of one of the scenes from "Little Red Riding Hood"	Word Work**:** *Cherished*	Draw and describe an event from the beginning, middle, or end of "Little Red Riding Hood"
Lesson 8: Hu Gu Po	Compare and contrast similar stories from different cultures, "Little Red Riding Hood" and "Hu Gu Po" Demonstrate understanding of the central message or lesson in "Hu Gu Po"	Prior to listening to "Hu Gu Po," identify details about folktales and "Little Red Riding Hood"	Word Work**:** *Cunning*	Compare and contrast similar stories from different cultures using a Venn diagram
Lesson 9: Tselane	Compare and contrast similar stories from different cultures, "Little Red Riding Hood," "Hu Gu Po," and "Tselane" Demonstrate understanding of the central message or lesson in "Tselane"	Prior to listening to "Tselane," identify details about "Little Red Riding Hood" and "Hu Gu Po"	Word Work: *Fright* Syntactic Awareness Activity: Demonstratives *this, that, these,* and *those*	Compare and contrast similar stories from different cultures using a Venn diagram
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

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Early World Civilizations

16 Lessons, Pausing Points, Domain Review, Domain Assessment, and Culminating Activities (23 Days)

This domain will introduce students to the development of early civilizations by examining the fundamental features of civilizations, including the advent of farming, establishment of cities and government, and creation of other practices, such as writing and religion. It should be noted that the word civilization*, as used in this domain, is not meant to convey a value judgment but to indicate that a group of people collectively established and shared these practices. Starting in the ancient Middle East, students will study Mesopotamia. They will learn about the importance of the Tigris and Euphrates Rivers, the development of cuneiform as the earliest-known form of writing, the first codification of laws known as the Code of Hammurabi, and the significance of gods and goddesses in the "cradle of civilization." Students will then explore ancient Egypt and be able to compare and contrast Mesopotamia and Egypt. They will learn about the importance of the Nile River; the use of hieroglyphs; the rise of pharaohs, including Tutankhamun and Hatshepsut; the building of the Sphinx and pyramids; and the significance of mummification and the afterlife for ancient Egyptians. Students will also be introduced to three world religions, Judaism, Christianity, and Islam.*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
These objectives are consistently addressed throughout the domain	*Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships* *Ask and answer questions about unknown words and phrases in informational read-alouds and discussions* *Demonstrate understanding of informational read-alouds of appropriate complexity for Grade 1* *Activate prior knowledge related to a text*	*Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age* *Produce complete sentences when appropriate to task and situation* *Ask questions to clarify information about the topic in a literary or informational read-aloud*	*Use correct grammar and word choice while speaking or writing* *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies* *Demonstrate understanding of word relationships and nuances in word meanings* *Identify real-life connections between words and their use (e.g., note places at home that are cozy)* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)*	*Use graphic organizers to record and organize information from read-alouds and to compare and contrast information* *Participate in group and independent writing projects to answer questions and further explore read-aloud topics*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: A Father and His Son in Mesopotamia	Explain the importance of the Euphrates and Tigris Rivers to Mesopotamia	Describe an illustration of a desert and the land in Mesopotamia	Demonstrate understanding of the meaning of *ancient* Word Work: *Trade* Multiple Meaning Word Activity: *Banks*	Record information about key components of the Mesopotamian civilization (farming, cities) in a chart using images and details from the read-aloud
Lesson 2: Writing in Mesopotamia	Describe the importance of writing in Mesopotamia Compare and contrast Mesopotamian writing with writing today	Prior to listening to "Writing in Mesopotamia," identify the importance of canals in Mesopotamia and describe how people use writing	Word Work: *Symbols* Explain the meaning of "the golden rule" and use in appropriate contexts	Record information about key components of the Mesopotamian civilization (writing, leaders) in a chart using images and details from the read-aloud
Lesson 3: The Religion of Babylon	Explain the religious beliefs and practices of people in Mesopotamia Describe an illustration of a ziggurat and use images and details in "The Religion of Babylon," to check and support comprehension of the read-aloud	Prior to listening to "The Religion in Babylon," use images to identify key components of the civilization of Mesopotamia and listen to an introduction to religion in Mesopotamia	Word Work: *Religion*	Record information about key components of the Mesopotamian civilization (religion) in a chart using images and details from the read-aloud Write a sentence about a detail from "The Religion of Babylon" and add a drawing to support the sentence
Lesson 4: The Hanging Gardens of Babylon	Identify changes in the city of Babylon over time Describe illustrations of a caravan of travelers and the Hanging Gardens of Babylon and use images and details in "The Hanging Gardens of Babylon" to check and support comprehension of the read-aloud Identify who is narrating "The Hanging Gardens of Babylon" at various points in the read-aloud Explain why Mesopotamia is called the "cradle of civilization" Create a class timeline to depict changes in Babylon over time	Prior to listening to "The Hanging Gardens of Babylon," use images to identify key components of the civilization of Mesopotamia	Demonstrate understanding of the meaning of *cradle*, *polytheistic* Word work: *Caravan*	
	Pausing Point 1 (1 Day)			

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 5: People of the Nile	Explain the importance of the Nile River to the Egyptians Explain why ancient Egypt is called "the gift of the Nile" Describe an illustration of crops growing along the Nile River and use images and details in "People of the Nile" to check and support comprehension of the read-aloud and confirm predictions Compare and contrast the importance of rivers in Mesopotamia and ancient Egypt	Prior to listening to "People of the Nile," describe an illustration of a desert and make predictions about similarities and differences between the civilizations of Mesopotamia and ancient Egypt	Word Work: *Flooding*	Record information about key components of the ancient Egyptian civilization (farming) in a chart using images and details from the read-aloud Draw and write a story that takes place along the Nile River
Lesson 6: Writing in Ancient Egypt	Describe the importance of writing in ancient Egypt Describe pictures of hieroglyphs Compare and contrast writing in Mesopotamia and writing in ancient Egypt Follow directions to write a word using hieroglyphics	Prior to listening to "Writing in Ancient Egypt," describe an illustration from the previous read-aloud related to the Nile River Describe personal connections to writing	Word Work: *Accurately*	Record information about key components of the ancient Egyptian civilization (writing) in a chart using images and details from the read-aloud
Lesson 7: Amon-Ra and the Gods of Ancient Egypt	Explain the religious beliefs and practices of the ancient Egyptians Describe pictures of Egyptian gods and use images and details in "Amon-Ra and the Gods of Ancient Egypt" to check and support comprehension of the read-aloud Compare and contrast gods/goddesses in ancient Egypt and Mesopotamia	Prior to listening to "Amon-Ra and the Gods of Ancient Egypt," use images to describe key components of the ancient Egyptian civilization	Explain the meaning of *polytheistic* Word Work: *Depicted* Explain the meaning of *specific* and *completely* and use in appropriate contexts	Record information about key components of the ancient Egyptian civilization (religion) in a chart using images and details from the read-aloud
Lesson 8: Approaching the Great Pyramid	Explain the significance of pyramids	Prior to listening to "Approaching the Great Pyramid," describe the religious beliefs and practices of ancient Egyptians	Explain the meaning of *polytheistic*, *pharaoh* Word Work: *Treasure* Multiple Meaning Word Activity: *Steps*	Compare and contrast pyramids in ancient Egypt and ziggurats in Mesopotamia using a Venn diagram

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	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: The Sphinx	Describe how the pyramids were built and explain the significance of the Great Sphinx Confirm predictions about "The Sphinx" Compare and contrast building something in ancient times and building something today Compare and contrast the pyramids and the Great Sphinx	Prior to listening to "The Sphinx," use images and details from the previous read-aloud to retell the story of Djoser's first pyramid and predict what will happen in the read-aloud	Word Work: *Visible* Syntactic Awareness Activity: Subject pronouns *I, you*, *he*, *she*, *we*, *they*	Describe how the pyramids were built and explain the significance of the Great Sphinx Confirm predictions about "The Sphinx" Compare and contrast building something in ancient times and building something today Compare and contrast the pyramids and the Great Sphinx
Lesson 10: The Story of Hatsheput	Make and confirm predictions about the pharaoh Hatshepsut Explain why Hatshepsut was an important pharaoh and how Hatshepsut differed from other leaders/rulers in ancient Egypt Compare and contrast leaders in ancient Egypt and leaders in Mesopotamia	Prior to listening to "The Sphinx," use images and details from previous read-aloud to describe key components of the ancient Egyptian civilization, structures build by the ancient Egyptians, and leaders in Mesopotamia and make predictions about the why the leader in the next read-aloud was different from other leaders	Demonstrate understanding of *pharaoh* Word Work: *Tradition*	Record information about key components of the ancient Egyptian civilization (leaders) in a chart using images and details from the read-aloud Retell the story of Hatshepsut's life and efforts to become pharaoh using a graphic organizer
Lesson 11: Tutankhamun, The Golden Pharaoh, Part I	Identify key details about the pharaohs of ancient Egypt Explain the importance of Howard Carter's work as an archaeologist Use a timeline of pharaohs of ancient Egypt to identify key details about pharaohs	Prior to listening to "Tutankhamun, The Golden Pharaoh, Part I," use images and details from the previous read-aloud to retell the story of Hatshepsut and describe the job of pharaohs	Explain the meaning of *treasure* Word Work: *Archaeologist*	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 12: Tutankhamun, The Golden Pharaoh, Part II	Identify key details about the pharaohs of ancient Egypt Confirm predictions about "Tutankhamun, The Golden Pharaoh, Part II" Explain the importance of Howard Carter's work as an archaeologist Identify and describe key components of the civilizations of Mesopotamia and ancient Egypt	Prior to listening to "Tutankhamun, The Golden Pharaoh, Part II," identify key details about Howard Carter's search for King Tut's tomb. and predict what Howard Carter found	Word Work: *Triumph*	Write an informational paragraph describing key components of civilizations
	Pausing Point 2 (2 Days)			
Lesson 13: Three World Religions	Identify the names of three world religions Describe pictures of the Western Wall, the Church of the Holy Sepulchre, and the Dome of the Rock and use images and details in "Three World Religions" to check and support comprehension of the read-aloud Explain why Canaan was called "the promised land"	Prior to listening to "Three World Religions," identify key details about the religious beliefs and practices of people in Mesopotamia and ancient Egypt and identify the names of religious groups today	Demonstrate understanding of *poly–* and *mono–* Explain the meaning of *monotheistic*, *polytheistic* Word Work: *Faithful*	Record information about three world religions in a chart using images and details from the read-aloud
Lesson 14: Judaism	Identify key information about Judaism Describe pictures of a sculpture of Moses, a synagogue entrance, honey and apples, and a menorah and use images and details in "Judaism" to check and support comprehension	Prior to listening to "Judaism," identify details about the story of Abraham	Word Work: *Synagogue*	Record information about Judaism in a chart using images and details from the read-aloud
Lesson 15: Christianity	Identify key information about Christianity Compare and contrast information about Judaism and Christianity	Prior to listening to "Christianity," identify key information about Judaism	Demonstrate understanding of *monotheistic* Word Work: *Miracle*	Record information about Christianity in a chart using images and details from the read-aloud

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	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 16: Islam	Identify key information about Islam Compare and contrast information about Judaism, Christianity, and Islam Confirm predictions about "Islam"	Prior to listening to "Islam," identify key information about Judaism and Christianity and predict whether or not Islam has a key figure	Word Work: *Fast*	Record information about Islam in a chart using images and details from the read-aloud
	Domain Review (2 Days)			
	Domain Assessment (1 Day)			
	Culminating Activities (1 Day)			

Early American Civilizations

11 Lessons, Pausing Points, Domain Review, Domain Assessment, and Culminating Activities (17 Days)

The domain includes a study of the fundamental features of the Maya, Aztec, and Inca civilizations, including farming, the establishment of cities and government, as well as religion. Students will be encouraged to compare and contrast each of these societies and their elements.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions requiring literal recall and understanding of an informational read-aloud* *Identify the main topic and retell key details of a text* *Answer questions that require making interpretations, judgments, or giving opinions, including answering why questions that require recognizing cause/effect relationships and describing the connection between different pieces of information or illustrations in a text* *Ask and answer questions about unknown words and phrases in read-alouds and discussions* *Demonstrate understanding of informational read-alouds of appropriate complexity for Grade 1* *Activate prior knowledge related to a text*	*Carry on and participate in a conversation in small and large groups through multiple exchanges* *Use agreed-upon rules for group discussion* *Ask and answer questions requiring literal recall and understanding* *Clearly describe people, places, and things with key details* *Produce complete sentences when appropriate*	*Use correct grammar and word choice while speaking or writing* *Determine the meaning of multiple-meaning words using an array of strategies including sentence-level context and support from adults* *Demonstrate understanding of word meanings by sorting into categories and identifying real-life connections between words and their use* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts*	*Write informational texts in a group setting, relying on information learned during read-alouds*
Lesson 1: The Maya: A Harvest and a Hurricane	Distinguish that read-aloud "The Maya: A Harvest and a Hurricane" describes events from long ago Explain the importance of farming to the ancient Maya As a class, create and interpret a timeline showing the peak of the Mayan civilization	Prior to listening to "The Maya: A Harvest and a Hurricane," identify orally what they know and have learned about early world civilizations and the location of the Americas on a globe or world map	Word Work: *Harvest* Explain the meaning of "The more the merrier" and use in appropriate contexts	As a class, categorize and organize information about aspects of the Maya culture into a civilization chart Independently, write a phrase or sentence about the Maya and farming

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: The Maya: Journey to Baakal	Identify and explain key details from "The Maya: Journey to Baakal" pertaining to the religion of the ancient Maya	Prior to listening to "The Maya: Journey to Baakal," identify orally what they know and have learned about farming and the ancient Maya, and where the Maya lived	Word Work: *Thrilled*	As a class, categorize and organize information about aspects of the Maya culture into a civilization chart Independently, write a phrase or sentence about the religion of the ancient Maya As a class, explore the parts of an informational paragraph in preparation for writing own
Lesson 3: The Maya: King Pakal's Tomb	Identify and explain key details from "The Maya: King Pakal's Tomb" pertaining to the cities and leaders of the ancient Maya Compare and contrast orally the leaders and pyramids from the Mayan culture with those in the Egyptian culture	Prior to listening to "The Maya: King Pakal's Tomb," identify orally what they know and have learned about the religion of the ancient Maya, and where the Maya lived While listening to "The Maya: King Pakal's Tomb," orally predict what will happen in the next read-aloud	Word Work: *Constructing*	As a class, categorize and organize information about aspects of the Maya culture into a civilization chart Independently, write phrases or sentences about the cities and leaders of the ancient Maya Illustrate important details about the culture of the ancient Maya
Lesson 4: The Maya: The Festival of the First Star	Identify and explain key details from "The Maya: The Festival of the First Star" pertaining to a celebration of the ancient Maya Compare and contrast orally and in writing cultural elements of the Maya	Prior to listening to "The Maya: The Festival of the First Star," identify orally what they know and have learned about the cities and leaders of the ancient Maya, where the Maya lived, and festivals Compare the predictions students made in the previous lesson with the outcome in this read-aloud	Word Work: *Accurate*	As a class, categorize and organize information about aspects of the Maya culture into a civilization chart In small groups, write informational paragraphs using information recorded on the civilization chart and in sentences during previous lessons
	Pausing Point 1 (1 Day)			
Lesson 5: The Aztec: The Legend of the Eagle and the Serpent	Identify and explain key details from "The Aztec: The Legend of the Eagle and the Serpent" pertaining to the religion of the Aztec Retell a legend by sequencing pictures illustrating it As a class, add to and interpret a timeline showing the peak of the Aztec civilization	Prior to listening to "The Aztec: The Legend of the Eagle and the Serpent," identify orally what they know and have learned about folktales	Word Work: *Awe*	As a class, categorize and organize information about aspects of the Aztec culture into a civilization chart Independently, write phrases or sentences about the religion of the Aztec

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	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 6: The Aztec: The Floating Gardens of Xochimilco	Identify and explain key details from "The Aztec: The Floating Gardens of Xochimilco" pertaining to farming and the Aztec Describe an illustration that depicts Aztec farming with *chinampas* Compare and contrast the farming methods of the ancient Maya with those of the Aztec	Prior to listening to "The Aztec: The Floating Gardens of Xochimilco," retell an Aztec legend and identify the location of the Aztec	Word Work: *Stationary* Identify and accurately use object pronouns orally	As a class, categorize and organize information about aspects of the Aztec culture into a civilization chart Independently, write phrases or sentences about farming and the Aztec
Lesson 7: The Aztec: In the Palace of an Emperor	Identify and explain key details from "The Aztec: In the Palace of an Emperor" pertaining to Aztec leaders Compare and contrast a leader of the Aztec with a leader of the ancient Maya	Prior to listening to "The Aztec: In the Palace of an Emperor," identify orally what they know and have learned about the civilizations of the Maya and Aztec and their locations While listening to the read-aloud, orally predict what will happen in the next	Word Work: *Emperor*	As a class, categorize and organize information about aspects of the Aztec culture into a civilization chart Independently, write phrases or sentences about the leaders and cities of the Aztec Illustrate important details about the culture of the Aztec
Lesson 8: The Aztec: Cortés's Letter	Identify and explain key details from "The Aztec: Cortés's Letter"	Prior to listening to "The Aztec: Cortés's Letter," compare the predictions students made in the previous lesson with the outcome and identify the location of the Aztec compared to Europe	Identify description words in a read-aloud Word Work: *Enormous*	As a class, explore and identify the parts of a letter As a class, categorize and organize information about aspects of the Aztec culture into a civilization chart In small groups, write informational paragraphs using information recorded on the civilization chart and in sentences during previous lessons
	Pausing Point 2 (1 Day)			

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: The Inca: Who Were the Inca?	As a class, add to and interpret a timeline showing the peak of the Inca civilization Identify and explain key details from "The Inca: Who Were the Inca?" pertaining to Incan leaders Identify and explain key details from "The Legend of Viracocha" pertaining to the Incan religion	Prior to listening to "The Inca: Who Were the Inca?," identify the location of the Inca, Aztec, and Maya	Word Work: *Possessions*	As a class, categorize and organize information about aspects of the Incan culture into a civilization chart Independently, write phrases or sentences about Incan leaders and religion
Lesson 10: The Inca: The Runner	Identify and explain key details from "The Inca: The Runner" Identify and explain key details from "Survival in the Andes: The Taclla" pertaining to Incan farming	Prior to listening to "The Inca: The Runner," make a prediction based on previous read-alouds and then compare the actual outcome to the prediction, and locate the Inca	Word Work: *Forbidden*	As a class, categorize and organize information about aspects of the Incan culture into a civilization chart Independently, write phrases or sentences about Incan farming
Lesson 11: The Inca: Machu Picchu—A Lucky Discovery	Identify and explain key details from "The Inca: Machu Picchu—A Lucky Discovery" Compare and contrast orally and in writing cultural elements of the Maya, the Aztec, and the Inca	Prior to listening to "The Inca: Machu Picchu—A Lucky Discovery," identify orally what they know and have learned about the location of the Inca	Word Work: *Trek*	As a class, add to and interpret a timeline showing when Hiram Bingham discovered Machu Picchu As a class, categorize and organize information about aspects of the Aztec culture into a civilization chart As a class, write a phrase or sentence about Incan cities In small groups, write informational paragraphs using information recorded on the civilization chart and in sentences during previous lessons
	Domain Review (1 day)			
	Domain Assessment (1 day)			
	Culminating Activities (2 days)			

Astronomy

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (13 Days)

In this domain, students will be introduced to the solar system—our home in space. They will learn that Earth, the planet on which we live, is just one of many different celestial bodies within the solar system. They will learn how the sun, the stars, the moon, and other planets relate to the earth (given its position in space). In the early read-alouds, students will learn that the sun is a star and a source of light, heat, and energy for the earth. They will also learn about the earth's orbit around the sun, and how the earth's own rotation on its axis leads to the phenomenon of day and night. The second half of this domain is focused on the history of space exploration and the missions to the moon. Students will learn about NASA, the Space Race, the Apollo missions, and what it takes to be an astronaut.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions requiring literal recall and understanding of an informational read-aloud* *Identify the main topic and retell key details of a text* *Answer questions that require making interpretations, judgments, or giving opinions, including answering why questions that require recognizing cause/effect relationships and describing the connection between different pieces of information or illustrations in a text* *Ask and answer questions about unknown words and phrases in read-alouds and discussions* *Demonstrate understanding of informational read-alouds of appropriate complexity for Grade 1* *Activate prior knowledge related to a text*	*Carry on and participate in a conversation in small and large groups through multiple exchanges* *Use agreed-upon rules for group discussion* *Ask and answer questions requiring literal recall and understanding* *Clearly describe people, places, and things with key details* *Produce complete sentences when appropriate*	*Use correct grammar and word choice while speaking or writing* *Determine the meaning of multiple-meaning words using an array of strategies including sentence-level context and support from adults* *Demonstrate understanding of word meanings by identifying real-life connections between words and their use* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts*	*In writing, answer questions and further explore read-aloud topics*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: Introduction to the Sun and Space	Identify and explain key details from "Introduction to the Sun and Space," including distinguishing between the earth's atmosphere and outer space Describe the sun, relying on text and an illustration from "Introduction to the Sun and Space"	Prior to listening to "Introduction to the Sun and Space," identify orally what they know and have learned about outer space and the location of the earth within space Clarify information about "Introduction to the Sun and Space" by asking questions that begin with *what*	Sort words into categories to gain of sense of the concepts of atmosphere and outer space Word Work: *Gas*	With assistance, categorize and organize information about what things are located in Earth's atmosphere and what things are located in outer space Independently in a journal, record observations and facts about outer space, adding drawings to clarify information
Lesson 2: The Earth and the Sun	Identify and explain key details from "The Earth and the Sun," including describing what causes day and night	Prior to listening to "Introduction to the Sun and Space," distinguish orally between earth's atmosphere and outer space Demonstrate what causes day and night using relevant details and expressing ideas clearly	Word Work: *Rotates* Explain the meanings of "AM" and "PM" and use in appropriate contexts	As a class, create and add relevant information to an Idea Web describing the sun Draw a picture and write a phrase or sentence describing what causes day and night
Lesson 3: Stars	Identify and explain key details from "Stars," including describing the appearance of stars Identify the words used to describe stars in the poems, Star Light, Star Bright" and "The Star" Compare and contrast informational and literary texts about stars	Prior to listening to "Stars," identify orally what they know and have learned about Earth, planets, and stars Recite a nursery rhyme, "Star Light, Star Bright"	Word Work: *Dusk* and *Dawn*	As a class, create and add relevant information to an Idea Web describing stars Independently in a journal, record observations and facts comparing and contrasting informational and literary texts about stars, adding drawings to clarify information With assistance, categorize and organize information about what things can be seen at dusk
Lesson 4: Stargazing and Constellations	Identify and explain key details from "Stargazing and Constellations," including major constellations and important discoveries by astronomers	Prior to listening to "Stargazing and Constellations," identify orally what they know and have learned about stars	Word Work: *Ancient* Explain the meaning of "hit the nail on the head" and use in appropriate contexts	In small groups, create a model of a constellation Independently in a journal, record observations and facts about stargazing and constellations

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	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 5: The Moon	Identify and explain key details from "The Moon," including the appearance and four phases of the moon Explain why some of the traditional stories or sayings people have about the moon are incorrect	Prior to listening to "The Moon," identify orally what they know and have learned about constellations and major discoveries by astronomers Use a moon dial to answer literal questions about the moon	Word Work: *Clockwise* and *Counterclockwise* Identify and accurately use the conjunction *because* orally in appropriate contexts	As a class, create and add relevant information to an Idea Web describing the moon Identify the four phases of the moon
	Pausing Point (2 Days)			
Lesson 6: History of Space Exploration and Astronauts	Identify and explain key details from "History of Space Exploration and Astronauts," including the experiences of the first astronauts Describe the connection between the United States and the Soviet Union with respect to the Space Race	Prior to listening to "History of Space Exploration and Astronauts," make oral predictions and then compare the actual outcomes to predictions	Word Work**:** *Launch*	As a class, explore the parts of an opinion statement in preparation for writing own Independently in a journal, record their imaginary experiences as astronauts, writing opinion statements
Lesson 7: Exploration of the Moon	Identify and explain key details from "Exploration of the Moon," including describing the first moon landing Describe the connection between unmanned and manned missions to the moon	Prior to listening to "Exploration of the Moon," identify orally what they know and have learned about space exploration and astronauts Make personal connections to the concerns the first astronauts may have felt before heading in to space, and about what they would see, do, or feel if they went to the moon as an astronaut	Word Work**:** *Determined* Identify and accurately use possessive pronouns orally in appropriate contexts	Independently in a journal, record their imaginary experiences as astronauts, writing opinion statements
Lesson 8: The Solar System, Part I	Identify and explain key details from "The Solar System, Part I," including the inner planets of our solar system	Prior to listening to "The Solar System, Part I," identify orally what they know and have learned about the difference between planets and stars Sing a song to help recall the planets (in order) in our solar system	Word Work: *Abundant*	As a class, categorize and organize information about Mercury, Venus, Earth, and Mars in a Planets Chart Independently in a journal, record facts about the inner planets

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	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: The Solar System, Part II	Identify and explain key details from "The Solar System, Part I," including the outer planets of our solar system	Prior to listening to "The Solar System, Part I," identify orally what they know and have learned about the inner planets of our solar system Sing a song to help recall the planets (in order) in our solar system	Word Work: *Categorize*, *Inner*, and *Outer*	As a class, categorize and organize information about Jupiter, Saturn, Uranus, and Neptune in a Planets Chart Independently in a journal, record facts about the outer planets
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

The History of the Earth

8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (14 Days)

In this domain, students will learn about the geographical features of the earth's surface. They will also learn about the inside of the earth and characteristics of its various layers. Students will learn about the shape of the earth, the North and South Poles, and the equator. Students will also learn the names of the layers of the earth—the crust, the mantle, and the core—and characteristics of each layer. Students will learn how occurrences such as volcanoes and geysers give information about the layers of the earth. Students will also learn about minerals, types of rock that make up the earth, fossils and dinosaurs. Students will learn that all of these aspects of the earth help scientists understand the history of the earth.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships* *Ask and answer questions about unknown words and phrases in informational read-alouds and discussions* *Use illustrations and details in an informational read-aloud to describe its key ideas* *Demonstrate understanding of informational read-alouds of appropriate complexity for Grade 1* *Activate prior knowledge related to a text*	*Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age* *Ask questions to clarify information about the topic in a literary or informational read-aloud* *Produce complete sentences when appropriate to task and situation*	*Use correct grammar and word choice while speaking or writing* *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies* *Demonstrate understanding of word relationships and nuances in word meanings* *Identify real-life connections between words and their use (e.g., note places at home that are cozy)* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)*	*Write informative/explanatory texts, naming the topic and supplying some facts about* *Participate in group and independent writing projects to answer questions and further explore read-aloud topics*
Lesson 1: Our Home, Earth	Identify features of the earth	Prior to listening to "Our Home, Earth," explain where they live as it relates to planet Earth using a chart for support	Word Work: *Surface* Multiple Meaning Word Activity**:** *Stick*	Draw and write about features of the earth

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: The Earth Inside-Out, Part I	Identify the layers of the earth and describe the crust	Prior to listening to "The Earth, Inside-Out, Part I," describe the layers of the earth	Demonstrate understanding of the prepositions *in*, *on*, *above* Word Work**:** *Layer* Explain the meaning of *varies* and use in appropriate contexts	With assistance, write a letter about the earth's crust
Lesson 3: The Earth Inside-Out, Part II	Describe the mantle and the core of the earth Describe a picture of a volcano and use images and details in "The Earth Inside-Out, Part II" to check and support comprehension of the read-aloud Identify and differentiate between the layers of the earth	Prior to listening to "The Earth, Inside-Out, Part II," identify the layers of the earth and identify the difference between things that are solid, liquid, and gas	Word Work**:** *Solid* Syntactic Awareness Activity: Conjunction *and*	
Lesson 4: The Earth Inside-Out, Part III	Describe volcanoes and geysers With assistance, identify similarities and differences between volcanoes and geysers	Prior to listening to "The Earth, Inside-Out, Part III," use an image to describe a volcano and distinguish between magma and lava	Demonstrate understanding of the meaning of *hot spot*, *lava*, *geyser*, *faithful* Word Work**:** *Destructive*	
	Pausing Point (2 Days)			
Lesson 5: Minerals	Describe the minerals in the earth Describe a picture of rocks and use images and details in "Minerals" to check and support comprehension of the read-aloud	Prior to listening to "Minerals," explain the importance of rocks in geology	Word Work: *Characteristics*	Create an idea web to record and organize information about minerals
Lesson 6: The Three Types of Rocks	Identify three types of rocks With assistance, use a graphic organizer to describe the three types of rocks	Prior to listening to "The Three Types of Rocks," explain how heat, pressure, and time affect the earth	Word Work**:** *Sediments*	

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	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 7: Fossils	Explain how fossils provide information about the history of the earth Compare and contrast the work of paleontologists and geologists	Prior to listening to "Fossils," describe characteristics of some features of the earth	Word Work**:** *Preserved* Syntactic Awareness Activity: Conjunction *or*	With assistance, write a letter about fossils
Lesson 8: Dinosaurs	Explain how people know about dinosaurs Describe and compare and contrast images of dinosaurs and use images and details in "Dinosaurs" to check and support comprehension	Prior to listening to "Dinosaurs," describe how paleontologists and fossils are related and use images to describe fossils	Word Work**:** *Extinct* Multiple Meaning Word Activity: *Plate*	With assistance, write a letter about dinosaurs
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

Animals and Habitats

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

This domain will introduce students to the wonder of the natural world, focusing on the interconnectedness of all living things with their physical environment and with one another. Students will learn what a habitat is and will also learn to identify specific types of habitats and their related characteristics. They will learn to recognize different plants and animals as being indigenous to specific habitats and will begin to develop an understanding of several fundamental principles of nature. They will learn, for example, that animals and plants typically live in those habitats to which they are best suited, often developing unique characteristics or features that enable them to specifically adapt to the climate and conditions of a given environment. They will also be introduced to simple classifications of animals according to the types of food they eat and will begin to understand the notion of a food chain. Students will also learn about habitat destruction caused by nature and humans, as well as endangered and extinct species.

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
These objectives are consistently addressed throughout the domain	*Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships* *Describe the connection between two individuals, events, ideas, or pieces of information in an informational read-aloud* *Ask and answer questions about unknown words and phrases in informational read-alouds and discussions* *Demonstrate understanding of informational read-alouds of appropriate complexity for Grade 1* *Activate prior knowledge related to a text*	*Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age* *Ask questions to clarify information about the topic in a literary or informational read-aloud* *Produce complete sentences when appropriate to task and situation*	*Use correct grammar and word choice while speaking or writing* *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies* *Demonstrate understanding of word relationships and nuances in word meanings* *Identify real-life connections between words and their use (e.g., note places at home that are cozy)* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)*	*Write informative/explanatory texts, naming the topic and supplying facts about the topic* *Participate in group and independent writing projects to answer questions and further explore read-aloud topics*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: What Is a Habitat?	Explain what a habitat is Describe pictures of different habitats and use images and details in "What Is a Habitat?" to check and support comprehension of the read-aloud	Prior to listening to "What Is a Habitat?," distinguish between living and nonliving things using images Identify characteristics of a particular habitat	Explain the meaning of *living* and *nonliving* and use in appropriate contexts Explain the meaning of *habitat* and use in appropriate contexts Word Work: *Shelter*	
Lesson 2: Animals of the Arctic Habitat	Identify characteristics of Arctic habitats Describe a picture of the Arctic tundra habitat and a picture of an Arctic fox and use images and details in "Animals of the Arctic Habitat" to check and support comprehension of the read-aloud	Prior to listening to "Animals of the Arctic Habitat," explain what a habitat is and describe various habitats	Explain the meaning of *exposed* Word Work: *Adapted*	Write about and draw characteristics of Arctic habitats in a Habitat Journal
Lesson 3: Animals of the Sonoran Desert Habitat	Identify characteristics of the desert habitat Describe a picture of a saguaro cactus and use images and details in "Animals of the Sonoran Desert Habitat" to check and support comprehension of the read-aloud Confirm predictions about "Animals of the Sonoran Desert Habitat" Compare and contrast the Arctic and the Sonoran Desert habitats Categorize animals as herbivores, carnivores, or omnivores	Prior to listening to "Animals of the Sonoran Desert Habitat," identify characteristics of Arctic habitats, describe a picture of a desert, and predict how animals in the Arctic and animals in the desert might be similar and different	Demonstrate understanding of the meaning of *adapted* Word Work: *Camouflage* Explain the meaning of *herbivore*, *carnivore*, *omnivore* and use in appropriate contexts	Write about and draw characteristics of the Sonoran desert habitat in a Habitat Journal

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	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 4: Animals of the East African Savanna Habitat	Identify characteristics of the grassland habitat Describe images of a grassland habitat and use images and details in "Animals of the East African Savanna Habitat" to check and support comprehension Compare and contrast the grassland habitat with Arctic and desert habitats Describe the relationship between animals in a food chain using images and details from the read-aloud	Prior to listening to "Animals of the East African Savanna Habitat," compare and contrast Arctic habitats and the desert habitat to identify similarities and differences between them	Explain the meaning of *savanna*, *camouflage* Demonstrate understanding of the meaning of *herbivore*, *carnivore*, *omnivore*, *coexist* Word Work: *Hardy*	Write about and draw characteristics of the grassland habitat in a Habitat Journal
	Pausing Point (2 Days)			
Lesson 5: Animals of the Temperate Deciduous Forest Habitat	Identify characteristics of the temperate deciduous forest habitat Compare and contrast the temperate deciduous forest habitat with the Arctic, desert, and grassland habitats	Prior to listening to "Animals of the Temperature Deciduous Forest Habitat," explain what a forest is	Explain the meaning of *temperate*, *deciduous*, *temperature deciduous forest*, *omnivores*, *carnivores* Demonstrate understanding of the meaning of *camouflage* Word Work: *Store* Multiple Meaning Word Activity: *Bark*	Write about and draw characteristics of the temperature deciduous forest habitat in a Habitat Journal
Lesson 6: Animals of the Tropical Rainforest Habitat	Explain how the tropical rainforest habitat is similar to the temperature deciduous forest habitat Compare and contrast the tropical rainforest habitat and the temperate deciduous forest habitat	Prior to listening to "Animals of the Tropical Rainforest Habitat," describe characteristics of the temperature deciduous forest habitat	Explain the meaning of *equator*, *habitat*, *omnivore*, *tropical rainforest* Demonstrate understanding of the meaning of *adapted* Word Work: *Canopy* Syntactic Awareness Activity: Conjunction *but*	Write about and draw characteristics of the tropical rainforest habitat in a Habitat Journal
Lesson 7: Animals of the Freshwater Habitat	Identify characteristics of the freshwater habitat Describe a picture of a bullfrog and use images and details in "Animals Freshwater Habitat" to check and support comprehension of the read-aloud	Prior to listening to "Animals of the Freshwater Habitat," identify different habitats using images and distinguish between land and water habitats	Demonstrate understanding of the meaning of *adapated* Word Work: *Float* Explain the meaning of "a fish out of water" and use in appropriate contexts	Write about and draw characteristics of the freshwater habitat in a Habitat Journal

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	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 8: Animals of the Saltwater Habitat	Identify characteristics of the saltwater habitat Compare and contrast the saltwater habitat and the freshwater habitat Compare and contrast the Pacific Ocean saltwater habitat to the Arctic Ocean saltwater habitat	Prior to listening to "Animals of the Saltwater Habitat," describe characteristics of the freshwater habitat and distinguish between fresh water and salt water	Demonstrate understanding of the meaning of *salt*, *predator*, *blubber*, *adapted* Word Work**:** *Shallow* Accurately identify *shallow/deep, cool/warm*, and *dark*/light as antonyms, and provide other examples of common antonyms	Write about and draw characteristics of the saltwater habitat in a Habitat Journal
Lesson 9: Habitat Destruction and Endangered Species	Explain why and how habitat destruction can cause extinction Create an idea web to record and organize information about endangered species	Prior to listening to "Habitat Destruction and Endangered Species," describe animal adaptations	Demonstrate understanding of the meaning of *adapted*, *extinct*, *endangered species* Explain the meaning of *scavenger*, *endangered species* Word Work: *Destroy*	
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

Fairy Tales

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

This domain will introduce students to fairy tales that have been favorites with children for generations. Students will learn about the elements of fairy tales that distinguish them as a unique type of fiction that still has the elements of character, plot, and setting that are found in other types of fiction. Reading these fairy tales will help first-grade students develop a strong foundation for the understanding of other fictional stories in later grades.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions requiring literal recall and understanding* *Ask and answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud* *Describe characters, settings, and events in a story using illustrations and key details* *Demonstrate understanding of literary read-alouds of appropriate complexity for Grade 1* *Activate prior knowledge related to a text*	*Carry on and participate in a conversation in small and large groups through multiple exchanges* *Use agreed-upon rules for group discussion* *Ask and answer questions requiring literal recall and understanding* *Clearly describe people, places, and things with key details* *Produce complete sentences when appropriate*	*Use correct grammar and word choice while speaking or writing* *Determine the meaning of unknown and multiple-meaning words using an array of strategies including sentence-level context and support from adults* *Demonstrate understanding of word meanings by sorting into categories and identifying real-life connections between words and their use* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts*	*Participate in group writing projects to answer questions and further explore read-aloud topics*
Lesson 1: Sleeping Beauty	Identify the elements of fairy tales (settings, characters, fantasy, problems and solutions, and happy endings) and explain those terms as they apply to "Sleeping Beauty" Describe how various characters feel at different points in the story	Prior to listening to "Sleeping Beauty," identify orally what they know and have learned about fairy tales	Word Work: *Wisdom* Explain the meaning of the saying "the land of Nod" and use in appropriate contexts	As a class, categorize and organize information about fairy tales in Elements of Fairy Tales charts for "Cinderella" and "Sleeping Beauty" Write a sentence about the setting of "Sleeping Beauty"

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: Rumpelstiltskin	Distinguish fantasy from realistic text by reviewing how certain events in the story "Sleeping Beauty" could have happened in real life Identify the elements of fairy tales and explain those terms as they apply to "Rumpelstiltskin" Describe in detail a character from "Sleeping Beauty" Compare and contrast similarities and differences between "Rumpelstiltskin" and "Sleeping Beauty"	Prior to listening to "Rumpelstiltskin," identify orally what they know and have learned about characteristics of fairy tales In small groups, perform as characters from the story "Rumpelstiltskin" using eye contact, appropriate volume, and clear enunciation	Word Work: *Succeed*	As a class, categorize and organize information about fairy tales in an Elements of Fairy Tales chart for "Rumpelstiltskin" Record answers to prompts about the elements of fairy tales
Lesson 3: Rapunzel	Distinguish fantasy from realistic text by reviewing how certain events in the story "Rumpelstiltskin" could not have happened in real life Identify the elements of fairy tales and explain those terms as they apply to "Rapunzel"	Prior to listening to "Rapunzel," identify orally what they know and have learned about characteristics of "Sleeping Beauty" and Venn diagrams	Word Work: *Delight*	As a class, categorize and organize information about fairy tales in an Elements of Fairy Tales chart for "Rapunzel" Independently, compare and contrast similarities and differences between "Sleeping Beauty," "Rumpelstiltskin," and "Rapunzel" in a Venn diagram
Lesson 4: The Frog Prince, Part I	Identify the elements of fairy tales and explain those terms as they apply to "The Frog Prince, Part I"	Prior to listening to "The Frog Prince, Part I," identify orally what they know and have learned about frogs, fairy tales, and how princes are depicted in fairy tales While listening to "The Frog Prince, Part I" orally predict what will happen in the next part of the read-aloud	Word Work: *Retrieved* Identify and accurately use the conjunction *so* orally in appropriate contexts	Working together but recording independently, categorize and organize information about fairy tales in an Elements of Fairy Tales chart for "The Frog Prince"

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 5: The Frog Prince, Part II	Distinguish fantasy from realistic text by reviewing how certain events in the story "The Frog Prince" could not have happened in real life Identify the elements of fairy tales and explain those terms as they apply to "The Frog Prince, Part II"	Prior to listening to "The Frog Prince, Part II," retell the first part of the story While listening to "The Frog Prince, Part II," confirm predictions	Word Work: *Contented* Multiple Meaning Word Activity: *Bowl*	Working together but recording independently, categorize and organize information about fairy tales in an Elements of Fairy Tales chart for "The Frog Prince"
	Pausing Point (2 Days)			
Lesson 6: Hansel and Gretel, Part I	Distinguish fantasy from realistic text by reviewing how certain events in the story "The Frog Prince" could have happened in real life Identify the elements of fairy tales and explain those terms as they apply to "Hansel and Gretel, Part I"	Prior to listening to "Hansel and Gretel, Part I," identify orally what they know and have learned about the characteristics of fairy tales While listening to "Hansel and Gretel, Part I" orally predict what will happen in the next part of the read-aloud	Word Work: *Comforted*	As a class, explore the parts of a fictional narrative As a class, categorize and organize information comparing characters in fairy tales in a Heroic and Evil Character Comparison Chart Independently, write a sentence describing a hero from a fairy tale
Lesson 7: Hansel and Gretel, Part II	Distinguish fantasy from realistic text by reviewing how certain events in the story "Hansel and Gretel" could have happened in real life Identify the elements of fairy tales and explain those terms as they apply to "Hansel and Gretel, Part II" Independently, sequence events to retell the fairy tale, "Hansel and Gretel"	Prior to listening to "Hansel and Gretel, Part II," retell the first part of the story While listening to "Hansel and Gretel, Part II," confirm predictions	Word Work: *Creep*	As a class, categorize and organize information about fairy tales in an Elements of Fairy Tales chart for "Hansel and Gretel" Independently, plan a fictional narrative retelling
Lesson 8: Jack and the Beanstalk, Part I	Distinguish fantasy from realistic text by reviewing how certain events in the story "Hansel and Gretel" could (not) have happened in real life Identify the elements of fairy tales and explain those terms as they apply to "Jack and the Beanstalk, Part I"	Prior to listening to "Jack and the Beanstalk, Part I," identify orally what they know and have learned about the characteristics of fairy tales While listening to Jack and the Beanstalk, Part I" orally predict what will happen in the next part of the read-aloud	Word Work: *Precious*	As a class, categorize and organize information about fairy tales in an Elements of Fairy Tales chart for "Jack and the Beanstalk" Independently, draft a fictional narrative retelling

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: Jack and the Beanstalk, Part II	Distinguish fantasy from realistic text by reviewing how certain events in the story "Jack and the Beanstalk" could not have happened in real life Identify the elements of fairy tales and explain those terms as they apply to "Jack and the Beanstalk, Part II"	Prior to listening to "Jack and the Beanstalk, Part II," retell the first part of the story While listening to "Jack and the Beanstalk, Part II," confirm predictions	Word Work: *Rudely* and *Politely*	As a class, categorize and organize information about fairy tales in an Elements of Fairy Tales chart for "Jack and the Beanstalk" Independently, edit and publish (optional) a fictional narrative retelling
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

A New Nation: American Independence

12 Lessons, Pausing Points, Domain Review, Domain Assessment, and Culminating Activities (16 Days)

In this domain, students will hear about when and how our country, the United States of America, started. They will be introduced to many historical figures and events as the story unfolds of how the thirteen colonies determined and gained their independence from Britain to become the United States of America.

	Text Analysis for Close Reading / Comprehension	**Speaking & Listening**	**Language & Vocabulary**	**Writing**
These objectives are consistently addressed throughout the domain	*Ask and answer questions requiring literal recall and understanding of an informational read-aloud* *Identify the main topic and retell key details of a text* *Answer questions that require making interpretations, judgments, or giving opinions, including answering why questions that require recognizing cause/effect relationships and describing the connection between different pieces of information or illustrations in a text* *Ask and answer questions about unknown words and phrases in read-alouds and discussions* *Distinguish between information provided by illustrations and that provided by words* *Listen to and demonstrate understanding of informational read-alouds of appropriate complexity for Grades 1–3* *Activate prior knowledge related to a text*	*Carry on and participate in a conversation in small and large groups through multiple exchanges* *Use agreed-upon rules for group discussion* *Ask and answer questions requiring literal recall and understanding* *Clearly describe people, places, and things with key details* *Produce complete sentences when appropriate*	*Use correct grammar and word choice while speaking or writing* *Determine the meaning of multiple-meaning words using an array of strategies including sentence-level context and support from adults* *Demonstrate understanding of word meanings by identifying real-life connections between words and their use* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts*	*In writing, answer questions and further explore read-aloud topics*
Lesson 1: The New World	Identify and explain key details from "The New World," including the first English settlements in America Order events sequentially to show time progression	Prior to listening to "The New World," identify what they know and have learned about where and how the thirteen colonies were formed	Word Work: *Settlements*	Independently record information about the thirteen colonies from the read-aloud

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: A Taxing Time: The Boston Tea Party	Identify and explain key details from "A Taxing Time: The Boston Tea Party," including describing the Boston Tea Party Order events sequentially to show time progression Describe the Boston Tea Party by examining a picture	Prior to listening to "A Taxing Time: The Boston Tea Party," retell the story of the first English settlements in America	Word Work: *Goods*	As a class, write captions describing the Boston Tea Party for a Picture Gallery
Lesson 3: The Shot Heard Round the World	Identify and describe key details from "The Shot Heard Round the World," including events leading to the Revolutionary War	Prior to listening to "The Shot Heard Round the World," retell the story of the Boston Tea Party	Word Work: *Volunteers* Explain the meaning of the saying "let the cat out of the bag" and use in appropriate contexts	In small groups, use a graphic organizer to summarize the read-aloud
Lesson 4: Declaring Independence	Identify and describe key details from "Declaring Independence," including the Declaration of Independence Describe the Second Continental Congress by examining a picture	Prior to listening to "Declaring Independence," retell the story of the significant events leading to the Revolutionary War	Word Work: *Independent*	In small groups, write captions describing the Second Continental Congress for a Picture Gallery
Lesson 5: The Legend of Betsy Ross	Identify and retell "The Legend of Betsy Ross" Order events sequentially to show time progression	Prior to listening to The Legend of Betsy Ross," retell the story of the significant events leading to the Revolutionary War	Word Work: *Alternating*	Independently, color the American flag and write a sentence about it Share writing with others, responding to questions and suggestions to strengthen writing
	Pausing Point 1 (1 Day)			
Lesson 6: George Washington, Commander in Chief	Identify and describe key details from "George Washington, Commander in Chief," including the contributions of George Washington Describe the contributions of George Washington by examining a picture	Prior to listening to "George Washington, Commander in Chief," retell the story of the significant events in the founding of the United States	Word Work: *Struggled*	Independently, write captions describing contributions of George Washington for a Picture Gallery

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 7: Will This War Never End?	Identify and describe key details from "Will This War Never End?" including the contributions of George Washington	Prior to listening to "Will This War Never End?" retell the story of the significant events in the founding of the United States Perform "Yankee Doodle" with appropriate volume, and clear enunciation	Word Work: *Confident* Identify and accurately use action words in the past and present in appropriate contexts orally	Independently, record an answer to a question about the Revolutionary War
Lesson 8: A Young Nation Is Born	Identify and describe key details from "A Young Nation Is Born" including the contributions of George Washington Order events sequentially to show time progression	Prior to listening to "A Young Nation Is Born" retell the story of the contributions of George Washington to the founding of the United States Perform "Yankee Doodle" with appropriate volume, and clear enunciation	Word Work: *President* Explain the meaning of the saying "there's no place like home" and use in appropriate contexts Identify and accurately use action words in the past, present, and future in appropriate contexts orally	Independently, record an answer to a prompt about the contributions of George Washington
Lesson 9: Never Leave Until Tomorrow What You Can Do Today	Identify and describe key details from "Never Leave Until Tomorrow What You Can Do Today" including the contributions of Benjamin Franklin Describe the contributions of Benjamin Franklin by examining a picture	Prior to listening to "Never Leave Until Tomorrow What You Can Do Today" retell the story of the contributions of George Washington to the founding of the United States	Word Work: *Almanac* Explain the meaning of the saying "never leave until tomorrow what you can do today" and use in appropriate contexts	Independently, draw a picture showing something an almanac may be used to do and write a sentence about it Independently, write captions describing contributions of Benjamin Franklin for a Picture Gallery
Lesson 10: Building a Nation with Words and Ideas	Identify and describe key details from "Building a Nation with Words and Ideas" including the contributions of Thomas Jefferson Describe the contributions of Thomas Jefferson by examining a picture	Prior to listening to "Building a Nation with Words and Ideas" describe the contributions of Benjamin Franklin to the founding of the United States	Word Work: *Anniversary* Explain the meaning of the saying "never leave until tomorrow what you can do today" and use in appropriate contexts	Independently, write captions describing contributions of Thomas Jefferson for a Picture Gallery
	Pausing Point 2 (1 Day)			

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 11: Liberty and Justice for ALL?	Identify and describe key details from "Liberty and Justice for ALL?" including the contributions of enslaved Africans, Native Americans, and women during the evolution from colonies to independence	Prior to listening to "Liberty and Justice for ALL?" describe the contributions of the Founding Fathers	Word Work: *Equally*	As a class, organize information about the contributions of enslaved Africans, Native Americans, and women As a class, explore informational paragraph writing Independently, plan an informational paragraph
Lesson 12: What Do a Flag, a Bell, and an Eagle Have in Common?	Identify and describe key details from "What Do a Flag, a Bell, and an Eagle Have in Common?" including the significance of several U.S. symbols	Prior to listening to "What Do a Flag, a Bell, and an Eagle Have in Common?" describe the contributions of various groups	Word Work: *Symbols*	Independently, draft an informational paragraph
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

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Frontier Explorers (11–15 days)

11 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (17 Days)

In this domain, students will learn about the American frontier and the explorers that played an important role in the westward expansion of the United States. Students will review the development of the thirteen colonies and the Revolutionary War. They will learn about the difficulty of crossing the Appalachian Mountains and will be introduced to Daniel Boone and the role he played in westward expansion. Students will also learn about the presidency of Thomas Jefferson and the explorers he sent out west to gather information to bring back east. Students will be introduced to key people and events that played a role in the early westward expansion of the United States.

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
These objectives are consistently addressed throughout the domain	*Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud* *Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships* *Describe the connection between two individuals, events, ideas, or pieces of information in an informational read-aloud* *Ask and answer questions about unknown words and phrases in informational read-alouds and discussions* *Demonstrate understanding of informational read-alouds of appropriate complexity for Grade 1* *Activate prior knowledge related to a text*	*Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.* *Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age* *Ask questions to clarify information about the topic in a literary or informational read-aloud* *Produce complete sentences when appropriate to task and situation*	*Use correct grammar and word choice while speaking or writing* *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies* *Demonstrate understanding of word relationships and nuances in word meanings* *Identify real-life connections between words and their use (e.g., note places at home that are cozy)* *Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)*	*Use graphic organizers to record and organize information* *Participate in group and independent writing projects to answer questions and further explore read-aloud topics*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: Daniel Boone and the Opening of the West	Describe Daniel Boone and the Appalachian Mountains Correctly sequence information about Daniel Boone on a timeline of events in the history of North America Describe why the Appalachian Mountains were a barrier for settlers	Prior to listening to "Daniel Boone and the Opening of the West," create a timeline to correctly sequence events in the history of North America using images and background knowledge	Word Work: *Barrier*	
Lesson 2: Crossing the Appalachian Mountains	Describe Daniel Boone's adventures as a trailblazer	Prior to listening to "Crossing the Appalachian Mountains," describe the challenges of crossing the Appalachian Mountains and identify cardinal directions	Demonstrate understanding of the meaning of *trailblazer* Word Work: *Pioneers* Multiple Meaning Word Activity: *Pass*	With assistance, use a graphic organizer to analyze the actions of Daniel Boone
Lesson 3: Jefferson and Monroe	Explain why Thomas Jefferson wanted to buy the city of New Orleans Describe an image of Napoleon Bonaparte and use images and details in "Jefferson and Monroe" to check and support comprehension Identify the Appalachian Mountains, the Mississippi River, and the Rocky Mountains on a map of the United States	Prior to listening to "Jefferson and Monroe," describe the connection between Daniel Boone and the Appalachian Mountains, identify geographic features of the United States, and correctly sequence information about Thomas Jefferson on a timeline of events in the history of North America	Word Work: *Mouth* Syntactic Awareness Activity: Sentence Types	
Lesson 4: The Louisiana Purchase	Explain the significance of the Louisiana Territory and the Louisiana Purchase Distinguish between the United States before and after the purchase of the Louisiana Territory using a map	Prior to listening to "The Louisiana Purchase," explain the importance of the Mississippi River to the United States	Demonstrate understanding of the meaning of *mouth* Word Work: *Purchase* Multiple Meaning Word Activity: *Letter*	Write about the importance of the Louisiana Purchase to the United States using information from the read-aloud
	Pausing Point (2 Days)			

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 5: Lewis and Clark	Explain the reasons that Lewis and Clark went on their expedition Correctly sequence information about Lewis and Clark on a timeline of events in the history of North America	Prior to listening to "Lewis and Clark," identify events leading up to the Louisiana Purchase and correctly sequence information about the Louisiana Purchase on a timeline of events in the history of North America	Word Work: *Brave* Demonstrate understanding of the meaning of *route*	
Lesson 6: Lewis and Clark: The Journey Begins	Describe the beginning of Lewis and Clark's expedition Act out Lewis and Clark's final preparations and the day they set out for their expedition and make predictions about what will be found on the expedition	Prior to listening to "Lewis and Clark: The Journey Begins," identify what Lewis and Clark's three tasks were using images for support	Word Work: *Expedition*	
Lesson 7: Discovery and Danger on the Prairie	Describe Lewis and Clark's encounters with Native Americans Track Lewis and Clark's progress on a map of the United States Record information about the tasks Lewis and Clark have accomplished	Prior to listening to "Discovery and Danger on the Prairie," identify geographic features of the United States and explain how Lewis and Clark prepared for their expedition	Demonstrate understanding of the meaning of *discover*, *danger* Word Work: *Honored*	
Lesson 8: Sacagawea	Describe how Sacagawea came to be part of Lewis and Clark's expedition Track Lewis and Clark's progress on a map of the United States Record information about the tasks Lewis and Clark have accomplished	Prior to listening to "Sacagawea," identify geographic features of the United States and describe the tasks Lewis and Clark have accomplished so far	Word Work: *Protection*	
Lesson 9: Red Cedars and Grizzly Bears	Describe additional things Lewis and Clark encountered related to the tasks they were asked to accomplish Track Lewis and Clark's progress on a map of the United States Record information about the tasks Lewis and Clark have accomplished	Prior to listening to "Red Cedars and Grizzly Bears," identify geographic features of the United States and describe the tasks Lewis and Clark have accomplished so far	Demonstrate understanding of the meaning of "keep a sharp eye out for" Word Work: *Record*	

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	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 10: Rivers and Mountains	Explain why Lewis and Clark were unable to accomplish the last task Track Lewis and Clark's progress on a map of the United States Record information about the tasks Lewis and Clark have accomplished and the task they were unable to accomplish	Prior to listening to "Rivers and Mountains," identify geographic features of the United States and describe the tasks Lewis and Clark have accomplished so far	Demonstrate understanding of the meaning of *translator* Word Work: *Dull*	
Lesson 11: To the Pacific and Back	Describe the end of Lewis and Clark's expedition Confirm predictions about "To the Pacific and Back"	Prior to listening to "To the Pacific and Back," identify geographic features of the United States, describe the tasks Lewis and Clark accomplished and the task they were unable to accomplish, and predict how Lewis and Clark's expedition will end	Demonstrate understanding of the meaning of *success* Word Work: *Contentment*	Write an informational paragraph summarizing Lewis and Clark's expedition using information recorded about the tasks they accomplished and the task they were unable to accomplish
	Domain Review (1 Day)			
	Domain Assessment (1 Day)			
	Culminating Activities (2 Days)			

Elementary Curriculum

Grade K

- Needs of Plants and Animals
- Pushes and Pulls
- Sunlight and Weather

Grade 1

- Animal and Plant Defenses
- Light and Sound
- Spinning Earth

Grade 2

- Plant and Animal Relationships
- Properties of Materials
- Changing Landforms

Grade 3

- Balancing Forces
- Inheritance and Traits
- Environments and Survival
- Weather and Climate

Grade 4

- Energy Conversions
- Vision and Light
- Earth's Features
- Waves, Energy, and Information

Grade 5

- Patterns of Earth and Sky
- Modeling Matter
- The Earth System
- Ecosystem Restoration

AmplifyScience

authored by THE LAWRENCE HALL OF SCIENCE UNIVERSITY OF CALIFORNIA, BERKELEY

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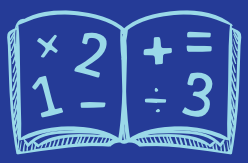
Lesson Internalization Protocol and Template



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Simply using high-quality instructional materials (HQIM) doesn't guarantee that a teacher — or tutor, aide, or anyone supporting student learning — will teach them in a way that sets their specific students up to meet the ambitious goals listed in their state's standards. **To ensure students successfully engage with the materials in the ways outlined in the standards and the shifts, teachers must internalize lesson materials prior to teaching.**

Internalization describes the steps a teacher takes to intellectually prepare prior to teaching a unit or lesson. It includes analyzing the ways different components of the lesson support the learning goal and doing the work of students.

Teachers are busy and time is finite, which makes the following pitfalls common and appealing substitutes for internalization, but student learning suffers.

PITFALL 1

PRINT AND GO

Find the day's lesson, skim it over, press print, and teach.

Imagine....

You glance down at your teacher's guide and see that you are supposed to model the division problem 6 ÷ 3 = 2 using a tape diagram. What on earth is that? You decide to tell students to use their calculators instead.

What's the impact?

Students don't develop the conceptual understanding they need to master grade level division standards leading to future difficulties mastering standards related to division.

PITFALL 2

NOTHING BUT THE ANSWER KEY

Find an answer key, put it on your clipboard, and teach.

Imagine....

The majority of your students get stuck on a place value question. You know the answer is on your key but since you haven't internalized you're not sure why they're struggling with this question. You decide to tell them to skip it.

What's the impact?

Students' misconception never gets addressed and it continues to be a point of confusion in class as students apply place values when comparing numbers and operating with decimals.

Succumbing to these pitfalls leaves us unprepared to teach and leaves students without the depth of understanding they deserve.

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Lesson INTERNALIZATION helps in many ways:

1. **Internalization prepares teachers to teach to the depth students need and deserve** to fully meet the standards. When you haven't internalized a lesson it's easy to fall back on, "I guess I'll just teach it the way I was taught it," even if that approach doesn't match the work the standard and objective call for or that is best for your students.
2. **Internalization frees up teacher headspace.** Instead of figuring out what the next problem is and how to solve it in the moment, you have space to analyze student work and listen to their mathematical reasoning.
3. **Internalization gives you the chance to identify when you may have gaps in your own knowledge** that you need to fill in order to give your students the support they need (and deserve). It's really easy to assume that because you are an adult you know how to do elementary math. However, teaching requires the development of specialized mathematical knowledge that is different from what the average person needs to use math in their daily lives.

So how do you internalize a lesson? Below are four simple steps you can take to be prepared to teach a lesson along with a template to support you in that internalization process and a completed example template for your reference.

What is INTERNALIZATION and what are the steps:

1 Read and annotate the entire text of the lesson

- **WHY:** To familiarize yourself with the representations/models, problem types, and strategies/procedures that students will learn and use.
- **HOW:** While reading, make a running list of representations/models, problem types, and strategies/procedures.

2 Connect to the culminating task of the unit

- **WHY**: To understand how the work in this lesson sets students up for success on the unit assessment
- **HOW:** After annotating, look back at the lesson standard, lesson objective, and unit assessment. Consider how different elements of the lesson support the goals of the unit.

3 Familiarize yourself with the culminating task of the lesson and analyze opportunities for students to make meaning throughout the lesson

- **WHY:** To understand the nature of the work students are expected to do and how they will demonstrate mastery.
- **HOW:** Complete the exit ticket, discussion questions, and problems from the POV of a student using the approaches in your annotations. Consider what students will need to know and do by the end of the lesson and which parts of the lesson are especially important for getting them there.

4 Anticipate areas where students may need support

- **WHY:** To understand the trajectory of student learning throughout the lesson and anticipate where students might struggle.
- **HOW:** Make a list of the areas where students may struggle and why. As you explain why students may struggle, consider the new complexities of each problem.

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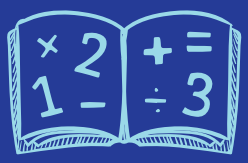
Lesson Internalization Template



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Below is a template you can use to internalize a lesson followed by a completed example. Access your own editable copy here.

LESSON # AND TITLE:

1 Read and annotate the entire text of the lesson

Annotate:

While reading, make a running list of representations/models, problem types, and strategies/procedures.

Representations and Models
Problem Types (see p. 88-89 of the standards)
Strategies and Procedures

2 Connect to the unit's culminating task

Connect:

After annotating, look back at the lesson standard, lesson objective, and unit assessment. Then, reflect on how the representations/models, problem types, strategies, and procedures you noted support the goals of the lesson and unit.

Lesson Standard:	**Lesson Objective:**
Link to your unit assessment and list the assessment items from the unit assessment that this lesson is designed to teach toward (e.g., items 1, 8, 10).	
What is the purpose of using these particular representations/models, problem types, strategies, and procedures in today's lesson? What are students learning from the lesson that will support them in mastering the standard, objective, unit goals?	

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3A Familiarize yourself with the culminating task of the lesson

Familiarize:

Do the exit ticket from the point of view of a student. Use the representations/models, strategies, and procedures found in the lesson.

Analyze:

Reflect on what you had to know and do in order to complete the exit ticket. What are the 1-3 most important things students have to know and/or be able to do in order to successfully complete the exit ticket?

Know / Do	Why is this important?

3B Analyze opportunities for students to make meaning throughout the lesson

Familiarize:

Complete the problems/tasks from the POV of a student. Jot down an exemplar response to each discussion question.

Prioritize:

Think back on the student work you just completed. What are the 1-3 most important problems, tasks, and/or discussion questions for students to complete if they are to be able to KNOW and be able to DO the things you listed in the row above?

Priority Problems/Tasks/Discussion Questions	Why are these important to prioritize?

4 Anticipate areas where students may need support

#	Tasks/Problems where students may need additional support and why

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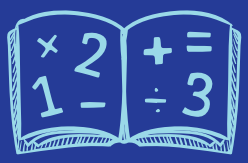
Lesson Internalization Template

(Completed Example)



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LESSON # AND TITLE: Module 1 Topic B, Lesson 4[1]

High-quality instructional materials can come from a variety of sources. In this completed template, we use materials from Eureka Math. However, the process described can be used with other high-quality instructional materials.

1 Read and annotate the entire text of the lesson

Annotate:

While reading, make a running list of representations/models, problem types, and strategies/procedures.

Representations and Models

- Draw Tens and Ones
  - Linking cubes
  - Quick tens (vertical line representing 10, dots representing ones)
  - Number on a place value chart
- Make the Next Ten Within 100
  - Rekenrek
  - Number sentence
- Take Out One:
  - Number bond to show decomposition
- Application Problem:
  - Tape diagram
  - Number bond to show decomposition
  - Number sentence
- Concept Development
  - 5- and 10- group columns with circles to show one addend and xs to show the other
  - Number bond to show decomposition
  - Number sentence

Problem Types (see p. 88-89 of the standards)

- Add to, result unknown
- Put together, total unknown

Strategies and Procedures

- Make a 10 to solve addition problems with a 9, 8, or 7s in the ones place

[1] Retrieved from EngageNY here

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2 Connect to the unit's culminating task

Connect:

After annotating, look back at the lesson standard, lesson objective, and unit assessment. Then, reflect on how the representations/models, problem types, strategies, and procedures you noted support the goals of the lesson and unit.

Lesson Standard:	**Lesson Objective:**
2.OA.B.2 Fluently add and subtract within 30 using mental strategies. By the end of 2nd grade, know from memory all sums of two one-digit numbers and related subtraction facts.	Make a ten to add within 20

Link to your unit assessment and list the assessment items from the unit assessment that this lesson is designed to teach toward (e.g., items 1, 8, 10).

Assessment: Items 1a, 1d, 2a, and 3b[2]

What is the purpose of using these particular representations/models, problem types, strategies, and procedures in today's lesson? What are students learning from the lesson that will support them in mastering the standard, objective, unit goals?

- **Standard:** Being able to manipulate numbers to make them easier to work with is a core part of fluent, mental computation. The decomposition and "make a 10" strategy this lesson focuses on with single-digit addends will be a critical part of students' computation toolkit as they work up to fluent addition within 30 by the end of the year.
- **Objective:** Decomposition, or, breaking a number into smaller quantities to make it easier to work with, is the core of the fluency work in this lesson.The representations used in this lesson are all focused on making decomposition explicit for students. This helps them understand how and why the "make a 10" strategy works. For example, the rekenrek uses different spacings of beads to show how the same quantity can be broken apart in different ways. The number bond helps students track decomposition in a more abstract way.
- **Unit Goals:** Students are solving the same problem types they will encounter and using the same solution strategies they will apply on the unit assessment. The lesson is giving them a chance to build fluency with the strategy with smaller numbers (within 20) before they are asked to apply it in the context of larger numbers (within 100) later in the unit.

[2] Retrieved from EngageNY here

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3A Familiarize yourself with the culminating task of the lesson

Familiarize:

Do the exit ticket from the point of view of a student. Use the representations/models, strategies, and procedures found in the lesson.

Analyze:

Reflect on what you had to know and do in order to complete the exit ticket. What are the 1-3 most important things students have to know and/or be able to do in order to successfully complete the exit ticket?

Know / Do	Why is this important?
Students need to know what number is needed to help the first addend "make a 10."	This will help them decompose the second addend.
Students need to know how to decompose the second number into two parts--the part that will help the first addend make ten and what's leftover--and how to represent this with a number bond.	This sets them up to do an easier addition problem (10 + __), one that can be solved mentally.
Students need to add to make a ten and then remember to add what's left over; the number bond helps ensure they don't forget this last step.	This step is where they calculate the correct answer.

3B Analyze opportunities for students to make meaning throughout the lesson

Familiarize:

Complete the problems/tasks from the POV of a student. Jot down an exemplar response to each discussion question.

Prioritize:

Think back on the student work you just completed. What are the 1-3 most important problems, tasks, and/or discussion questions for students to complete if they are to be able to KNOW and be able to DO the things you listed in the row above?

Priority Problems/Tasks/ Discussion Questions	Why are these important to prioritize?
Concept Development	The "Concept Development" portion of this lesson is where students gain their first exposure to both the "make a 10" strategy and the chance to apply the "circles and x's" and number bond representations in the context of the strategy. The "Observing Patterns" questions help solidify the key features of the strategy for students before they are asked to apply it independently during the problem set. Skipping this section would mean students are unlikely to practice using the strategies and representations that are the focus of the lesson during the problem set.

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Priority Problems/Tasks/ Discussion Questions	Why are these important to prioritize?
Page one of the problem set	Page one of the problem set provides direct practice for applying the "make a 10 strategy" and mirrors the format students will see on the exit ticket. It also mirrors the format of several of the unit assessment problems that include much larger addends. Therefore, a chance to practice the strategy with small numbers in this lesson will be essential.
Discussion question: Explain the strategy we used today. Can you think of another problem the "make a ten" strategy will help us solve?	After completing the problem set, this discussion question will help students solidify the core features of the "make a 10" strategy and help them think about why it was useful across all the different problems they just solved. This will mean they are well positioned to apply it independently on the exit ticket. The "Can you think of …" question is an excellent check for understanding to gauge whether students are ready to move on to the exit ticket.

4 Anticipate areas where students may need support

#	Tasks/Problems where students may need additional support and why
9-12	For this set of the problems the result is given but an addend is not. They may be confused at first by the novelty of it in relation to the other problems they've solved. This is not something they had exposure to at any other point in the lesson and they may not know how the two problems in each box are related or how this section relates to the "make 10" strategy they've focused on throughout the lesson.
13-14	Word problems may be difficult for some if they struggle in making sense of the action in problem and translating it into a number senteZnce. Additionally, students will switch back to being provided both addends with the result unknown which may cause them to struggle after having done a problem set where one of the addends was unknown and the result was provided.

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Missouri CORE Skills

Social-Emotional Learning Framework

The State Board of Education's K-12 Social-Emotional Learning (SEL) Workgroup developed the Competencies of Relationship-building Education (CORE) Framework, Glossary, and Student Indicators in 2023. The framework can be used to help guide schools in their work to provide SEL to students in an effort to better equip students to become successful, productive contributors to a global society.

The State Board of Education chose to use the work of the SEL Workgroup as a framework/resource document for stakeholders, but not to move forward with implementing statewide SEL Standards.

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

Contact StudentWellness@dese.mo.gov with questions.

December 2023

K-12 Social-Emotional Learning Framework Workgroup Members

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Fordland R-III	Mrs. Melissa Grandel	2020 Missouri Teacher of the Year
Fulton Middle School	Mrs. Beth Houf	2022 National Principal of the Year
Jefferson City School District	Ms. Niki Atkinson	Elementary School Counselor & SEL Specialist, Jefferson City School District - North Elementary
Lone Jack C-6 School District	Misha Parker	2022 Regional Teacher of the Year
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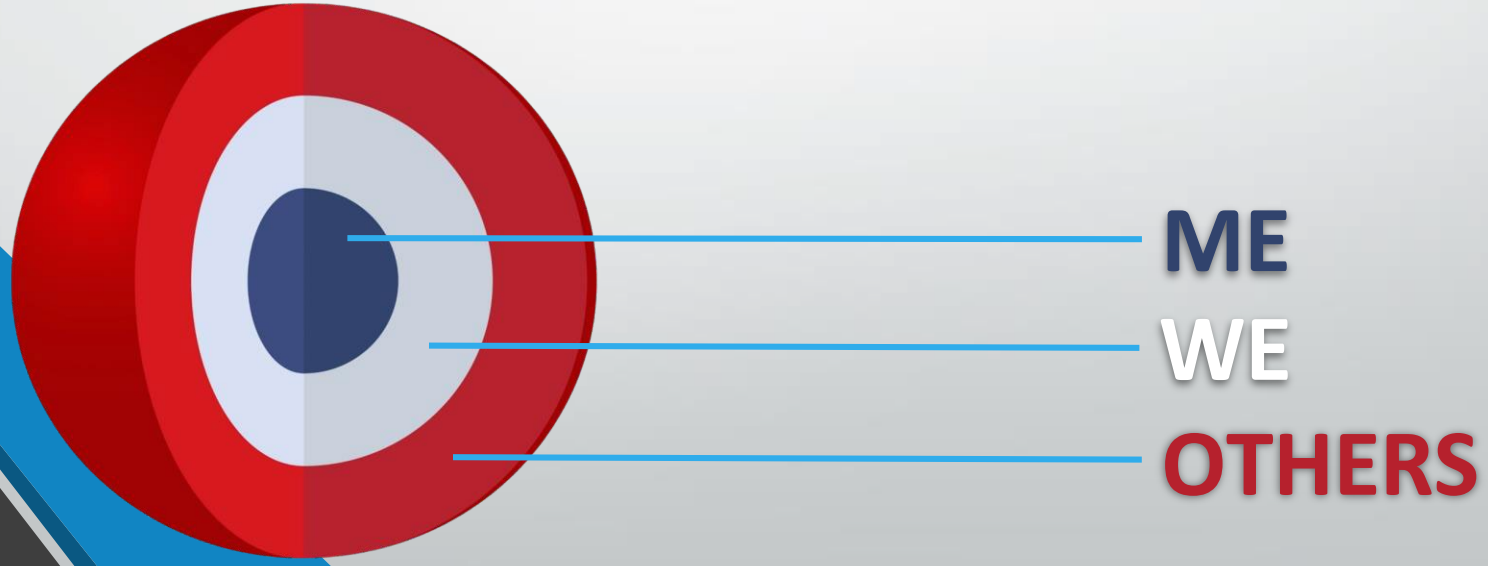
University of Missouri-Columbia	Dr. Christi Bergin	Research Professor and Associate Dean of Research & Innovation
University of Missouri-Columbia	Ms. Jen Foster	EMINTS
University of Missouri-Columbia	Dr. Chris Slaten	Department Chair & Associate Professor
Kansas City Public Schools	Dr. Nikita Fuller	Director of K-12 School Counseling

MO **CORE** Skills

Competencies **O**f **R**elationship-building **E**ducation



CORE Skills

MO students with strong CORE skills are better equipped to become successful students and, productive contributors to a global society.

CORE Skills Framework

Me: A healthy sense of self. Students develop core integrity to act upon principles that provide a foundation for trustworthiness, dependability, and honesty.

We: Relationship-building skills that are critical to employment and life success. Students consider how their behavior influences those around them, enabling students to build healthy relationships with others.

Others: Prosocial skills that have a positive effect on those around them, and improve their communities. Students build integrity and healthy relationships to treat others with kindness and respect.

Students will demonstrate…

ME *A healthy sense of self. Students develop core integrity to act upon principles that provide a foundation for trustworthiness, dependability, and honesty.*	WE *Relationship-building skills that are critical to employment and life success. Students consider how their behavior influences those around them, enabling students to build healthy relationships with others.*	OTHERS *Prosocial skills that have a positive effect on those around them, and improve their communities. Students build integrity and healthy relationships to treat others with kindness and respect.*
Processing and managing one's own thoughts and behaviors to regulate emotions in a healthy manner.	Effective teamwork, collaboration, and cooperation.	Understanding others' feelings or emotions accurately.
Examining one's own behavior, taking ownership, and being accountable for one's actions.	Constructive decision-making, problem solving, and conflict resolution.	Empathy and compassion for others including concern for how one's behavior affects others.
Awareness of and beliefs in one's own strengths, interests, and areas for growth, trusting in one's abilities.	Awareness of and respect for others, both different and similar to one's self.	Respect, kindness, and civility while treating others with dignity.
Setting, monitoring, and achieving attainable goals with perseverance.	Adjusting behavior to different settings and situations as needed.	Fair, equitable, and just treatment of others.
Advocacy for self to promote health, safety, and personal needs.	Effective communication including appropriate self-expression and active listening.	Advocacy for others as individuals or communities.

Competencies **o**f **R**elationship-building **E**ducation (CORE) Framework, Glossary, and Student Indicators

Social Emotional Learning is *the direct attempt to build children's social and emotional competencies in school settings*. It is a schoolwide approach delivered by teachers, school counselors, and all school staff in partnership with students, families, community members, and other stakeholders. It supports the success of but does not replace related existing curriculum (e.g. health, school counseling, Physical Education, Career and Technical Education, etc.) and services for students needing more targeted support for behavior and mental health.

ME:

A healthy sense of self. Students develop CORE integrity to act upon principles that provide a foundation for trustworthiness, dependability, and honesty.

- **A Healthy sense of self:** Confidence in, satisfaction with, and respect for oneself that is free of harmful pridefulness.
- **Integrity:** Steadfast adherence to principles of right or wrong.

M1: Processing and managing one's own thoughts and behaviors to regulate emotions in a healthy manner.	
Glossary	Student Indicators
• **Emotional Regulation**: the ability to manage or adjust one's own emotions	• Recognizing their own emotions • Using age and developmentally appropriate constructive coping strategies
M2: Examining one's own behavior, taking ownership, and being accountable for one's actions.	
Glossary	Student Indicators

Left intentionally blank (Self-explanatory)	• Being in control of one's behavior
	  ○ Self-monitoring
	  ○ Self-evaluation
	  ○ Self-reinforcement
	• Exercising restraint over one's own impulses or desires
	• Reflecting on behavior and recognizing how to improve

M3: Awareness of and beliefs in one's own strengths, interests, and areas for growth, trusting in one's abilities.	
Glossary	Student Indicators
Left intentionally blank (Self-explanatory)	• Outwardly sharing and demonstrating their strengths, interests, and areas for growth • Desiring and believing that they can accomplish a task or goal • Acknowledging personal growth
M4: Setting, monitoring, and achieving attainable goals with perseverance.	
Glossary	Student Indicators
Left intentionally blank (Self-explanatory)	• Establishing specific, time-based goals that are measurable, achievable, and realistic • Adhering to a course of action in order to achieve one's goals • Accepting goals for themselves, and believing in their attainability

	• Maintaining a course of action or keeping at a task and finishing it despite failure, set-back, barriers, or obstacles (such as opposition or discouragement) or the effort involved
M5: Advocating for self to promote health, safety, and personal needs.	
Glossary	Student Indicators
• **Advocacy for Self:** Effectively communicate, or negotiate for one's own needs and interests.	• Clearly stating one's needs • Willing to ask for help • Distinguishing differences between needs and wants

WE:

Relationship-building skills that are critical to employment and life success. Students consider how their behavior influences those around them, enabling students to build healthy relationships with others.

- **Healthy Relationships:** A healthy relationship is one that adds to each individual's well-being, nurtured by trust, respect, and boundaries.

W1: Effective teamwork, collaboration, and cooperation.	
Glossary	Student Indicators
• **Teamwork:** When a group of people contributes to the completion of a task or achievement of a goal • **Collaboration:** The process of individuals acting as a team where	• Engaging in teamwork • Voicing their opinions • Encouraging others

each member has a voice and a role to complete a task or goal ● **Cooperation:** To participate or assist in a joint effort to accomplish a common goal	
W2: Constructive decision-making, problem-solving, and conflict resolution.	
Glossary	Student Indicators
Left intentionally blank (Self-explanatory)	● Following constructive problem-solving processes/models ● Following constructive decision-making processes/models ● Following constructive conflict resolution processes/models ● Sharing and considering ideas of others ● Asking for help Decision-making ● Prioritizing ● Choosing between two or more alternatives, ranging from the relatively simple to the complex ● Evaluating consequences Problem-solving ● Finding solutions Conflict Resolution

	● Engaging in dialogue ● Asking for help ● Using strategies, such as turn-taking, taking a break, negotiation, and bargaining, compromise to resolve interpersonal or intergroup disagreements ● Solving conflict (opposition or antagonism) with mutual satisfaction where possible ● Finding peaceful resolutions ● Reducing discord and friction between individuals or groups
W3: Awareness of and respect for others, both different and similar to one's self.	
Glossary	Student Indicators
● **Respect:** An attitude of, or behavior demonstrating, esteem, honor, regard, concern, and other such positive qualities toward an individual or entity	● Bringing others into the group ● Welcoming interaction by active listening, asking questions, and making connections
W4: Adjusting behavior to different settings and situations as needed.	
Glossary	Student Indicators
Left intentionally blank (Self-explanatory)	● Recognizing appropriate behavior for their surroundings ● Using respectful language, verbal, and non-verbal expressions in all forms and in all settings (including media and technology)

	• Reflecting on and demonstrating an understanding of situational expectations
W5: Effective communication including appropriate self-expression and active listening.	
Glossary	Student Indicators
• **Self-expression:** The act of revealing an individual's own personality, emotions, thoughts, and ideas through the use of words, actions, body language, and creative choice • **Active Listening:** The process of making a conscious effort to fully focus an individual's own attention on a speaker in order to understand their message, to respectfully reflect on that message, and to thoughtfully respond	• Respectfully sharing information regarding one's own interests and opinions • Responding verbally and non-verbally to a speaker • Engaging in activities that display their creative style including but not limited to the arts, science and engineering, and writing

OTHERS:

Prosocial skills that have a positive effect on those around them, and improve their communities. Students build integrity and healthy relationships to treat others with kindness and respect.

- **Prosocial Skills:** are any behavior intended to benefit others or promote harmonious relationships.

O1: Understanding others' feelings or emotions accurately.	
Glossary	Student Indicators

Left intentionally blank (Self-explanatory)	• Comprehending and interpreting other's emotions • Seeing a situation from a viewpoint that is different from one's own viewpoint
O2: Empathy and compassion for others including concern for how one's behavior affects others.	
Glossary	Student Indicators
• **Empathy:** Ability to understand and share the feelings of another • **Compassion:** Sensitivity to the suffering of others with a desire to help	• Recognizing a need and acting on it to assist others • Recognizing the suffering of others and then taking action to help when possible
O3: Respect, kindness, and civility while treating others with dignity.	
Glossary	Student Indicators
• **Respect:** An attitude of, or behavior demonstrating, esteem, honor, regard, concern, and other such positive qualities toward an individual or entity • **Kindness:** A helpful action intentionally directed toward another person that includes being friendly and considerate • **Civility:** politeness and courtesy in behavior or speech including disagreeing without disrespect	• Being polite and courteous to others even when disagreeing • Expressing gratitude and appreciation • Apologizing • Being helpful • Demonstrating expressions of appropriate nonverbal cues • Being considerate or thoughtful

• **Dignity:** The inherent worth or status that all humans share equally to be valued for their own sake	
O4: Fair and equitable treatment of others.	
Glossary	Student Indicators
Glossary • **Fair:** Treating others in a way that is right or reasonable and minimizes bias, favoritism, injustice, or discrimination • **Equitable:** Allocating resources and support based on the needs of individuals	• Demonstrating impartiality and honesty • Minimizing bias or injustice • Treating others well without expecting or receiving more than your share in return
O5: Advocacy for others as individuals or communities.	
Glossary	Student Indicators
• **Advocacy for Others:** The outward expression of supporting or defending a cause or proposal on behalf of others	• Defending victims of bullies • Outwardly supporting a cause or proposal • Speaking in favor of, recommending, or defending a cause • Pleading on behalf of others

CREATIVITY: PLAY

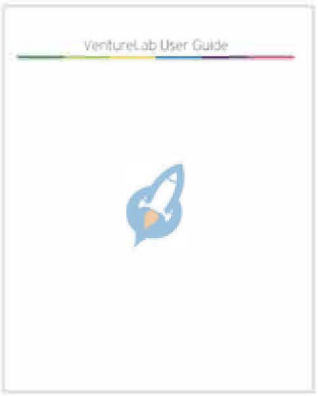
1

Grades: 1-2

venturelab
Entrepreneurial Learning

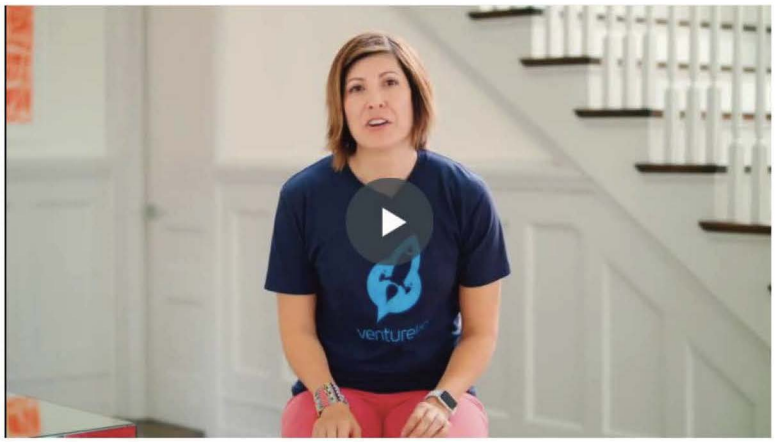
As a VentureLab instructor, you are enabling student confidence, self-efficacy and ingenuity, ultimately preparing students to use an entrepreneurial mindset to pave their own path. For your own journey as an instructor, please use the resources below to complement the VentureLab curriculum. There, you'll find tips on how to create an impactful learning experience.

USER GUIDE



ENTREPRENEURIAL MINDSET & SKILLSET

INTRODUCTORY VIDEO



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Duration: 60 minutes

Want 120 more minutes of Creativity? Click here to purchase Lesson 2!

LESSON OVERVIEW

TOTAL DURATION

120 minutes

"A playful state is a curious state. Simple delight and amusement can lead to breakthroughs that applied effort and direct thinking just won't give you."
- Steven Johnson

Note on timing - Design Challenges can be broken up if you only have time for a few in a day. For Planet Mooz activity, you can have students create their menu and play food one day (about 30 minutes) and role play the next (30 minutes).

INTRODUCTION

Play and being playful are considered cornerstones of creativity and idea generation. There is significant evidence that many ideas for new products and services were developed through playing around with ideas, materials, and products. Play itself gives us a fresh perspective, which is often critical in solving problems and being innovative. Play also helps us better understand the world around us because we can explore things in a fun way – we can make and build, create new worlds and personas, play new games, and break the rules, without fear of consequences. Play helps entrepreneurs innovate because it's risk-free—there's no judgment or failure when you're playing.

In Activity 1, students will be using their imaginations to transform everyday objects into something different and playing through design challenges during Activity 2. Students will rotate in teams to four different stations with a challenge to create something at each. Finally, Activity 3 will involve creative play as students create a menu and play food for an alien planet. To close out the activity and lesson, students will role play waiters/waitresses and customers at each other's diners.

GOALS

- Students will create different things using various materials.
- Students will understand that play helps them to be more creative.
- Students will begin thinking as entrepreneurs do while playing.

LESSON PREPARATION

Grades: 1-2

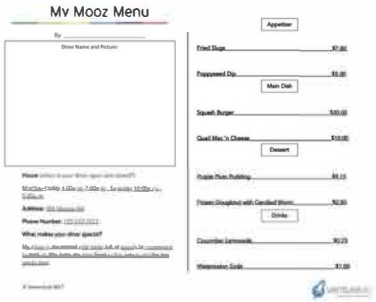
DOWNLOADS

SLIDES

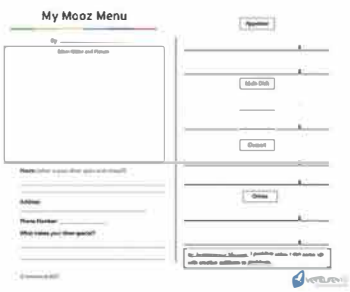
PLAY STATION CARDS

GROUP UP!

PLANET MOOZ DINER MENU FOR TEACHERS



PLANET MOOZ DINER MENU FOR STUDENTS



PLANET MOOZ DINER LETTER

ENTREPRENEURIAL MINDSETS and SKILLS

This lesson is designed to help students experience and develop the following:

Entrepreneurial Mindsets	Entrepreneurial Skills
Curiosity	Creativity (through play)
Failure is okay	Idea generation
Growth mindset	
Problem-solving	
Opportunity-seeking	

KEY TERMS

ENTREPRENEURSHIP

isn't just about starting companies; it is a skillset and a way of thinking. The core of entrepreneurship is building a solution to a problem, having a vision and making it a reality.

ENTREPRENEURS

put together all the resources needed and take on risk to bring an innovation to market or create value for a customer.

ACTIVITY 1: THIS IS NOT Duration: 15 minutes

INTRODUCTION

In this activity, students use their imagination to transform objects into something different. As they go around the group, each person adds their idea of what that object could become. The object can turn into something as wild as students like - they should have fun with it! This activity is designed to set the right tone for the rest of the lesson - we should not limit our ideas to what seems sensible or possible and that play is a super fun way to encourage creative thinking and problem solving.

MATERIALS and RESOURCES

Here are suggested items for this activity. Any will do and you don't need all of them.

- scarf
- hat
- box
- candle
- paper clip
- fork
- shoe
- brush
- gum
- food item (chips, apple, etc.)
- pencil
- basket
- bowl
- book

INSTRUCTIONS

1) Have the entire group stand in a circle. Pick one of the objects and say to the group, "This is not a scarf. It's a jump rope." Act out jumping rope with the scarf (or model an example using the object you chose). Model another example. Say "this is not a scarf. It's a hat." Act out putting the scarf on as a hat. Encourage students to think of their own ideas for what this scarf could become instead of a scarf. Tell them that the crazier the idea, the better. Make sure to let students know that all ideas are welcome for this activity, and that we need to be kind and encouraging when others are brave enough to share their ideas.

2) Now, pass the scarf to a student with an idea. That student will pass to another with an idea. Students can just raise their hands if they have an idea. Don't force students to share if they don't have an idea. Once your group has run out of ideas for the scarf, pick a new object and change that into something new.

EXTENSION (Optional)

Play a few rounds of this game. In the first round, students are not allowed to talk. They must act out what they're turning the object into. Whoever guesses correctly then gets to act. For the second round, students would say what the object is, and act out using it that way.

ACTIVITY 2: CREATIVE PLAY DESIGN CHALLENGES

INTRODUCTION

In this activity, students will work at 4 different stations to meet design challenges. These quick, fun challenges will get students thinking while also giving them the opportunity to play around with ideas and materials.

MATERIALS and RESOURCES

- ◌ Play Station Cards
- ◌ Timer or device with a timer (e.g. phone)
- ◌ Use whatever materials you have on hand; kids will be able to create and play with anything you have available, even if it's just a box of scrap paper. Here are some sample materials:
  - scrap paper
  - glue
  - scissors
  - paint and paintbrushes
  - stickers
  - string/ribbon
  - cardboard
  - popsicle sticks
  - tape
  - straws
  - pencils, crayons, markers
  - toilet paper and/or paper towel tubes
  - old containers

PREPARATION

1) Collect play station materials.
2) Organize materials in your space for easy access to students.
3) Decide how you're going to group your kids (Use Group Up! for ideas if you'd like).
4) Set up 4 stations for students. Divide materials evenly between the stations. You can set these up any way you like based on your space. Kids will enjoy working on the floor, desks, tables, etc. Try to spread your stations out, but it's not a problem if stations need to be somewhat close together due to space restrictions.
5) Place a play station card at each station (or two copies so students can reference without all having to crowd around one card).

Duration: 45 minutes

INSTRUCTIONS

1) Make sure to read preparation instructions and have stations set up before beginning the lesson. Gather students together and let them know that they are going to be playing today! Before we begin, we need to discuss why it's important to play and how this can help us become better entrepreneurs (even though this lesson precedes Intro to Entrepreneurship, you can still use the word entrepreneur so students start getting used to hearing it). Tell students that entrepreneurs are people who come up with new ways to solve problems and bring new ideas to life.

2) Ask students why they like to play? What would you play with if you could play with anything (that's not technology-related)? When discussing with students why it's important to play, create a list of ideas together on why we play. If you can, have different students write these ideas on the board as they will retain them better if they're the ones generating and writing the ideas. First write "Why Should We Play?" in large letters. You could write this on poster paper or the board. Ask for student ideas, but if they are having trouble generating, suggest things like, "because it's fun" (which they'll probably say), "to challenge myself," "to expand my thinking," "to help with problem solving," because I am an entrepreneur," "to be creative," "to build and explore," and "to expand my imagination." Tell students that creative people play with ideas and different materials all the time and they're going to do just that today (this step should take about 5 minutes).

3) Let students know you have set up 4 play stations with different challenges all around the room. Students are going to split up in teams and go to each station to meet the challenge. Let your students know that they will need to work quickly and creatively and not be afraid to fail - That's part of being an entrepreneur! Tell them to do their best with the time they have but try not to get frustrated. Be sure to also discuss the following before beginning:

    - Discuss safety with scissors
    - Be careful not to spill paint (if applicable).
    - Talk about sharing materials with others at stations.
    - Let students know that they can sit or stand based on what feels comfortable for them.
    - Clean up area before moving to a new station.
    - Let students know to place their work from each station at their desk/spot in the room because the whole group will be walking around the room at the end to see what other groups came up with for the different play station challenges.

4) If your group of kids needs support in reading the play station cards, read them aloud to students and explain the materials. If your students are more independent, split them into teams however you would like and send each group to a station (explanation of stations should take about 5 minutes).

5) Students will have 6 minutes at each station. Set a timer and after 6 minutes, have students put their work at their desk or work area. They then rotate to a new station when the timer goes off. Walk around the room to support groups and give encouragement. Repeat process until students have visited all 4 work stations.

6) Have students walk around and look at each other's creations for about 5 minutes! Encourage students to give each other nice compliments if they love the creation they saw.

ADDITIONAL NOTES

You can play music as students are playing if you'd like. Maybe even take a vote and ask students if they would like music or not. You can also move the stations outside if that is an option for you. Students will love to play outside!

POST-ACTIVITY DISCUSSION

Have students talk with a partner about how it felt to try and meet the design challenges.

- Which station was their favorite?
- Did anything bother them or frustrate them?
- Did they come up with any new ideas or build something extra creative? Remind them that they are thinking like entrepreneurs now and playing allowed them to open up their minds to new, creative ideas.

EXTENSION OR HOMEWORK (Optional)

Challenge students to play and create their own design challenge at home tonight with whatever they can find around the house (parental approved materials only!).

ACTIVITY 3: PLANET MOOZ DINER

INTRODUCTION

In this fun dramatic play activity, students will create a diner name and menu for a diner on a strange, newly discovered planet called Mooz. Watch out, though! Moozians eat very different things than we do on planet Earth, so students will need to use their creativity to put together a stellar menu. After creating the menu, students will create play food and try each other's "food" out as customers at their diners. This engaging activity really allows students to explore their creativity in a meaningful way, as they get a chance to create new menu items, invent a diner name, and showcase their work to their peers while role-playing.

MATERIALS and RESOURCES

- Planet Mooz Diner Letter
- Blank Menu template (for student use)
- Filled-in Menu template (for teacher use)
- Construction paper (or any other type of paper though colored paper is best), scissors, glue, tape markers, crayons, etc.
- 3D materials for the food if you have them available (cardboard boxes, toilet paper rolls, paper towel tubes, popsicle sticks, old containers)

PREPARATION

1) Read through entire activity.
2) Print letter and menu template (enough menu templates for each student to have one). If you have time, fold the menu in half and staple it so the diner information is on one side and menu info is on the back. If you don't have time, no problem. Students can also glue the sides once they have folded the paper in half.
3) Gather materials.
4) Decide how you will group your students (use Group Up! for ideas).

INSTRUCTIONS

1) Tell students that you've received communication from an alien planet. Then read the Planet Mooz letter . Try to get students excited about this opportunity.

2) Let students know that they are going to design the diner menu and name the diner for Planet Mooz in partners (can be done independently if you have a smaller group or in groups of 3 or 4 if you have a large group). Remember that it's important to be creative, since Moozians don't eat the same things we do. They can't put things on the menu that we have on our menus. Think outside the box and combine dishes, like ice cream with fried pizza sticks on the side or choose weird animal foods, like fried slugs as an appetizer. Encourage students to be creative and invent foods they have never thought of before, because this is how entrepreneurs think.

3) Tell students they must have at least 8 things on the menu, but they can put more if there's time (2 drinks, 2 appetizers, 2 main dishes, 2 desserts). They will have to come up with prices and design the items using construction paper or whatever materials you have on hand. Let students know that they will be pretending to be Moozians and ordering and "eating" (pretend!) the food they made so everyone can test out the diners when they're finished creating the menus and food.

4) Pair students up however you'd like (use Group Up! for ideas), and pass out the blank diner menu template. This menu is meant to be folded in half and then stapled or glued as if it were a two-sided document. One side will have the diner info and the back will have the menu. Students could also glue the sides together. once the paper is folded in half.

Note: The template is just a guide. Let students know that if they want to make their menu from scratch instead of using the template, they can do that as well. Encourage students to make their menu creative and colorful whether using the template or creating their own. If you would like for students to create a plan or rough draft first on scrap paper, feel free to do that if time permits. Give students about 15 minutes to design their menu. Walk around the room and support students who need it.

5) After you check their final menu, have students begin creating their food items. The food can be 2D or 3D based on what you have available. To make the role-play more realistic, try to have students create 3D food for their customers. Even paper can be shaped into 3D food items. They need to make 1 of each item on their menu. Tell students that the food items don't need to look perfect given the time constraint. Give them another 15 minutes for making food items.

6) When finished creating their menus and paper food, gather all students together to explain the role play. Tell the group that half of them will be setting up their diners while the other half go in the hallway. The students from the hallway will then come in as "Moozian customers." After the customers come in, they will order from the menu and receive their food. Students will then switch roles. Discuss with your students that they need to support and encourage each other when eating at each other's diners. Talk about some things people from Planet Mooz might say when they get their food. For example, we might think fried worms are gross, but Moozians might love that dish. A customer might say, "This is the best fried worm I've ever had," or, "I would love seconds." "How did you make this?" Let students know that when they are playing the server role, they need to have a piece of paper to write the orders on.

7) Have half of your students go outside the room while the other half set up their diner. Students can set up their diner however they would like. Maybe some want their customers sitting on the floor, and some might want to push desks together to make a table for their customer. Let them choose. Students should lay out their menus for their customer and get their paper and pencil ready to take orders. You will probably want to assign each partner group to a certain diner to make sure each diner has "customers." If you allow students to go to a diner they choose, some diners might have more than two customers and others might have none, so it's best if you assign students to a diner. The students outside the room will now role play going to the diner. Groups will have 8 minutes or so to check out the menu, ask questions of the server, order and receive their food. Then, have the servers clean up their diners and head to the hallway to become the customers. Have the students who were customers set up their diners now. Again, give about 8 minutes for the new role-play. See extensions below for different ways you could do this activity.

POST-ACTIVITY DISCUSSION

When finished, gather students in a circle at the front of the room. Ask how this entire process went. Here are some sample questions to ask:

- Did you find yourself or anyone else using the Entrepreneur's Mindset during the activity? How?
- Did you enjoy creating the menu with your partner?
- Did anything frustrate you when you were inventing new foods for your menu?
- Are you proud of your menu and play food?
- How did the role play go?
- Were you surprised that you were able to come up with new ideas?
- At first, did you think you wouldn't be able to come up with ideas? Were you eventually able to?
- How did you come up with new ideas?
- What are other silly things you could create for Planet Mooz?

EXTENSION (Optional)

1) Use paper money and have students actually purchase their food as they would at a real diner.
2) Have students create decorations for their diners (they could draw them out on paper first).
3) Have students wear aprons and dress up as servers.
4) Have students develop something else for Planet Mooz (books they read, stores they have, clothing they wear, TV shows they like, games they play, etc.). Students can write, draw, create a poster, or just discuss based on your setting and timing.
5) Have students design an entire town on Planet Mooz. They can create everything from the buildings, landforms, parks, homes, people, town name, etc.

CREATIVITY: PLAY

2

Grades: 1-2

venturelab
Entrepreneurial Learning

CONTENTS

LESSON OVERVIEW /04

LESSON PREPARATION /05

ACTIVITY 1: INTRO TO CREATIVITY /08
Duration: 10 minutes

ACTIVITY 2: WALK THE TIGHTROPE /12
Duration: 35 minutes

ACTIVITY 3: FIVE SENSES I SPY /16
Duration: 15 minutes

ACTIVITY 4: EGG OBSERVATION /20
Duration: 45 minutes

ACTIVITY 5: MYSTERY OBJECT /26
Duration: 15 minutes

Want 120 more minutes of Creativity? Click here to purchase Lesson 2!

LESSON OVERVIEW

TOTAL DURATION

120 minutes

"Creativity is just connecting things. When you ask creative people how they did something, they feel a little guilty because they didn't really do it, they just saw something. It seemed obvious to them after a while."
- Steve Jobs

INTRODUCTION

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VentureLab is a non-profit organization that is helping create the next generation of innovators and changemakers.

No matter a student's age, background, or experiences, we believe they have the power to change the world. Our entrepreneurial learning curriculum prepares youth for the 21st century and helps decrease the gender gap in entrepreneurship and STEM by preparing youth, especially girls, to succeed in technical, creative, and entrepreneurial fields

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freshincedu
BY UNCHARTED LEARNING

PHASE 1 - INTRODUCTION & IDEA CREATION

Students are introduced to what it means to be an entrepreneur, as well as the iterative process entrepreneurs use to create and build a product or service for the marketplace. Student teams start by outlining a product idea focused around the goal of reuse, reduce, or social impact. They are divided into teams of three or four - do **not** make the class work as one large team. Throughout the phase, students develop an understanding of how to work in teams and develop useful ways to use their skills as entrepreneurs.

Mentors are also introduced in class and begin working with teams. Students have an opportunity to experience the role and importance of mentors in guiding their business creation throughout the unit.

ENDURING UNDERSTANDINGS

Students will understand...

- Everyone has talents that can help them be entrepreneurs.
- Building a successful business starts with the identification of a problem worth solving.
- Working with teams and mentors has value and can help entrepreneurs be more successful.

ESSENTIAL QUESTIONS

- How do entrepreneurs launch products?
- What are the important skills entrepreneurs use every day?
- How does collaboration contribute to team success?

EVIDENCE OF LEARNING

- Problem Statement

AT-A-GLANCE:

30, 45, or 60 min lessons

Lesson 1.1 Entrepreneurs
Lesson 1.2 Startup Teams + Mentor Matching
Lesson 1.3 Seeing Problems, Needs, and Wants

MATERIALS AND RESOURCES

As indicated per lesson

PORTFOLIO ARTIFACTS

- Problem Statement
- Exit Ticket: How are You an Entrepreneur?

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LESSON 1.1 - ENTREPRENEURS

INTRODUCTION

Students are introduced to what it means to be an entrepreneur and the reiterative process entrepreneurs go through to succeed. They find out that they will experience entrepreneurship in real life as they create a product, launch the product to sell, and learn how to make a profit.

This lesson sets the stage for the authentic learning students will experience through the course of the program.

Learning Outcomes

By the end of the lesson, students will be able to:

- Define the qualities and characteristics of entrepreneurs
- Identify personal entrepreneurial strengths

Materials

- freshINC Phase 1 Slide Deck
- Chart paper
- Markers
- Video links uploaded

Lesson Timing Options

Select one lesson option.

30 min lessons:

- Part 1: Discuss and Activity
- Part 2: Exit Ticket and Conclusion

45 min. lesson: All activities

60 min. lesson: All activities and supplements

Vocabulary

- Entrepreneur
- Socialpreneur
- Reiterate

TEACHER NOTES

Show students the freshINC Marketplace Introduction slide as referenced. This can be posted in class and used to show students their progress through the unit. Inform students that they will be pitching for a small investment in the class shark tank.

This introduction can be done before or after the first activity which gets students thinking about what it means to be an entrepreneur.

ESSENTIAL QUESTIONS

- What does it mean to be an entrepreneur?
- What are the important skills entrepreneurs use every day?
- How can diverse teams succeed?

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LEARNING PLAN	
15 - 20 mins *Slide Deck in Course Resources*	**DISCUSS** On a large sheet of chart paper, write the word '*Entrepreneur*' in the center. **Ask students**, "*What do you know about the word entrepreneur? What does it mean to you? Where have you heard it before?*" Record student responses on the chart paper. **Tell students**, *"An **entrepreneur** is a person who wants to change the future, and transforms their idea into a business that makes money. Entrepreneurs come in all 'shapes and sizes', including kids. Let's learn more about some kid entrepreneurs. Some people become entrepreneurs to solve social problems."* **For a 60 min class, discuss the term **Social Entrepreneur** (a person with the mindset to solve a problem that benefits the social good). Have students come up with some ideas for what Social Entrepreneurs do.*
15 mins *Slide Deck in Course Resources*	**VIDEO** Show one or more of the following videos. • Thomas Suarez: *Thomas Suarez Ted Talk* (4 min) about an 11 yr old entrepreneur who developed apps. • Moziah Bridges: *Mo's Bows: Meet the Teenager Behind a Bow Tie Empire* (4:42 min) - May also have students read Forbes article, *The 11-Year-Old Fashion Entrepreneur Behind 'Mo's Bows'*. • Neha Gupta: *Power of The Children Award 2012* (2 min) by the Children's Museum of Indianapolis (2 min). **For 60 min. class, have students read Forbes article Meet The 30 Under 30 Social Entrepreneurs Making An Impact In 2018 by Alexandra Wilson*
10 - 15 mins *Slide Deck in Course Resources*	**DISCUSS AND ASSESS** **Ask students**, "*What are some of the personal qualities these kids have that helped them become successful entrepreneurs?*" Pause for 30 seconds for students to think before speaking. This allows intrinsic thinkers time to process the question. **Continue**, "*Turn and talk with a partner or group.*" Then, ask partners or groups to share and record their answers on the "Entrepreneur" chart paper. **Ask**, "*What do you notice about the qualities of entrepreneurs? Is there anything else you want to add to our chart?*" Give students time to share their responses. **Ask**, *"What kind of connections can we make between the different words we've written on this chart?"*

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 Handout in Course Resources	Draw lines to support connections students make between the different words. Using a different color marker is helpful for this. **Tell students**, *"Entrepreneurs know their strengths, the qualities and characteristics that help them to be successful. On a blank paper, write your name in the middle."* [Note: you should do this as well to model.] *Around your name, record the qualities and characteristics of an entrepreneur that you see in yourself.* *Let me give you an example: I am resourceful in the way I reuse or re-purpose materials; I know this is because I have* [give an example of re-using or repurposing materials your students will understand, such as something you do at home]. *Another quality I have is coming up with ideas; all the interesting ways we are learning together come from these ideas, for example* [give an example, such as a creative way you found to teach a concept or life hack you created]." Provide partners or groups time to share their entrepreneurial qualities. Have students create this list in a document to save and share with their team in Lesson 2. EXIT TICKET Using the **Exit Ticket** handout provided in your course resources, have students reflect on how they see themselves as entrepreneurs, responding to the questions below. For a 45 min class, have students respond to two of the following questions. For a 60 min class, have them answer all three questions: • What are your entrepreneurial qualities and strengths? • Which kid entrepreneur connected with you? Why? • Why is it important for an entrepreneur to solve a problem and not just make stuff?
5 - 10 mins *Slide Deck in Course Resources*	CONCLUSION With a partner, have the students answer the following question: **Why did each person create their business? What were they trying to do?** The goal is to lead students to the conclusion that entrepreneurs don't just make things – they solve problems. **Tell students**, **"***Entrepreneurs have all these great characteristics and what they do with them is to try and solve problems. Entrepreneurs are problem solvers that test their way to finding a solution. Think about one of the videos. What problem was he or she trying to solve?* *As entrepreneurs you will be selecting a problem to solve. The problems you identify don't have to be huge complex problems – they can be everyday problems or annoyances that you, your family, friends experience. As you go through your day from now on, pay attention to moments when you say, hear, or think…'I wish there was a way to…' or, 'I hate it when…' Jot these thoughts down or take a picture of the problem so you and your team can brainstorm possible solutions for them."*

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LESSON 1.1 / NOTES

OTHER REFERENCES

- *8 Kid Entrepreneurs to Watch* article by CNN Money
- *Empower Orphans* website
- *Social Entrepreneurs vs. Entrepreneurs: What's the Difference?* Article by Technori

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WEEKLY DATA MEETINGS 23-24

Leading Teacher Teams to Analyze Student Daily Work

Prepare **Before the meeting**	**Prepare** • **Student work ready:** student exemplar and representative sample of work that meets standard, is almost there and further off (including from students with disabilities and English Language learners). • **Lesson materials ready:** Upcoming lesson plan(s), pertinent prompting guides, reteaching one-pager • **Prime the pump:** unpack standard, ID the gap(s) in student understanding; script the reteach plan(s) • **Lock in participants:** core teachers that teach/support (general education, special education and ELL) • **Preview protocol with teachers**: assign roles, novice teachers speak first, veteran teachers add on and clarify, leader provides additional clarity at end, chart, preview the need for concision from more verbose team members, use of a timer, creation of note taking template

See It
12 min
	See Past Success, See the Exemplar, and See and Analyze the Gap
	See Past Success (1 min):
	• "Last week we planned to reteach _____ and we went from ___ % proficient to ___%. Nice job!"
	• "What actions did you take to reach this goal?"
	
	See an Exemplar (8 min):
	• Narrow the focus: "Today, I want to dive into [specific standard] and the following assessment item."
	• Unpack the standard/text:
	  ○ Humanities: Analyze the text and task
	  ○ STEM: Interpret the standard(s)
	  ○ "Take 1 min: in your own words, what do students need to know/and be able to do to master this task & text?"
	  ○ Chart it: Know and Show (OR use a previous know/show chart)
	  ○ Go last: add anything that is missing
	• Unpack the teacher's written exemplar:
	  ○ "Take 1-2 min to review the exemplar: What were the keys to an ideal answer?"
	  ○ "How does this [part of the exemplar] align with the standard?"
	  ○ "Is there anything you would add to our chart of the unpacked standard?"
	• Analyze a student exemplar:
	  ○ "Take 1 min: How does your student exemplar compare to the teacher exemplar? Is there a gap?"
	  ○ "Do students have different paths/evidence to demonstrate mastery of the standard?"
	  ○ "Does the student exemplar offer something that your exemplar does not?"
	
	See the Gap (5 min):
	• Look at a representative sample of un-mastered student work:
	  ○ "Take 2 minutes: What are the key gaps between the rest of our student work and the exemplar?"
	  ○ "Look back at our chart: using the language of the standard and exemplar, what are the key misconceptions for our students?"
	  ○ (When multiple teachers present) Each teacher determines the gap for their set of student work

Name It
2 min
	Stamp the key conceptual ("know") and procedural ("show") misunderstanding
	Punch it—Stamp the Conceptual & Procedural Understanding:
	• "So our key area to reteach is:
	  ○ the conceptual understanding (the "know"): "If they get this right and you ask them why, what do you want them to say?"
	  ○ the procedural gap (the "show"): e.g. annotating text, showing work, line-by-line computation, etc.
	• Highlight the key parts of your Know/Show chart or write down the highest leverage action for students

	Plan the Reteach, Practice, and Follow Up

Do It
20-45 min
	Plan the Reteach for the Trending Gap (8-10 min):
	• Select the re-teach structure:
	  o "Should we use modeling or guided discourse?" "Why?"
	  ▪ Prompt to use the reteaching one-pager if they need guidance
	• Select upcoming task & needed knowledge, & identify exemplar response:
	  o Select materials: task, text, student work to show-call, what to chart
	  o Activate/drop knowledge: "Is there any knowledge we need to activate or teach that will help them understand the model/discourse?"
	  o "What is the ideal answer we want to see that will show we've closed the gap?"
	  o (If needed—follow-up question): "What is the 'why' that students should be able to articulate?"
	• Plan the re-teach:
	  o "Take _____ min and write your script. I will do the same so we can spar."
	  ▪ **If a model**: write the think aloud and questions
	  ▪ **If guided discourse:** select student work for show-call, write prompts
	  ▪ Plan what knowledge needs to be activated or given
	  o Spar: "Let's compare our reteach plans. What do you notice? What can we pull from each to make the strongest plan?" (Revise the plan)
	• Plan the independent practice:
	  o "What will you monitor to see if they are doing this correctly? What laps will you name?"
	Practice the Gap (remaining time):
	• "Let's practice."
	  o **If a model:** practice modeling the thinking, precision of language, & checking for understanding
	  o **If guided discourse:** practice Show-Call, prompting students, and stamping the understanding
	  o **If monitoring:** practice the laps, annotations, and prompts when students are stuck
	• (If a struggle) "I'm going to model the teaching for you. [Teach.] What do you notice?"
	• Repeat until the practice is successful. CFU: "What made this more effective?"
	• Lock it in: "How did our practice meet or enhance what we planned for the reteach?"
	Follow Up (last 2 min):
	• Set the follow-up plan: when to teach, when to re-assess, when to revisit this data
	  o (When multiple reteach plans) Finalize which students will get which reteach plans
	  o Observe implementation within 24 hours; teacher sends re-assessment data to leader
	  o Spiral: Identify multiple moments when teacher can continue to assess and track mastery: Do Now questions, homework, modified independent practice
	• Move to the lowest scoring work:
	  o "What students do we need to pull for tutoring? What do we need to remediate?"
	  o "How can we adjust our monitoring plan to meet the needs of these students?"

RE-TEACHING STRUCTURES

Please reference the Re-teaching one-pager for more guidance on each structure.

	Teach students what they need:
Structures for Re-teaching	**Activate or Drop Knowledge:** • Activate: "What do we know about….?" • Drop—Give them knowledge at just the right time: "Convoluted means___. Now go back and re-read with this definition in mind." **Monitor Academically:** • Create a monitoring pathway, give quick written/oral feedback, collect data on the trend **Model:** • Set up the think aloud, model replicable thinking steps, and check for understanding **Guide Discourse:** • Show-Call: start from student work to analysis • Strategically call on students based on learning needs • Stamp the key understanding

Student & Parent Academic Calendar

August 2025 - 4 days						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	**18**	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025 - 19 days						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025 - 18 days						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025 - 13 days						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025 - 14 days						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026 - 18 days						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026 - 17 days						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026 - 17 days						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026 - 20 days						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026 - 19 days						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	**21**	22	23
24	25	26	27	28	29	30
31						

June 2026						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Calendar Key	
Holiday/Break (No School)	**Semester 1 — Aug. 9-Dec. 19** Quarter 1 — Aug. 25-Oct 17 Quarter 2 — Oct. 20-Dec. 19 Total Days: 68 Total Hours: 476
First and/or Last Day of School	
Wellness Day (No School)	
Staff Prof. Dev. (No School)	**Semester 2 — Jan. 7-May 30** Quarter 3 — Jan. 5-Mar. 17 Quarter 4 — Mar. 23-May 30 Total Days: 90 Total Hours: 630
Parent Teacher Conferences	

Total Hours - 1,106
Minimum Requirement: 1,044
Buffer - 62 hours (8 days of buffer)

FRIENDLY ACADEMY

Sample Schedule for Friendly Academy Kindergarten/Homeroom Teacher 2025-26

Sample Schedule for a Friendly Academy Homeroom Teacher 2025-2026 Daily Schedule		
	Monday -Thursday	**Friday**
8:00am - 8:30am	Breakfast/Morning Boost	
8:30am - 9:30am	ELA	ELA
9:30am - 10:30am	Literacy Lab	Plan Time (Break)
10:30am - 11:30	Integrated Studies	Personalized Lab
11:30 - 11:40	Class Restroom Break	
11:40 am - 12:20pm	Transition Lunch/Recess	
12:20pm - 1:10pm	Plan Time (Break)	
1:10pm -1:20pm	Class Restroom Break and Transition	
1:20pm - 1:30pm	Calming Time/Refocus/Snack	
1:30 - 2:20 pm	Plan Time (Break)	Core Value Block: Dream Labs (Innovation) SEL Activity (Love) Service-based Learning (Community)
2:20pm - 3:10pm	Math Lab	
3:10 pm - 3:20pm	Closing Circle	
3:20 pm - 3:30 pm	Transition/Dismissal	

Morning Boost: SEL check-in, setting norms, energizer

Closing Circle: Debriefing, recognitions, next day agenda

Content Labs: Individual or small groups based on learning needs

Dream Lab: Entrepreneurship Curriculum

Get Better Faster Coach's Guide:

Quick Reference Guide
aligned to the
Get Better Faster Scope & Sequence

Phase 1 (Pre-Teaching)

Phase 1 Management

Develop Essential Routines & Procedures

Routines & Procedures 101				
Action Step	**When to Use It**	**Probing Questions**	**Scenarios to Practice**	**Cues for Real-Time Feedback**
Plan & Practice Critical Routines & Procedures Moment-by-Moment	Teacher does not have clear routines established for the classroom	• (Show a model video or do a live model): "What is each step the teacher takes in this routine?" "What is the teacher doing and what are the students doing?" • "Describe what you want [certain routine] to look like. Ideally, what would students do during that transition/routine? What would you be doing?"	Complete the template for the key routines in the teacher's classroom (most important: student entry and exit, transitions, materials distribution, and listening). Rehearse in the classroom setting. • Round 1: basic mastery: focus on the specific words and actions the teacher will use, such as where to look and stand, and key ways to break the routine down into smaller steps for the students. • Round 2: add minor student errors in following instructions (not too much: you want to build muscle memory!)	N/A
Plan & Practice the Roll-Out	Routine is new for the students (beginning of the year or when changing a routine)	• (Show a model video or do a live model of an effective rollout): "What did you notice about that rollout that made it effective?" • "What will be the most difficult parts of the routine for you to deliver and for students to master? • "What are the key micro-actions for you to model to perfect this part of the routine?"	• Focus on scripting the I Do: break it down, pregnant pause, repeat step-by-step • Keep the language positive and enthusiastic, including a challenge • Memorize the roll-out speech, then stand up and practice • Leader or peers should play roles of students to make practice more authentic	Model: If the teacher modeling is ineffective, prompt: "Mr. Smith, am I following your model effectively?" [then model the correct actions and narrate what you're doing]
Strong Voice				
Square up, Stand Still	Posture: teacher undermines his or her leadership presence by slouching, shifting foot to foot, or facing at an angle away from the students	• [Watch video]: "How does the teacher use her body language to communicate leadership in her classroom?" • [Model giving directions with a relaxed posture, then while squaring up and standing still]: "What is the difference in the way I communicated the first way versus the second way?" • "What is the value in communicating leadership with our body language?"	• Practice maintaining a formal posture while delivering a lesson on routines and procedures. Note when the teacher is squaring up and standing still, and when the teacher's body begins to become informal/weak • Film the practice—or use a mirror—so that the new teacher can see what he or she looks like while delivering instructions.	Non-verbal: Model exaggerated posture and stance—shift your body upward and arch shoulders to remind the teacher to square up and stand still.

Formal Register	Tone: the teacher's vocal register is too casual or informal	• "Imagine you had to say 'it's time to leave' to three different audiences: your friend after dinner, a symphony concert audience at the end of a performance, or when a building is on fire. Speak out loud how you would deliver those words differently to each audience." [After doing so] "What is the value and purpose of the middle one: your formal register? • "When is it important to use formal register? What message does it send to the students?" • For a teacher who knows formal register: "What are the keys to formal register?" • (Watch video of their classroom): "What conditions lead to you drop your formal register?"	• Videotape the teacher during practice, and review the footage so the teacher can hear when he/she is maintaining a formal register, and when his/her register begins to become casual/informal • Practice maintaining a formal tone while delivering a lesson on routines and procedures. Note when the teacher is maintaining a formal register, and when the teacher's register becomes to informal or casual	Non-verbal: combine square up/stand still gesture with pointing to your mouth to remind the teacher to speak in a formal register.

Phase 1 Rigor
Write Lesson Plans

Develop Lesson Plans 101				
Action Step	**When to Use It**	**Probing Questions**	**Scenarios to Practice**	**Cues for Real-Time Feedback**
Write Precise Learning Objectives	Lesson objectives are not data-driven, are not manageable and measurable, or have not been identified at all	• "Let's look at the upcoming assessment and the questions related to this objective. What do students have to know and do to be able to answer one of these questions correctly?" • "If you asked them how they know their answer is correct, what key conceptual understanding do you want them to be able to articulate?" • (After breaking down all the skills/knowledge required to answer the assessment tasks): "Of all the skills/knowledge, what are the most important parts for you to address in this lesson? Which do students already have some mastery of, and which are the key next skills to push them further?"	• Pull out upcoming assessments to identify the right end goal: break down too-broad objectives to make them manageable for individual lessons. • Plan & Practice are identical: plan a full week of upcoming objectives together • Make sure you have all materials at hand during the meeting: upcoming lesson plans, curriculum scope and sequence, interim assessment, final exam/state test released items, etc.	N/A
Script a basic "I Do"	Teacher stumbles or doesn't know what to say during the "I Do" part of the lesson.	• "Let's look at your objective and the key understandings that students need to have in order to master it. How will you explain those key understandings?	• Plan: Write out key understandings students must reach by the end of the lesson. • Script "I Do" into the lesson plan word for word. Remove extraneous words. Don't	Nonverbal: Hold out your palm and point to it with the other hand to indicate to them to go back to their script and follow it.

		• "What will be the key points of confusion for many of the students? Given that answer, where should you really emphasize your points most clearly to address that confusion?" • "What are the key points you want to communicate during the 'I Do'?" • "How can you write out your 'I Do' to make it easy to remember and deliver in the moment?"	begin practice until you have fully tightened the script. • Practice delivering: look for the teacher adding extraneous words or sentences that you could cut to reduce the model to what is essential.	
Design Exit Ticket Aligned to the Objective	Teacher's exit ticket doesn't align to the objective.	• "When you finish the class, what will students be able to do to show you that they have mastered the objective?" • "What key question/task could you give them at the end of the lesson to assess that mastery?" • "Look at the upcoming interim assessment/year-end test: how can we align your question to that level of difficulty and rigor?"	• Plan/revise a week's worth of exit tickets. Have the upcoming interim/year-end assessment questions in hand to help set the rigor of the Exit Ticket. • Look at previous exit tickets to see where students are struggling and what skills need to continue to be assessed.	N/A
INTERNALIZE EXISTING LESSON PLANS				
Internalize Key Parts of the Lesson: "I Do" & All Instructions	Teacher hasn't internalized the lesson, and may stumble when delivering it	• "What parts of the lesson plan are most important for you to know cold? What is the value of memorizing these parts of the lesson?" • "How do you normally prepare and internalize a lesson plan?" • "What are the challenges to remembering these plans during delivery?"	• Give the teacher a set time to learn a specific chunk of the lesson cold, and then have him/her try delivering it to a partner without looking down at the lesson. • Practice one chunk of the lesson at a time. Once a teacher has it cold, put those chunks together until s/he has it completely memorized. • Build a lesson internalization routine: determine when s/he will spend time each day memorizing key parts of the lesson, how s/he will practice, and who will be their practice partner (even if the "partner" is as basic as a mirror).	Model: when teacher is struggling with the lesson plan, intervene and cue students to Turn & Talk. Give teacher 30-60 seconds to skim the plan before jumping back into the lesson.
Build Time Stamps into Lesson	The teacher runs out of time, completing only part of the lesson plan and leaving large chunks untaught	• "What is the ideal amount of time you want for independent practice at the end? What are the challenges to making sure that students have that amount of time?" • "What are the key tasks students need to do to be able to work independently effectively? What are the parts of the lesson we could cut short if you are running out of time?"	• Write down specific time stamps in their lesson plan. Note which parts of the lesson could be trimmed or cut if teacher is running over. • Rehearse the lesson with timer in hand. Cut unnecessary language that is slowing the teacher down.	Nonverbal: hold up fingers for how many more minutes to spend in that section of the lesson

Phase 2: Day 1-30

Phase 2 Management
Roll Out & Monitor Routines

What to Do				
Action Step	**When to Use It**	**Probing Questions**	**Scenarios to Practice**	**Cues for Real-Time Feedback**
Economy of Language	The teacher's directions are unclear or use too many words.	• "What happened yesterday when you asked your students to ___? What caused the confusion?" • What is the value in using fewer words to describe what students should do?" • [Play video of teacher's instructions] "What is another way you could have restated these directions to make them clearer for students?" OR "Write down all the directions you gave. Where did you use more words than needed?" • [If teacher struggles, model for them]: "Let me deliver those same instructions [Model]. What do you notice about the difference between my delivery and your own?"	• Script clear, concise instructions together. Plan them out word-by-word: don't take shortcuts! Remove all extraneous words. • Provide feedback on clarity before practice: most errors can be fixed before your practice. • Rehearse key directions: if necessary, model for teacher what is most effective. • Focus on the pregnant pause between each component of the instruction: students often become confused when given too many directions at once.	Non-verbal: hold up a red card for too many words. Nonverbal: hold up a sign that says "What to Do." Whisper prompt: "When you bring everyone back from this assignment, just say: 'Pencils down. Eyes on me!' No extra words." Model: Model giving concise directions using 3-5 words Model: Ask a student to repeat the teacher's instructions
Routines & Procedures 201				
Revise Routines	Students are following the routine but it is inefficient or ineffective	• "What has been the challenge in implementing this routine?" • "Where does the breakdown begin: when is the first moment of students not following the routine?" • [Watch video of a better routine] "What can we draw from this routine to make your own more effective?"	• Focus practice at the point where the routine has been going wrong. Model any student errors you anticipate • Pay attention to teacher positioning: (stand in ideal location), and incorporate Strong Voice (posture, register), and What to Do • Rehearse the first words to say to noncompliant students	Model: "This is my favorite routine. Can I show our students the new way to do it?"
Do it Again	The routine is effective, but students aren't following it.	• "What are the keys to running a Do it Again effectively?" • "Why is it important to have students repeat this routine when they haven't done it correctly?" • [Watch video] "Where are the moments when students are incorrectly executing the routine? What would you like to see them do differently?"	• Plan each step of the Do it Again sequence: o Strong Voice (square up, stand still, use formal register) o What to Do (name the error, name the correct action) o Challenge the students to do better o Give the signal to restart the routine • Role play the revised routine: Make the same student errors from class and have	Non-verbal: Make a circle with your finger to cue teacher to have students re-do that part of routine. Verbal: "Ms. Smith, I know we can do that better. What would you like to see us do differently this time?" Model: "Can I show our students what we'd like them to

		• "What is challenging about noticing or stating what you want to see students change when they Do it Again?"	the teacher practice implementing Do it Again until the routine looks flawless	do?" (whisper to teacher what you are modeling)
Cut it Short	The teacher asks students to re-do routines they have already performed sufficiently well.	• "Remember when you had students do it again for the third time? Did they perform it even better after that?" • "What is the purpose of having your students do it again? When is it no longer valuable to do it again?"	• Practice Cut it Short the same way as you would practice Do it Again, but with extra emphasis on the conclusion of the Do it Again. As you repeat the practice, try varying up how quickly you perform the routine correctly so the teacher learns to truly evaluate when it's time to stop the Do it Again.	Nonverbal: signal to the teacher that it's time to stop repeating the Do It Again. Model: cut short the Do It Again.
TEACHER RADAR				
Scan Hot Spots	Teacher is not noticing the earliest actions of off-task behavior	• [Watch video of class] "At what moment do the first students begin to go off track?" • "Which students are most often off-task?" • "If you know these students are most likely to veer off track, what are your 'hot spots' that you want to scan continuously throughout the lesson?"	• Identify hot spots and moments in the lesson plan to scan hot spots. • Practice: role play student behavior you want the teacher to be able to catch and correct by scanning. Repeat until the teacher is consistently scanning the hot spots and identifying off-task behavior.	Nonverbal: Hold up sign that says "scan." Hold your hand out over a hot spot at the moment you want the teacher to notice and correct off-task behavior.
Be Seen Looking	The teacher is not scanning and watching the students; students veer off task as a result.	• [Watch video of lesson and pick key moments] "Where are you looking right now? Where should you be looking?" • [Model Be Seen Looking] "What did you notice about what I did when giving directions? What is the value of that body language?"	• Practice scanning every row (for students' hands and eyes) of the classroom while teaching. • Sit in the classroom far from the teacher. Model off-task behavior for the teacher to identify when scanning.	Non-verbal: Crane your neck to indicate that teacher should do the same. Model: Take over the routine and crane neck/scan with finger while scanning students.
Circulate with Purpose (break the plane)	Teacher is stationary: lack of movement makes students go off-task	• "Where did the off-task behavior start? Where were you standing at that time? What is the challenge of not moving around during the lesson?" • [Watch the video] "How much time do you spend away from the front of the room?"	• Identify the hot spots in the room (i.e., where off-task behaviors often occur) • Create a pathway based on the hot spots • Practice moving along this pathway while teaching, stopping at hot spots to scan and giving students a non-verbal redirect	Nonverbal: point to a corner of the room where they should stand.
Move Away from the Student Who is Speaking	When one student is speaking, other students become disengaged.	• "When did the off-task behavior start? Where were you in the classroom in relation to where the problem occurred?" • "What is the value of moving away from the student who is speaking?"	• Have the teacher pretend to call on an imaginary student. Then, while the imaginary student is responding, you can be playing the part of another student in another part of the room who is off-task. The teacher can then practice moving around to remind the other student that he or she is still obligated to pay attention, and, if necessary, to give a silent re-direct.	Nonverbal: cue the teacher to move away from the student who is speaking.
WHOLE-CLASS RESET				

Planned Reset	A class has slid into low engagement over a few days without the teacher realizing it	• "How did you establish that routine so effectively the first time?" • "What are the challenges in implementing the routine right now? Where does this routine break down?" • "What are the root causes of the deterioration of this routine?" • [Show a model: video or yourself modeling]: "What did you notice: what were the key actions the teacher took to re-engage the classroom?"	• Script the reset word-by-word: use as minimal language as possible, e.g.: o Pause. "Eyes on me." o Narrate the problem & give a direction o Scan. Wait for 100%. If not there, give a second direction to off-task students o Continue the lesson • Practice: incorporate all previous action steps, particularly: Strong Voice (posture & register); What to Do; teacher radar (scan). • Rd 1: all students "comply" right away. • Rd 2: a few students still don't comply and teacher has to get them on target.	N/A (planned in advance)
In-the-Moment Reset	A class has slid into low engagement within the same class period without the teacher realizing it	• "When are typical moments when your students go off track?" (If the teacher cannot answer, show him or her video footage of a part of the class when students frequently go off track, and use the video to guide the teacher in identifying the moment when a reset is needed.) • "What are the key indicators in the class that you can look for that will tell you it is time to reset the class?" • "When have you been most successful in resetting the classroom? How could you apply those same skills to this other context?"	• From video of the teacher's classroom, practice the moment when engagement drops • Script a generic in-the-moment reset that could be used in every situation: Pause, "Eyes on me," narrate the problem, give direction, scan, and wait for 100%. If not there, give a second direction to students not on task. Continue the lesson. • Incorporate previous action steps • Rd 1: all students "comply" right away. • Rd 2: a few students still don't comply and teacher has to get them on target.	Nonverbal: create a cue for "reset" or hold up a sign. Model: "Students, we need to reset ourselves right now." Model a reset for the teacher.

Phase 2 Rigor
Independent Practice

Write the Exemplar				
Action Step	**When to Use It**	**Probing Questions**	**Scenarios to Practice**	**Cues for Real-Time Feedback**
Script the Ideal Written Student Response	The teacher doesn't know what a rigorous student response to a question looks like.	• "Let's pull out independent practice task. What do you want students to write when you give them this task? [If not yet written] Take a few minutes to write your exemplar." • "What answers would be only partially correct?" • "How do you want students to show or organize their work in answering this question?"	• Write or revise exemplars for a written-response question in upcoming lessons. • "Spar" with another exemplar: either another teacher's exemplar or experts in the field (e.g., Shakespearean critics)	N/A

		• "What are the advantages of writing an exemplar response? How is it different from writing objectives?"	• Break down the exemplar: ID key things the student will need to do to produce a response of the same quality.	
Align Independent Practice to the Assessment	Independent practice activities are not as rigorous as the final assessment students are working towards.	• "Let's look at the upcoming assessment. What is the gap between the rigor of your independent practice and the assessment?" • "What can we do to make the independent practice more aligned to the rigor of the end goal?" • [If teacher struggles to see the gap, use a model]: "Here are two different independent practice activities. Why is activity #1 more aligned and more rigorous than activity #2?" [Teacher responds] "What are your key takeaways for designing quality independent practice tasks?"	• Pull up a lesson plan and upcoming assessment: write/revise independent practice to match the rigor of the upcoming assessment. • Write scaffolded questions that ramp up to the rigor of the final assessment question.	N/A
INDEPENDENT PRACTICE				
Write First, Talk Second	Class discussion begins without students having the opportunity to write first.	• "What is the value of having students write before beginning class discussion?" • "What is the most important information you want to students to grapple with/write about before beginning the conversation?"	• Plan lessons that consistently place writing time before discussion: annotate a week's worth of lesson plans with short moments to write before talking. • Minimal Role play: practice the launch of the writing task and bringing students back to discussion afterwards.	N/A
Daily entry prompt (Do Now)	Teacher begins class before students have had a chance to write/work independently	• "What is the purpose of a Do Now?" • Timing: "How long are students spending on the Do Now?" [If too long] "How can we reduce the Do Now so that students finish earlier?" • Relevance: "What should be the purpose of your Do Now in this lesson: tell you how well students learned the content from yesterday? Or prepare them to learn the content you're teaching today?"	• Write Do Now questions for upcoming lessons: short (3-5 minutes to complete), easy to monitor (can check student work) and aligned to objective. • Rehearse a start-of-class greeting that will prompt the students to begin working on the Do Now.	N/A
Exit Ticket or Longer Independent Practice	Lessons include less than 10 minutes worth of independent practice.	• "What is the purpose of daily independent practice/exit tickets?" • Timing: "How long are students spending on independent practice/exit tickets?" • Relevance: "What do you need your Exit Ticket to tell about what students learned today?"	• If challenge is quality of exit ticket: write exit tickets that confirm student mastery. Look at IP and exit tickets side-by-side to make sure they align in level of rigor. • If challenge is delivery: spend time on the instructions they give to students during the times, integrating management action steps: Strong Voice, What to Do, Radar.	N/A

Aggressively Monitor				
Monitoring Pathway	Teacher monitors only a handful of students—or none at all—during independent practice	• Watch a model video: "What does the teacher do after launching independent practice?" • "What do you notice about this seating chart from your peer—what about it would make it easier to monitor your students' work?"	• Pull out seating charts from other teachers to use as guides • Create a seating chart for this teacher's class with data in hand & plan the monitoring pathway: start with fastest writers and then move to the ones who need more time. • Practice: test out the seating chart walking around. Revise for anticipated management/off-task behavior.	Nonverbal or whisper prompt: Cue teacher to follow his/her planned pathway
Monitor the Quality of Student Work	Teacher does not see patterns in student answers	• "What were the challenges for you as you monitored during independent practice? What made it difficult for you to remember all your students' answers?" • "If you cannot monitor everything a student writes, what are the key pieces based on today's focus?" • "What trends did you notice as you aggressively monitored the independent work today? Who mastered it and who didn't?" • "What is the purpose of aggressive monitoring during independent practice? How can that help inform the rest of your lesson?"	• Planning: take out the exemplar and annotate for the keys to look for: o Humanities: the argument/thesis, evidence, or a writing technique. o STEM: a certain formula or critical step in answering a problem • Set up a note-taking template for monitoring. • Practice: set out papers with student writing on desks, and give the teacher a set amount of time to fill in note-taking template and note the patterns in student responses	Whisper prompt: Cue teacher to monitor student work. Model: Walk alongside teacher and ask what trends s/he is noticing. Show teacher how to use exemplar to identify patterns and determine the trend.
Mark Up Student Work (Pen in Hand)	Teacher is not giving explicit feedback to more than a handful of students if at all	• "What is the student experiencing in the moment when you're monitoring? How many of them know if they are on the right track or not?" • [Present a coding technique/watch a video of a teacher marking up student work/look at a sample student work that has been marked up by a teacher] "How did the teacher give quick feedback to this student to help them get on track?" • "What is the power of a coding system for allowing you to give feedback to more students?"	• Create a feedback code: simple cues to write on student work to spur self-correction. • Practice: put out a class set of student work on all the desks. Have the teacher monitor the room and write feedback codes on as many papers as possible. • Rd 2: ID ways to go faster • Integrate previous actions: monitoring pathway; collecting data.	Model: Walk alongside the teacher as they monitor and whisper, e.g., "I think you should put an E on this one" when you see him/her struggle to give the student feedback.

Phase 3: Day 31-60

Phase 3 Management
Engage Every Student

Create a Challenge/Build Momentum				
Action Step	**When to Use It**	**Probing Questions**	**Scenarios to Practice**	**Cues for Real-Time Feedback**
Create a Challenge	Teacher states or acknowledges the boring/hard nature of the content they are teaching	• [Watch model video] "What does this teacher say to get her students so excited to complete the task?" • "What is the value of providing a challenge to build momentum in the class?" • "Where in your lesson did you miss an opportunity to create a challenge? What could you do differently?"	• Have teacher script challenges into lesson plan and practice delivering them	Nonverbal: Pump your hands in the air like a cheerleader, Model: model creating a challenge.
Speak Faster, Vary your Voice and Smile	Teacher's tone doesn't convey the joy and excitement that should infuse the classroom	• [Show model video]: "What do you notice about Ms. Smith's tone in this clip? What does she do to make her delivery sparkle?" • "Now think about your own classroom. What's creating the gap between this teacher's tone and yours?"	• Teach part of upcoming lesson while speaking faster and smiling. • Stop teacher and repeat what teacher has just said while smiling and speaking more quickly. • Have the teacher vary their voice, dropping lower to create tension rather than always remaining at high or low volume.	Nonverbal: Point to corners of your mouth to remind teacher to smile, or gesture with your hand to remind him or her to speak more quickly. Whisper prompt: "Sparkle! Smile! Jump back into teaching!"
Pacing				
Use a Timer	Teacher falls way behind the planned pacing of their lesson plan	• "How much time did you want to spend on the 'I Do' part of the lesson? What kept you from sticking to that amount if time?" • "How much time had you planned to have left for independent work at the end of the lesson? What kept you from having enough time?"	• Plan: review time stamps for each part of the lesson. Script how to move on when the timer goes off and the teacher hasn't finished that section. Plan where teacher can cut certain parts of the lesson when falling behind • Practice lesson with a timer. Rehearse what to do when timer goes off & teacher isn't finished with that section.	Non-verbal: point at watch/wrist when time to move on. Non-verbal: give a hand signal of how many more minutes to stay on this activity.
Increase Rate of Questioning	Teacher pauses too long between questions, losing the students' engagement	• "What is the key to pacing? Given that principle, what do you think is the ideal amount of time after each student answer before you ask another question?" • "Do you recall what happened after you called on Max yesterday? What would you need in order to keep instruction moving more immediately after calling on a student?"	• Role play a questioning sequence from an upcoming lesson keeping track of the rate of questioning. Note specifically moments where the rate slows due to pauses in between questions and lack of teacher preparation. Key teacher actions to look for: knowing the questions cold, and knowing which student to call on.	Model: model the questioning pace for the teacher

Countdown to Work the Clock	Students are slow to move during lesson transitions: e.g., whole class to pairs to IP, etc.	• "How much time did you want to take in this transition?" • [Watch model video]: "What actions does the teacher take to go faster? How could you apply them to your lesson?" • "How could you challenge your students to work with greater purpose?"	• Script and practice Bright Lines--cues to signal switching between activities: claps, hand gestures, etc. • Play part of students and have teacher transition from one activity to the next using a countdown to work the clock.	Nonverbal: signal "5-4-3-2-1" with your fingers when it's time for a countdown.
Call & Response	Students lose focus/engagement while teacher is modeling or talking.	• "What is the purpose of a choral response? How does it add value to engagement both behaviorally and academically?" • "Here's a video clip from your lesson yesterday. Where could you have used a choral response to increase engagement?"	• Identify moments when it would be most useful to implement a choral response. • Role play: provide occasional lackluster responses so teacher can practice having students Do it Again for choral response.	Nonverbal: create a cue for choral response
ENGAGING ALL STUDENTS				
Call on All Students	Teacher tends to call on the same few students over and over.	• "Let's look at this footage from some of your questioning sequences in the past week. Which students are you calling on and which aren't getting called?" • "What could you do to make sure you call on all students? How will you remember to do so in-the-moment?"	• Option 1-embed in lesson plan: write into plan which specific students to call on during plan, ensuring that students at different levels of mastery of the content are getting called on and that everyone gets to speak frequently. • Option 2-use attendance list: pull out teaher attendance list and have teacher check students off as they are called on.	Non-verbal: point to the student who would be ideal for him or her to call on.
Cold Call	Some students disengage when the teacher asks a question	• "What is the purpose of cold calling?" • "Where in your lesson today could a cold call have increased engagement?" • "Who are the students who would benefit the most from a cold call?"	• Choose students to cold call in advance. • Practice: run through a questioning sequence and strategically cold calling on various students.	Non-verbal: point at the ideal student for the teacher to cold call.
Turn & Talk	Students become restless during lengthy I Do or class discussion	• "What are the benefits of having students do a Turn & Talk?" • "What are the keys to an effective Turn & Talk?" • "How will you know the Turn and Talk is effective?"	• Planning: ID moments in upcoming lesson to do a quick Turn & Talk. • Create bright lines—make Turn & Talk entry and exit unmistakably crisp: pre-establish whom students turn towards, What to Do instructions, brisk signals, "Go!" • Scan the room and redirect off-task students	Nonverbal: forefingers turn toward each other. Model: lead a Turn and Talk and then explain rationale to teacher during the Turn and Talk
Use Multiple Methods to Call on Students	Teacher over-relies on just one technique for engaging all students	• "We've discussed multiple ways to call on students: cold call, taking hands, turn & talks, and choral response. Which ones do you use the most? Which ones could you use more frequently in your lesson?" • "What are the times in which each technique would be best to use in your class?"	• Plan a whole group discussion: note which questions are best suited for cold call, hands, choral response or turn & talk • Role play the discussion following the script the teacher created.	Non-verbal: create/use cue for cold call, choral response and all hands. Whisper prompt: "When you call the group back together, start with a choral response" Model (if needed).

NARRATE THE POSITIVE				
Narrate what students do well	Teacher's tone when addressing management problems is overly negative	• [Watch model video] "How did the teacher get students to correct misbehaviors without being negative?" • [Watch video of teacher] "What could you have done in this particular moment to increase the positivity of your tone?" • "What negative phrases do you find yourself using most often?"	• Planning: re-write teacher's most frequent negative comments into positive statements. • Practice: role play keeping students on track through positive narration. • Focus on the positive tone: practice tone until it feels authentic: not overly positive nor too flat/negative.	Nonverbal: index card with a plus sign written on it Whisper prompt: "Narrate the positive."
While Narrating the Positive, Look at Off-Task Student	Students who are off-task don't respond to positive narration	• [Watch model video] "Where is the teacher looking while narrating the positive? How does that affect student responsiveness?"	• Practice: you play the role of a student and model off-task behavior while the teacher looks at you and narrates the positive actions of another (imaginary) student.	Whisper prompt: "Look at off-task students while narrating positive."
Use Language that Reinforces Students Getting Smarter	Teacher tends to praise behavior rather than academic effort or achievement	• [Watch model video] "What does this teacher say when her students are responding? What behavior is she reinforcing?" • "When do you find yourself giving positive feedback to students?" • "What are the classroom culture benefits of praising academics over behavior?"	• Plan: With an upcoming lesson plan, script moments when the teacher could give precise academic praise that would reinforce students' effort. • Practice students giving a response and the teacher giving precise praise	Model: praise student thinking if an opportunity is missed. Whisper to teacher to give precise praise after another positive academic behavior
INDIVIDUAL STUDENT CORRECTIONS				
Least-Invasive Intervention	Teacher sees the problem, but What to Do and Narrate the Positive aren't working for a few students, or teacher does not consistently or effectively provide consequences for minor misbehaviors. Teacher uses corrections that draw unnecessary attention to the student who has been off-task.	• "When a student shows ___ [insert low-level nonresponsiveness, such as calling out, repeated head down, off-task, etc.], what is your ideal response?" • "What is the challenge when you try to redirect an off-task student?" • "Look at this list of interventions from least to most invasive. What is the advantage of starting with the least invasive intervention?" • "When you are intervening with off-task students, which of these interventions are you using? Which ones could you add to your repertoire?" [Watch video of teaching if needed.] • "Which intervention is most appropriate given the behavior and the part of the lesson in which it occurs?"	You really cannot over-plan and over-practice this action step. The more at-bats the better!: • Script the precise language of administering the consequence • Practice the tone and timing until teacher has mastered a formal tone. • Role play as a student with different types of off-task behavior. Have the teacher re-direct you with least-invasive interventions. Slowly progress up to persisting in the off-task behavior so that the teacher has a chance escalate to every type of intervention.	Nonverbal: point to the student off-task and give a re-direct signal. Whisper prompt: "This student is off task. Use ___ intervention." Model: re-direct an off-task student and wait for the teacher to repeat the action with the next off-task student.

Phase 3 Rigor
Plan With Data

Habits of Evidence				
Action Step	**When to Use It**	**Probing Questions**	**Scenarios to Practice**	**Cues for Real-Time Feedback**
Teach Students to Annotate with Purpose	Students don't annotate texts when reading, making it difficult for them to go back and cite the best evidence	• "What is the purpose of annotating a text? Based on your prompt/task, what would be the best focus for their annotation?" • "How many students are annotating the text while reading?" • "For the students that are annotating, what are the biggest gaps in their ability to annotate for the best evidence?"	• Review text the students will be reading in the upcoming week. Create an exemplar annotation: what are the key pieces of evidence you would like them to highlight • Practice: monitor student work with annotated exemplar on a clipboard. • Set up a simple written feedback/cue to give to students while monitoring their annotation (e.g., circle = look for better evidence)	Walk alongside the teacher when monitoring student annotation of their reading. Look for patterns of good and weak annotations. Whisper prompt: "Prompt x student to improve their annotations."
Teach/Prompt Students to Cite Key Evidence	Students don't cite evidence from the text when answering questions	• "What is the importance of citing evidence in answering a question?" • "Where in your last lesson could students have been asked to cite their evidence more clearly/effectively?"	• Name key evidence from exemplar, identify additional valid evidence, and predict wrong evidence. • Practice: prompt students when they don't cite best evidence	Nonverbal: Cue for evidence (e.g., card with an "E" printed on it). Whisper prompt: "Ask for evidence." Model if needed
Check for Whole-Group Understanding				
Poll the Room	Teacher moves ahead without a clear vision of which (or how many) students comprehend	• [Debrief your own intervention] "I intervened in your class and polled the room. What was the purpose of doing so? How did that help guide the rest of your lesson?" • "What would be the best moments in your upcoming lesson to poll the room?" • "What are the advantages these polling techniques versus self-report thumbs up/thumbs down?"	• Script into the lesson plan key moments to conduct a poll of the room • Plan the rollout of the polling routine: integrate Phase 1 & 2 actions for rollouts • Predict the outcome for the polling of upcoming classes to help a teacher start to anticipate student error	Nonverbal: Hold up sign that says "Poll." Model: Poll the room yourself.
Target the Error	Class discussion does not focus on students' common misconceptions	• "What challenges do you anticipate during independent practice? Where is the most important area to review?" • [Watch model video]: "What actions does this teacher take to respond to students' written errors?"	• Planning: Anticipate the errors students will make in upcoming lesson. • Practice: Review student work and name the error	Whisper Prompt during IP: "What patterns of error are you noticing? Plan to review only the areas of error."

Re-Teaching 101: Model				
Give Students a Clear Listening/ Note-taking Task	The teacher gives a clear model, but the students don't have a task to do while listening to the model	● [Watch a model video]: "What were the key actions the teacher took make sure the students were listening?"	● Focus on planning: include a note-taking task and check for understanding	Verbal Prompt: "Students, I want to see your notebooks out to take notes: This is too valuable not to write anything down!"
Model the Thinking, Not Just a Procedure	The teacher's model is confusing or unclear The teacher tells them a procedure but doesn't unpack the thinking behind it	● "Let's look over your exemplar for the independent practice. Talk aloud how you would solve this problem/write this essay." [After teacher answer] "What are students struggling to do to match the quality of your exemplar? Where is their thinking or understanding breaking down?" ● "Given those gaps, what is the most important thing for you to model for them?" ● [Watch a model video]: "What were the key actions the teacher took to model the skill effectively? How do those differ from what you have been doing in class?"	● Pre-work: unpack the key errors that students are making (Phase 3 coaching tips: 1. Start with the exemplar. 2. Identify the gaps. 3. Plan the re-teach) ● Plan: design an effective Think Aloud (1. Target the error. 2. Model replicable thinking. 3. Check for understanding.) ● Practice: vary tone and cadence of think aloud/model to emphasize key points and be as clear as possible:	Verbal Prompt: "Ms. Smith, that was very interesting. Can you tell me again what you were thinking when you took that step? I want to make sure I understand." Model: do a Think Aloud yourself.
We Do/You Do: Give At-Bats to Practice	The teacher gives a clear model, but the students don't have the opportunity to try to replicate it after the model is done	● "What is the best way for students to practice after they have listened to your model?"	● Plan: create an At-bat where students genuinely practice what the teacher just modeled. Make sure they practice the thinking involved and not just the procedure.	Nonverbal: Give a cue that it's time for students to practice

Phase 4: Day 61-90

Phase 4 Management

Set Routines & Procedures

Engaged Small Group Work				
Explicit Instructions for Group Work	Groups are off task because they're confused about what to do, or because not every student has something to do	• "What do you want students doing during group work? What will they have produced if they are successful?" • "How many student roles do you need in order for your students to complete their group work task? Based on that, what size should the groups be?" • "What will be the hardest part to enforce? What visual evidence can you create to make it easier for you to make sure they're on track?"	• Planning: script out explicit directions for group work • Focus on visual evidence of on-task behavior: to make it easier to monitor (e.g., students chart their thoughts on the whiteboard). . • Practice delivery	Model delivering explicit small group work instructions.
Monitor & Verbally enforce group accountability	Some groups are off-task despite clear instructions	• "Despite your quality instructions, you had a few groups who weren't on task today. Did you notice when they started to get off track?" • "Looking back on your previously learned action steps, what sort of small-group reset or individual correction could you deliver to get the group/individual back on track?" • "In which groups were some students shouldering more of the work? What steps can you take to remedy this?"	• Plan out what the teacher will want to see on chart paper/student notebooks during group work. • For resetting, script out the language for an effective reset or individual correction. Incorporate all the keys from previous action steps. • Practice: Monitor group work and practice individual student corrections and whole-class reset	Nonverbal or whisper prompt: ID the off-task groups

Phase 4 Rigor
Lead Student Discourse 101

Re-Teaching 201				
Action Step	**When to Use It**	**Probing Questions**	**Scenarios to Practice**	**Cues for Real-Time Feedback**
Show-Call	Many students are struggling to identify the error in their understanding, or they struggle to generate an exemplar response Teacher is trying to use student work but struggles to lead discussion around it	• [Watch video of Show-Call] "What was the value of the teacher showing a piece of student work to jump-start the conversation? How did the teacher do this effectively?" • "What common errors are your students making when solving these problems/completing these types of tasks?" • "When looking at student work, what do they need to see more: an exemplar response from their peer, or the error that they are making?" • "What would an ideal answer from a student look like?"	• Planning: Look at exit tickets and select a strong student exemplar and a representative incorrect/incomplete student response that is indicative of an error that many students are making. • Script out the steps: 1. Post the work (either exemplar, incorrect answer, or both). 2. Turn & talk: ask students to evaluate. 3. Whole class: name the error and the best practice. • Practice: rehearse the script. Focus on economy of language.	Whisper prompt: during independent practice, identify one or more student work samples that would be valuable for the teacher to use during Show Call. Ask the teacher which ones they would Show-Call; if they make a weak choice, show them the ones you selected and briefly explain why.
Stamp the Understanding and At Bats	Students can figure out their error, but they do not articulate clearly what they have to do to prevent those errors in the future and don't have time to practice	• "Once the students identify the error or strategies in the exemplar, what is the key understanding you want them to stamp? What would the ideal answer look like?" • "What would be the best form of practice for the students to get a chance to master this new strategy/understanding?"	• Practice stamping the understanding: articulate exactly what the teacher will look for in student answers. Write down that key understanding on the board • Plan: Incorporate into lesson plan more "at bats" to practice the new skill	Model: if teacher doesn't stamp the understanding, intervene to make sure students grasp the concept Nonverbal: give cue that it's time for students to practice
Universal Prompts				
Wait Time, Pre Call, Roll Back	The teacher moves on too quickly after asking a challenging question	• "What are the possible reasons a student might not be able to answer a question you ask on the spot—beyond just not knowing the answer? • [Watch a video or model for the teacher] "What actions did the teacher take? Why were these beneficial?" • "What is the purpose of repeating the student's answer back to him/her? Why not just correct the error?" • "Which students need more time than others to formulate an answer? Which ones would benefit from a pre-call to give them enough thinking time?"	Integrate the practice of all three skills: • Wait time: ID higher-order questions that might require more think time. Script concise directions teacher will narrate during wait time ("This answer requires strong evidence. Everyone can be looking as we wait.") • Roll back: role play a questioning sequence from an upcoming lesson, providing student answers that would benefit from rolling back. Continue the lesson after rolling back as well.	Nonverbal: create a cue for wait time (e.g., hold up a hand as a stop sign). Model: roll back answer to original student, modeling for teacher

			• Pre-Call: ID the students who would benefit from a pre call. Pick the questions in the lesson plan that would be ideal to ask those students	
Universal Prompts	The teacher doesn't know why a student got an answer wrong.	• "When the student delivered the incorrect answer, what happened next? How do you know if that student now understands at the end of the class?" • "Let's look at this list of universal prompts. What is the value of using prompts like these?" • "Where in your lesson could you have used one or more of these prompts?"	• Plan next lesson: predict the types of student responses that will benefit from these prompts. • Practice: play the roles of 3-4 different students: one with a wrong answer, two more with limited answers. Role play using each of the prompts.	N/A
Close the Loop	After an incorrect answer, the teacher moves on without correcting the original error with that student.	• "When [student] delivered that incorrect answer yesterday, what did you do next? How did you know if [student] understood why she/he was wrong? What could you do next time?" • [Watch model video]: "How does this teacher guarantee that the student has learned after his original misconception?"	• Role-play a questioning sequence from an upcoming lesson, with you playing different students so that the teacher has a chance to play out the process of coming back to the first student he or she has called on.	Whisper prompt: "Come back to x student to make sure he understands." Model: "Jared, why is that answer right?"
HABITS OF DISCUSSION				
Keep Neutral	The teacher's reaction reveals whether student responses are correct before the students can figure it out on their own.	• "Recall our recent PD on Habits of Discussion. What is the goal of getting students to use the habits?" • [Watch video of teacher] "Compare your responses to correct and incorrect answers. What are the differences? How do your different responses limit the rigor of the discussion?" • "What actions can you take to ensure your responses to correct and incorrect responses are the same?"	• Practice: role play correct and incorrect responses. Focus teacher on staying neutral: eyebrows neutral, consistent nodding or not, same number of words after each response • Incorporate in the use of habits of discussion and wait time	N/A
Agree/Build Off Each Other	Student answers are disconnected from each other even when they agree.	• "What do you ideally want students to do when they agree with what a peer is saying? How could you get them to do it in-the-moment?" • "Let's think about that moment during your lesson when x student shared his answer and the next student just repeated it. What training to the students need in how to build off of another answer?"	• Script prompts to get students to build off of each other's arguments: "I agree with ___, and I would like to add that…" • Practice: Role-play a class discussion. Prompt the students to build off.	Nonverbal: Post the Habits of Discussion in the classroom; point to the posted habits when needed. Model: "David [student], can you restate your answer using one of the habits?"
Disagree Respectfully	Students either don't disagree with their peers, or don't do so in a respectful manner.	• "What do you ideally want students to do when they disagree with what a peer is saying?" • "What is the gap between that ideal response and what they are doing in class?" • "How could you get them to do those ideal actions in-the-moment?"	• Script prompts to get students to respectfully disagree with each other's arguments. • Practice: Role-play a class discussion. Prompt the students to express respectful disagreement.	Nonverbal: Point to prompts posted on the classroom walls. Model: "Laura, can you disagree using one of the habits posted on the wall?"

Stretch It: The Next Steps

Stretch It Rigor

Lead Student Discourse 201

Strategic Prompts				
Action Step	**When to Use It**	**Probing Questions**	**Scenarios to Practice**	**Cues for Real-Time Feedback**
Access Previous Understanding	Despite the use of Discourse 101 techniques, students are still unable to grasp the concept	• "Let's look at yesterday's lesson. What were the key understandings you wanted the students to reach by the end of the class?" • "Where was the gap in their ability to get there?" • "Think about your previous learning. What are the key understandings that could have helped the students unpack this task/question?" • "What are the resources you have available that have a set of prompts you can use with your kids?"	• Plan: Unpack the exemplar response in upcoming lesson, & name the key pieces of previous understanding that students will need to solve the problem • Prepare where students will access that knowledge, (e.g.: Chart of key terms posted in the room, student handout, previous notes) • Plan the script to ask students to access that knowledge	Nonverbal: Point to the resources in the room. Whisper prompt: "I think students are making ____ error. Ask them about _____ [previously learned knowledge or skill] to cue them to strategies that can help them solve the problem."
Call on Students Based on Data	The teacher calls primarily students who already know the answer and doesn't guarantee that the learning for the rest, or Teacher calls on consecutive struggling students and the discussion stalls	• "Recall the moment when Javier, Claire and Marta all struggled to answer the question. Based on your monitoring of their independent practice prior to the discussion, were there any other students in the room who could have provided more help? What is the advantage of calling on one of them when other students are stuck?" • "Let's look at your recent assessment data sorted from lowest to highest performing. Think back to whom you called on in class today—where did most of the called-on students fall within your data set? What is the limitation of calling only on students in that range?"	• Plan: anticipate the responses students of varying levels will give in class. • Script out the order of students to call on during the discourse: 1. Start with a medium/lower student. 2. Call on a higher student when the previous student is struggling to answer. 3. Call on a lower student to "stamp" the understanding • Rd 1: First student called on gets it right (then call on lower/medium students to solidify understanding) • Rd 2: First student gets it wrong; after calling on higher students, lower students get it right • Rd 3: First student gets it wrong, after calling on higher student, lower student still gets it wrong	The key to real time feedback is monitoring student learning during independent practice. Without that, it's difficult to intervene. If you do, you can follow Nikki Bridges' lead from the clip you watched in Phase 4 (Monitoring Student Work).
Students Prompting Students	Teacher is constantly prompting the students to use habits of	• [Watch video of class or remember it] "Where did the discussion go off track? What would have been the ideal student intervention to get back on point?"	• Identify 1-2 common errors and the universal prompts you want students to use to address the error. Practice prompting students to use that universal prompt.	Nonverbal: point to teacher's chart for universal prompts Model: "Daniela [student], what could you say to your peers to prompt a deeper response?"

	discussion because students are not yet taking leadership	• [Use Guide for Habits of Discussion in appendix] "Which would be the appropriate next habits to develop in the students' ability to lead the discussion?" • "Recall how you rolled out Routines and Procedures at the beginning of the year. What are the key actions that we can replicate in rolling out a habit of discussion?" [Refer to actions in Phase 1]	• Practice rolling out the habit [see Phase 1 for key actions]	
GO CONCEPTUAL				
Verbalize a conceptual understanding of content	The student gives a correct answer but teacher doesn't ask for him/her to explain why Teacher focuses on the process but doesn't get students to name the conceptual understanding	• "Let's look back at the standard aligned to this task: What are the key understandings required to master this objective? • "When you ask a student to explain why [the answer is correct], what is the ideal response you're looking for in this moment?" • "What response did students give you and how did you respond?" • "Looking at the potential prompts for conceptual understanding, which would be most relevant to use in this context?"	• Script ideal response and questioning sequence to get to that response.	Model: "Mr. Smith, I'm impressed with Jordan's answer. Jordan, can you generalize the _____ [rule/strategy/skill] you used that we could use in any problem?"
Upgrade Vocabulary	Teacher does not ask students to use technical/ academic language when giving answers	• "What is the ideal academic or technical language that you wanted students to use in their response?" • "What was the gap between that ideal response and what students said?" • "How can we create or leverage a resource that will push students to upgrade their vocabulary in their answers?"	• Create a word wall/chart with key academic terms you will want students to use in their answers. • Script in moments when the teacher can punch key vocabulary terms when modeling. Script ideal student responses that include key vocabulary terms. • Script the prompts to use when students don't use mathematical/ scientific/academic language: "That's the right idea. Now state it again using your Academic Word Wall as a resource."	Nonverbal: point to the academic language resource (word wall, cheat sheet, etc.)
"Stretch It"	Students answer a question easily, and teacher moves on rather than pushing them to go further.	• "What happened after you called on Jermaine and he answered your question correctly? How does that affect his learning? What could you do to raise the rigor for him without making it unmanageable for the rest of the class?" • [Watch video of stretch it.] "What did the teacher do to stretch the learning?"	• Identify moments in the lesson plan where students might get to correct answers easily. Script "stretch it" questions to increase the rigor of those moments: e.g., how/why, cite evidence, evaluate the answer	Non-verbal: pull your fingers apart—as if stretching a piece of gum—to signal that it's a good time to raise the rigor with a stretch-it question.

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GET BETTER FASTER SCOPE & SEQUENCE 23-24

Top Action Steps Used by Instructional Leaders to Launch a Teacher's Development

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
PHASE 1: **PRE-TEACHING (SUMMER PD)**	**DEVELOP ESSENTIAL ROUTINES & PROCEDURES** 1. **Routines & Procedures 101:** Design and Roll out • Plan & practice critical routines and procedures moment-by-moment: o Explain what each routine means and what it will look like o Write out what teacher and students do at each step, and what will happen with students who don't get it right at first • Plan & practice the roll out: how to introduce routine for the first time: o Plan the "I Do": how you will model the routine o Plan the practice and what you will do when students don't get it right the first time 2. **Confident Presence:** Stand and speak with purpose • Confident stance: when giving instructions, stop moving and strike a formal pose • Warm-demander register: when giving instructions, use a warm but firm register, including tone and word choice *Note: Many other topics can be introduced during August training. What are listed above are the topics that should be addressed to reach proficiency. Other topics to introduce—even if the teachers will not yet master them—could be:* • *Narrate the Positive* • *Individual Student Correction* • *Create a Challenge/Build Momentum;* • *See the students: notice students' level of engagement to re-engage them* • *Do It Again: have students do routines again if not done correctly (and know when to stop Do It Again)*	**DEVELOP CONTENT EXPERTISE & LESSON PLANS** 1. **Develop Understanding of the Content:** • Analyze end goal assessments: identify the most rigorous end goal assessment (AP items, SAT, state test, etc.) and name what students need to know and show to complete the tasks • Develop/internalize unit plans: sequence the big ideas of the content into a logical progression/story o Identify and name the key concepts/enduring understandings o Describe the relationships between the concepts within the grade span and across preceding and upcoming grades 2. **Develop Effective Lesson Plans 101:** Build the foundation of an effective lesson rooted in what students need to learn: • Write precise learning objectives that are: o Data-driven (rooted in what students need to learn based on end-goal assessments & analysis of assessment results) o Centered on enduring understandings of the unit • Plan a launch: Use of Do Now, oral review, etc. • Create/identify key tasks for students that lead to the most important conceptual understanding of the lesson • Plan the basic structure of the lesson (e.g., direction instruction, inquiry) • Design an exit ticket (brief end assessment) aligned to the objective 3. **Internalize Existing Lesson Plans:** Make existing plans your own • Identify the moment of most productive struggle in the lesson—articulate what students need to know/be able to do to master it • Internalize & rehearse key parts of the lesson • Build time stamps into the lesson plan • Adjust the lesson plan to target the knowledge/skills students need 4. **Write an Exemplar: Set the bar for excellence** • Script out ideal written responses you want students to produce throughout the arc of the lesson o Humanities: includes key evidence, inferences, arguments o STEM: if they get this right and you ask them why, what do you want them to say?

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GET BETTER FASTER SCOPE & SEQUENCE 23-24

Top Action Steps Used by Instructional Leaders to Launch a Teacher's Development

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
PHASE 2 (DAYS 1-30)	**ROLL OUT & MONITOR ROUTINES** **3. What to Do:** Use economy of language when giving directions: • Chunk your directions: give them one-by-one in sequential order • Make them bite-sized (e.g., 3-5 words) and observable • Check for understanding on complex instructions. **4. See your Students:** Know when students are engaged or unengaged • Make eye contact: look at all students for on-task engagement: o Choose 3-4 focus areas (places where you have students who often get off task) to look towards consistently • Circulate the room with purpose (break the plane): o Move among the desks and around the perimeter o Stand at the corners: identify 3 spots on perimeter of the room to which you can circulate to stand and monitor student work o Move away from the student who is speaking to monitor the whole room. **5. Routines & Procedures 201:** Revise and perfect them • Revise any routine that needs more attention to detail or is inefficient, emphasizing what students and teachers are doing at each moment • Do It Again: have students do the routine again if initially incorrect **BUILD TRUST AND RAPPORT** **6. Narrate the Positive** • Warm welcome: make eye contact, smile, and greet students • Narrate what students do well, not what they do wrong o "Table two is ready: their books are open and all are reading." o "I like how Javon has anticipated a counter-argument to strengthen his thesis." • Praise intellect, not just behavior--reinforce students getting smarter: o Affirm the effort, not just the outcome: "Your diligence on revising your thesis really paid off here." • While narrating the positive, look at student(s) who are off-task **7. Make authentic connections:** • Memorize student names & use them each time you call on them • Make self-to-student connection when they share a struggle, interest or passion ("I struggled when…" or "I love that, too!") • Show genuine concern: keep a tracker of important details and dates for each student to follow up with them; check in with them after class when something is off	**ROLL OUT ACADEMIC ROUTINES:** **5. Independent Practice:** Set up daily routines that build opportunities for students to practice independently • Write first, talk second: give students writing tasks to complete prior to class discussion, so that every student answers independently before hearing his or her peers' contributions • Implement a daily entry prompt (Do Now) to either introduce the day's objective or review material from the previous day • Use an Exit Ticket (brief final task) to assess end-of-class mastery **6. Academic Monitoring 101:** Check students' independent work to determine whether they're learning and what feedback is needed • Create & implement a monitoring pathway: o Name the lap: Announce what you will be looking for and how you will code work/give feedback as you circulate o Monitor the fastest writers first to gather trends, then the students who need more support • "Pen in hand": Give written feedback to student work o Compare answers to the exemplar: what are they missing? o Give quick feedback (star, circle, pre-established code) o Cue students to revise answers using minimal verbal intervention (affirm the effort, name error, ask to fix it) • Gather data while monitoring & prepare to respond: o Track student responses: ideal, almost there, further off o Determine how to respond: stop the class for a quick fix, activate knowledge, model or discourse **7. Guide Discourse 101:** Launch the discourse cycle around the productive struggle: • Everybody writes or Show-call (post student work for students to analyze—exemplars, non-exemplars or both) • Turn and talk • Cold call, then volleyball (multiple students speak before teacher) • Prompt for & praise basic Habits of Discussion to strengthen conversation & listening skills (i.e., build, evaluate, agree/disagree, etc.) • Stamp the key understanding: "What are the keys to remember?"

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GET BETTER FASTER SCOPE & SEQUENCE 23-24

Top Action Steps Used by Instructional Leaders to Launch a Teacher's Development

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:

PHASE 3 (DAYS 31-60)	**ENGAGE EVERY STUDENT:**
	8. Whole-Class Reset
	• Implement a planned whole class reset to re-establish student expectations when a class routine has slowly weakened over previous classes
	  o "I've noticed that only 40% of us are writing end notes. These are important because they demonstrate your understanding of the text as a whole. Today I'll be looking for end-notes in all your annotations."
	• Implement an "in-the-moment reset" when a class veers off task during the class period
	  o Example: Stop teaching. Confident stance. Clear What to Do: "Pencils down. Eyes on me in 3-2-1. Thank you: that's what Harvard looks like." Pick up tone & energy again.
	
	9. Engage All Students: Make sure all students participate:
	• Cold Call: record which students participate in each class; cold call those who don't to ensure everyone participates.
	• Pre-call/warm call: let a student who needs more time know you're calling him/her next
	• Turn & Talk: implement briefly (15-60 second) and frequently
	• Intentionally alternate among multiple methods in class discussion: cold calling, all hands, & turn and talks
	• Provide supports to students with pre-identified needs
	  o Executive functioning (e.g. checklist, written steps, timer)
	  o Social supports (e.g. communication strategies, strategies for resolving conflict)
	  o Stress (e.g. strategies for naming and managing)
	
	10. Individual Student Corrections
	• Anticipate unengaged student behavior and rehearse the next two things you will do when that behavior occurs. Redirect students using the least invasive intervention necessary:
	  o Proximity
	  o Eye contact
	  o Use a non-verbal
	  o Say student's name quickly
	  o Small consequence
	• Engage in "close the loop" conversations with students to process what happened and improve for next time.
		ACTIVATE KNOWLEDGE & MODEL:
		8. Activate Knowledge: Prompt students to access their knowledge
		• Point students to resources (word wall, notes, texts)
		• "What do we know about __?"
		• Use a knowledge organizer (cheat sheet)—all key points on 1-2 pages
		• Retrieve knowledge by applying it—give a simple task (e.g. organize events in chronological order, quick math fluency, etc.)
		• "Drop" knowledge:
		  o Give them knowledge in the middle of the lesson when it will unlock understanding (e.g., stating definition of a vocab word that cannot be understood with context)
		
		9. Model: Model for students the thinking behind the doing
		• Narrow the focus to the thinking students are struggling with
		• Give students a clear listening/note-taking task that fosters active listening:
		• Model the thinking, not just the procedure:
		  o Model replicable thinking steps that students can follow (e.g., "Hmm….so what is this prompt asking me to do?" OR "So what do I already know about this time period?")
		  o Vary your tone and cadence from the normal teacher voice to highlight the thinking skills
		  o Make your thinking visible (anchor chart, annotations)
		• Check for understanding after the model:
		  o Debrief the model by asking students to identify the thinking skills
		  o Stamp the key points/steps to make sure you draw out the aspects you students to focus on
		  o Give students additional "at-bats" to practice independently

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GET BETTER FASTER SCOPE & SEQUENCE 23-24

Top Action Steps Used by Instructional Leaders to Launch a Teacher's Development

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:

PHASE 4 (DAYS 61 AND BEYOND)	**INCREASE THE ENERGY OF THE CLASSROOM:**
	11. Build the Momentum
	• Give the students a simple challenge to complete a task:
	  o Example: "Now I know you're only 4th graders, but I have a 5th grade problem that I bet you could master!"
	• Warm energy: speak faster, walk faster, vary your voice, & smile
	
	12. Pacing: Create the illusion of speed so students feel constantly engaged
	• Use a hand-held timer to stick to the times stamps in the lesson & give students an audio cue that it's time to move on
	• Increase rate of questioning: no more than 2 seconds between when a student responds and a teacher picks back up instruction
	• Use countdowns to work the clock ("do that in 5..4..3..2..1")
	• Use Call and Response for key words
	
	13. Engaged Small Group Work: Maximize the learning for every student during group work:
	• Deliver explicit step-by-step instructions for group work:
	  o Make the group tasks visible/easily observable (e.g., a handout to fill in, notes to take, product to build, etc.)
	  o Create a role for every person (with each group no larger than the number of roles needed to accomplish the tasks at hand).
	  o Give timed instructions, with benchmarks for where the group should be after each time window
	• Monitor the visual evidence of group progress
	  o Check in on each group every 5-10 minutes to monitor progress
	• Verbally enforce individual & group accountability:
	  o "You are five minutes behind; get back on track."
	  o "Lorena: focus."
		DEEPEN DISCOURSE:
		10. Universal Prompts: Push the thinking back on the students through universal prompts that can be used at any point:
		• Revoice: Prompt students to paraphrase others' reasoning
		  o "If I hear you correctly, you seem to say X. Is that right?"
		  o "Are you really saying [paraphrase or re-work their argument to see if they still defend it]?"
		• Press for reasoning: Prompt students to elaborate or justify their answer with evidence
		  o "Tell me more." "Why/why not?"
		  o "How do you know?" "Prove it." "Why is that important?"
		
		11. Strategically Call on Students based on learning needs
		• Create a sequence of students to call on based on the rigor of each prompt and a review of student work (e.g., first ask a student who is struggling, then one who is partially there, then almost there, etc.)
		• Launch discourse by calling on a student with a limited answer
		• Call on students whose responses are closer to the exemplar when the class is struggling
		• Call on student with originally limited response to stamp new understanding
		
		12. Stretch it: Prompt to push for depth and conceptual understanding
		• Problematize: Create tension
		  o Name the debate: "Some of you say X. Some of you say Y. What do you think?"
		  o Provoke debate: "[Name] would say [counter-argument]. How would you respond?"
		  o Play devil's advocate: "I disagree. I actually think…" or "Who can play devil's advocate?"
		  o Feign Ignorance: "I don't understand. I was thinking…"
		• Sophisticate: add complexity
		  o Apply within different or new context/perspective: "Consider $2x + 5y = 4$. Does our rule still apply?"
		  o Give a hypothetical: "What if…"
		  o Consider alternatives: "What's another way to interpret this?"
		  o Generalize: "So what's the emerging rule we could apply to all problems like this one?"

Teacher Evaluation

MISSOURI'S EDUCATOR EVALUATION SYSTEM

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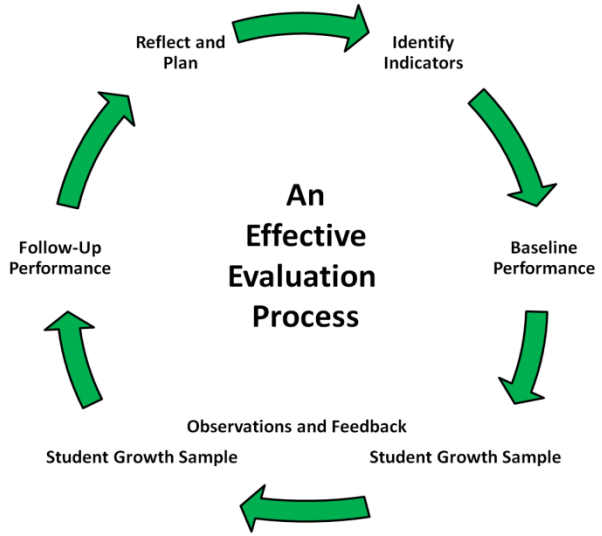
Teacher Evaluation Protocol

Introduction

Missouri's Educator Evaluation System was created, field-tested and piloted, and refined by hundreds of educators across the state. The system is founded on general beliefs about the purpose of the evaluation process. Central to these beliefs is a theory of action which maintains that improving student performance is predicated on the improvement of educator practice. These beliefs include that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and use multiple, balanced measurements that are fair and ethical. Districts are encouraged to collectively establish basic beliefs that serve as the foundation of their local evaluation process. Based on the theory of action and beliefs that are the foundation to the state's model Educator Evaluation System, the primary purpose of the Teacher Evaluation Protocol is to promote growth in effective instructional practice that ultimately increases student performance. This growth in practice occurs based on the following sequence:



Growth requires focus. The identification of indicators is essential to establishing a particular focus based on performances articulated in the indicators. The baseline data serves as a starting point by establishing a current level of performance. Strategies for improvement are identified and practiced. Meaningful feedback is provided regarding the extent to which the new strategies are addressing the area of focus. Samples of student growth provide evidence that the instructional strategies used for the delivery of content are effective for increasing student learning. A follow-up rating provides indication of the amount of growth in teacher performance that occurred. Reflection on the process and the amount of growth that occurred or didn't occur informs whether this particular indicator remains an area of focus or whether there is a new area of focus. This sequence is

an important component to the growth and continuous improvement of instructional practice that occurs in the teacher evaluation process described in the following steps:

Step 1: Identify the indicators to be assessed

Rationale

Appropriate indicators are selected that most support increasing student learning through a focus on potential growth opportunities for the teacher. The indicators identified create an alignment between district and school improvement plans and the efforts and primary responsibilities of the teacher in the classroom.

Description

The selection of indicators is very important to the process. These determine the focus and rationale for improving effective practice and are based on what is needed most to improve learning for all students.

The identified indicators provide a focus area for ongoing learning and growth. Typically these are identified at the end of the year for returning teachers. The determination of which and how many indicators to identify is determined with the following criteria in mind:

1. Driven by student learning needs
2. Derived from the Building and District Improvement Plans (BIP-building level / CSIP-district level)
3. A maximum of three indicators per teacher per year are recommended which are:
    - Based on student needs
    - Representative of the priorities of the building/district leadership for that teacher
    - Based on a potential growth opportunity for the teacher and are determined in collaboration between the teacher(s) and principal
4. At a minimum two of the indicators must address impact on student learning
5. Other indicators may be identified at any time based on issues and needs that arise. In extreme instances where particular growth or change in practice must be addressed, an Educator Improvement Plan (see Step 3) may be instituted.

Example

Mrs. Johnson is a third year teacher. Based on student data, the third graders in Mrs. Johnson's class struggle with reading comprehension. This is an area of concentration for her class for this year. The principal, who is focusing on the implementation of the revised Missouri Learning Standards, is directing all teachers in the school to work on Indicator 1.1 "Content knowledge and academic language". In addition, Mrs. Johnson, in consultation with her principal, has identified Indicator 7.3 "Student-led assessment strategies" in order to better meet the challenging needs of her third grade class. The principal also felt that 8.1 "Self-assessment and improvement" would be helpful to Mrs. Johnson in documenting her

efforts to meet the specific needs of her third graders regarding reading comprehension. For this year, Mrs. Johnson's overall area of focus will be on performances articulated in the following three indicators:

1. Content knowledge and academic language 1.1
2. Student-led assessment strategies 7.3
3. Self assessment and improvement 8.1

Indicator 1.1 includes evidence for commitment, practice and impact; indicator 7.3 has evidence for practice and impact; and indicator 8.1 has commitment and practice evidence.

Step 2: Determine a baseline score for each identified indicator

Rationale

In order to determine growth on an indicator, it is necessary to establish a baseline score and compare it to a follow-up score. This represents a type of pre- and post-test format where growth in practice occurs between two points in time. A numerical rating provides an assessment of both pre- and post-status to determine accurately the growth that occurred in between.

Description

The 0 – 7 scale found on each growth guide provides a numerical rating for each indicator. This numerical rating establishes a baseline score. The baseline score for returning teachers working on the same indicator as the previous year is the follow-up rating they received the previous year. This generates continuity of improvement on a particular indicator.

The baseline rating is determined by considering the evidence at each level of the appropriate growth guide. Evidence falls into one of three different categories: commitment, practice and impact. Evidence in the commitment frame focuses on the quality of the teacher and includes data and information like preparation, lesson design and credentialing. Evidence in the practice frames focuses on observable behaviors, or the quality of the teaching demonstrated by the teacher. Evidence in the impact frames focuses on outcomes or knowledge and behaviors deomnstrated by the students.

It is important when thinking about a teacher's rating to consider these separate categories of evidence. After all, if a teacher designs what they think is a well-prepared lesson and delivers it with a strategy that feel appropriate to the intended learning and yet students do not grasp the content, then there is the possibility of making this lesson more effective. Identifying where that growth opportunity exists that limits the learning experience from being effective is the type of focus that leads to continuous improvement of instructional practice.

First, it is necessary to determine the appropriate descriptive rating for the teacher's performance. This descriptive rating will be either Emerging, Developing, Proficient or Distinguished. To determine the descriptive rating, it is necessary to establish the highest level for which there is consistent evidence of performance.

For example, in Growth Guide 1.1, a determination about the teacher's performance might be as illustrated below. There is Commitment evidence that the teacher is well prepared, that their lesson design includes current content and there is use of supplementary sources. There is also observable Practice evidence reflecting the accuracy and complexity of content knowledge in instruction as indicated. While evidence at the Impact level reveals that students are generally familiar with academic language, student data does not support that a majority of students are able to use academic language. Although evidence can be gathered by observing student performance and various student products, an additional way to gather evidence at the impact level could be through the use of student surveys. Although this is perceptual in nature, research maintains that it does offer useful data.

Teacher Growth Guide 1.1

Standard 1: Content knowledge aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Quality Indicator 1: Content knowledge and academic language

Emerging	Developing	Proficient	Distinguished
1E1) The emerging teacher… Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.	1D1) The developing teacher also… Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.	1P1) The proficient teacher also… Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.	1S1) The distinguished teacher also… Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.
Consistent Evidence	**Professional Frames**		
Evidence of Commitment *Is well prepared to guide students to a deeper understanding of content* ***Evidence of Practice*** *Instruction reflects accuracy of content knowledge* ***Evidence of Impact*** *Students are generally familiar with academic language*	***Evidence of Commitment*** *Stays current on new content and incorporates it into lessons* ***Evidence of Practice*** *Instruction indicates an appreciation of the complexity and ever evolving nature of the content* ***Evidence of Impact*** *Students are able to use academic language*	***Evidence of Commitment*** *Use of supplemental primary sources that are aligned to local standards* ***Evidence of Practice*** *Instructional focus is on the most important concepts of the content and includes new content as appropriate* ***Evidence of Impact*** *Students accurately use academic language related to their discipline*	***Evidence of Commitment*** *Continually expands knowledge base on content and infuses into content* ***Evidence of Practice*** *Continually seeks out new information and applies it to learning in their classroom* ***Evidence of Impact*** *Students communicate effectively using academic language from a variety of sources*
Score = 0 1 2	3 4	5 6	7

In this illustration, the highlighted areas reflect the evidence of the teacher's performance. In this illustration, as noted by the highlighted text, there are examples of evidence in three different columns, Emerging, Developing and Proficient. However, it is only in the Emerging column where there is consistencey, or evidence in all three professional frames. This consistency in evidence supports that the teacher is fully rated at the

Emerging level. In this particular example, student's ability to use academic language as noted in the Evidence of Impact at the Developing Level, would be the teacher's growth opportunity.

It is next necessary to establish a baseline score within the Emerging level. This would be calculated and communicated as follows:

1. Using the appropriate growth guide and rating scale (see below), determine a baseline score. A score of 0 indicates there is no evidence present in at least one of the three frames. A score of 1 indicates there is evidence in all frames, but that it is inconsistently present or demonstrated. A score of 2 would indicate it is present and routinely demonstrated. Ideally, this score determination would occur as a collaborative, professional conversation between the teacher and administrator.

RATING SCALE

Not Present	Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present Consistent Routine
0	**1**	**2**		**3**	**4**		**5**	**6**		**7**
Emerging				**Developing**			**Proficient**			**Distinguished**

2. Once a score has been determined, the administrator provides specific feedback that includes an explanation and rationale for the given score. Again, this would ideally occur within a collaborative, professional conversation.
3. In the example illustrated above, students' ability to use academic language is the specific area where growth is needed to move performance from the "Emerging" level to the "Developing" level.

Example

Mrs. Johnson received the following ratings on her baseline assessment:

- A score of "2 Emerging" on Quality Indicator 1.1: Content knowledge and academic language
    - The evidence, as presented in the example in the Description section above, indicates that Mrs. Johnson routinely and consistently is well prepared and uses current and new content as well as supplementary sources where appropriate and her instruction reflects accuracy and complexity of content; and her students are familiar with academic language but do not consistently use it. This consistent use of academic language by students represents a growth opportunity for Mrs. Johnson.
- A score of "4 Developing" on Quality Indicator 7.3: Student-led assessment strategies

- The evidence indicates that Mrs. Johnson routinely and consistently orientates students on various formats of assessments and instructs them on how to reflect on their own learning based on data. She also instructs them on setting personal learning goals. Students routinely and consistently are prepared for the demands of different assessments and successfully set personal learning goals based on their own reflection of their learning. An appropriate growth opportunity would include Mrs. Johnson facilitating student learning on how to report on their own progress.

- A score of "2 Emerging" on Indicator 8.1: Self assessment and improvement
  - This indicates that Mrs. Johnson's professional development or growth plan includes information from self-assessment and reflection strategies and that she also uses this information to improve the overall learning of her students. An appropriate growth opportunity in this area would involve Mrs. Johnson specifically reflecting on the impact of her teaching and using that to guide adjustments to her practices.

Step 3: Develop an Educator Growth Plan (i.e. professional learning/development plan or improvement plan)

Rationale

The primary purpose of the Teacher Evaluation Protocol is to promote growth and improvement in a teacher's instructional practice. Therefore, the acquisition and application of new learning and skills is essential for turning opportunities for growth into outcomes and results.

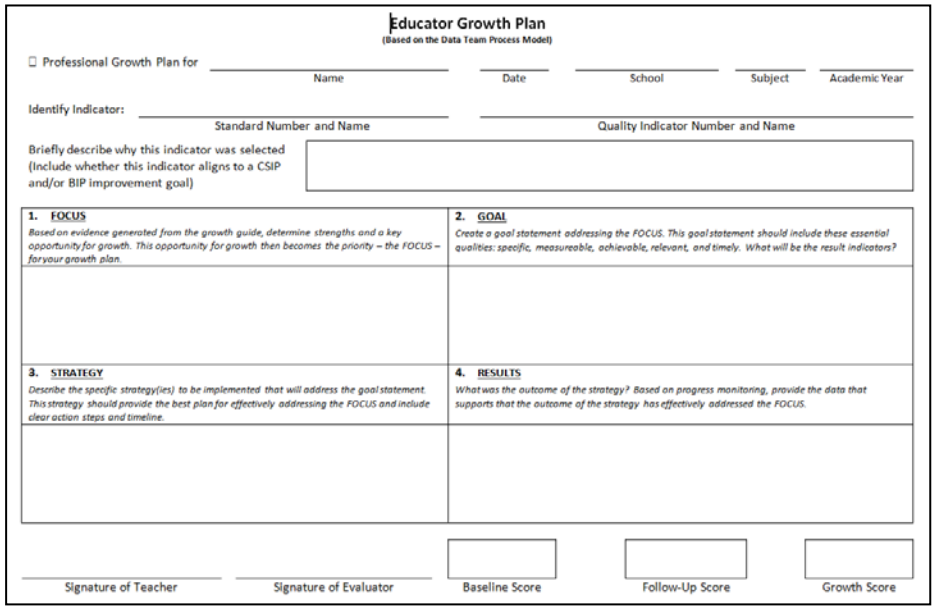
Description

The description of performance in each indicator and the baseline rating identifies an opportunity for growth. It is important when addressing this opportunity for growth that a very clear plan be developed. The Educator Growth Plan is the document used to articulate the various necessary components of this plan. For instances where very specific growth is required, or where particular areas of concern must be addressed, the Educator Improvement Plan is used to ensure that this growth occurs to the extent necessary and in a timely fashion. For more on the Educator Improvement Protocol, see page 34 of this Teacher Evaluation Protocol.

The Educator Growth Plan addresses specific sources of new learning, the practice of skills related to new learning and timelines for completion. The state model offers two different formats for the Educator Growth Plan. One option uses language from the Data Team Process while the other uses language from the Plan/Do/Study Act process. Regardless of which option is used, the Educator Growth Plan includes the following key general components:

1. It corresponds to the examples of evidence provided in the appropriate growth guide
2. It is a clear articulation of a plan or goal statement to address growth opportunities

3. It includes specific strategies and timelines for application of new learning and skills
4. It is focused on results and outcomes



Educator Growth Plan
(Based on the Data Team Process Model)

☐ Professional Growth Plan for _____ (Name) _____ (Date) _____ (School) _____ (Subject) _____ (Academic Year)

Identify Indicator: _____ (Standard Number and Name) _____ (Quality Indicator Number and Name)

Briefly describe why this indicator was selected (Include whether this indicator aligns to a CSIP and/or BIP improvement goal)

1. FOCUS	2. GOAL
Based on evidence generated from the growth guide, determine strengths and a key opportunity for growth. This opportunity for growth then becomes the priority – the FOCUS – for your growth plan.	*Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measureable, achievable, relevant, and timely. What will be the result indicators?*
3. STRATEGY	**4. RESULTS**
Describe the specific strategy(ies) to be implemented that will address the goal statement. This strategy should provide the best plan for effectively addressing the FOCUS and include clear action steps and timeline.	*What was the outcome of the strategy? Based on progress monitoring, provide the data that supports that the outcome of the strategy has effectively addressed the FOCUS.*

_____ (Signature of Teacher) _____ (Signature of Evaluator) ☐ (Baseline Score) ☐ (Follow-Up Score) ☐ (Growth Score)

FOCUS – an area that represents an opportunity for growth and is generated from evidence on the growth guide

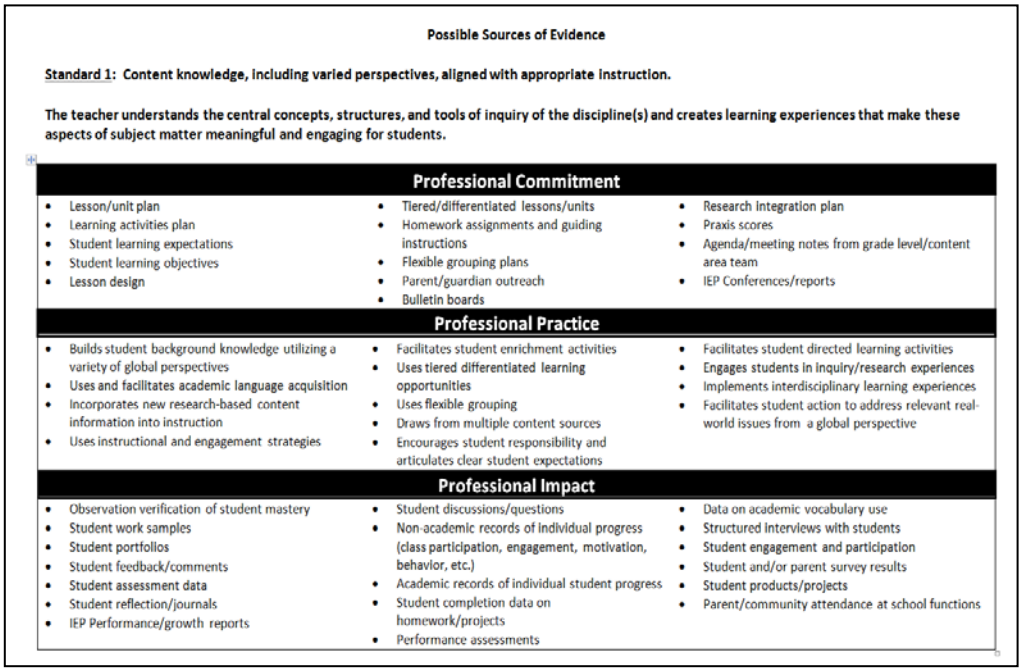
GOAL – a statement that addresses the focus and is specific, measureable, achievable, relevant and timely

STRATEGY – description of the skill(s) to be demonstrated that will effectively address the focus and include clear action steps and timelines

RESULTS – data and evidence that supports that the outcome of the strategy has effectively addressed the focus

When considering different strategies to address growth opportunities, the state model offers several different sources of research. Research sources are inlcuded in the "Research and Proven Practices" section of this document.

The research provided in this section includes the work of Dr. Robert Marzano, Dr. John Hattie, and Mr. Doug Lemov. These bodies of research were included because of the effect size information provided and their proven record of having impact on student learning. Crosswalks are provided to align each body of research with teacher indicators. This research offers specific strategies that can be included in the teacher's Educator Growth Plan as a demonstration of growth and improvement on the specific indicator being addressed.



Possible Sources of Evidence

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Professional Commitment

- Lesson/unit plan
- Learning activities plan
- Student learning expectations
- Student learning objectives
- Lesson design
- Tiered/differentiated lessons/units
- Homework assignments and guiding instructions
- Flexible grouping plans
- Parent/guardian outreach
- Bulletin boards
- Research integration plan
- Praxis scores
- Agenda/meeting notes from grade level/content area team
- IEP Conferences/reports

Professional Practice

- Builds student background knowledge utilizing a variety of global perspectives
- Uses and facilitates academic language acquisition
- Incorporates new research-based content information into instruction
- Uses instructional and engagement strategies
- Facilitates student enrichment activities
- Uses tiered differentiated learning opportunities
- Uses flexible grouping
- Draws from multiple content sources
- Encourages student responsibility and articulates clear student expectations
- Facilitates student directed learning activities
- Engages students in inquiry/research experiences
- Implements interdisciplinary learning experiences
- Facilitates student action to address relevant real-world issues from a global perspective

Professional Impact

- Observation verification of student mastery
- Student work samples
- Student portfolios
- Student feedback/comments
- Student assessment data
- Student reflection/journals
- IEP Performance/growth reports
- Student discussions/questions
- Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.)
- Academic records of individual student progress
- Student completion data on homework/projects
- Performance assessments
- Data on academic vocabulary use
- Structured interviews with students
- Student engagement and participation
- Student and/or parent survey results
- Student products/projects
- Parent/community attendance at school functions

Also provided is a document called the Possible Sources of Evidence. There is a single page document provided for each standard. This document provides a list of "possible" sources of evidence that a teacher might include as a component of the Educator Growth Plan.

It is important to note that this is not a comprehensive list of all evidence sources nor is it a checklist of things to do and/or provide. It simply offers some possible examples that might be included.

The evidence provided is categorized by the three professional frames found on each of the teacher's growth guides. In this way, teachers and administrators can use this to clarify exactly what kind of evidence will indicate that growth in performance has occurred.

Example

Mrs. Johnson, in consultation with her administrator and perhaps also peers and/or a mentor, reviews the Possible Sources of Evidence documents and the Research and Proven Practices section of the Educator Evaluation System webpage to determine which new skills and strategies would be most appropriate given the particular growth opportunities of her selected indicators. Mrs. Johnson considers the following information as she works to complete her Educator Growth Plan:

- Quality Indicator 1.1: Content knowledge and academic language
  - Using the Research and Proven Practices section of the Educator Evaluation webpage, Mrs. Johnson observes that there are 23 different Marzano instructional strategies that align to Quality Indicator 1.1. In reviewing these strategies, she and her administrator agree that strategy MDQ 2.12: "The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represents the content in nonlinguistic ways" would be helpful for increasing a students' use of academic language. From the Professional Impact section of the Possible Sources of Evidence for Standard 1 document, they further determine that student work samples might possibly be appopriate for demonstrating an increased use of academic language.
  - In the Educator Growth Plan, Mrs. Johnson documents the following:

        - FOCUS – Mrs. Johnson describes the focus for increasing the use of academic language
        - GOAL – Mrs. Johnson describes how much she wants student use of academic language to increase by and when
        - STRATEGY – Mrs. Johnson describes how she will use a Marzano strategy (MDQ 2.12) and student work samples to demonstrate an increase in academic language
        - RESULTS – (to be completed later in Step 5)

- Quality Indicator 7.3: Student-led assessment strategies
    - Using the Research and Proven Practices section of the Educator Evaluation webpage, Mrs. Johnson observes that there are 9 different strategies taken from the research of John Hattie that align to Quality Indicator 7.3. In reviewing these strategies, she and her administrator agree that "Self-reported Grades" would assist students in learning to report their own progress in learning. From the Professional Impact section of the Possible Sources of Evidence for Standard 7 document, they further determine that individual student growth/performance could appropriately provide evidence specific to this opportunity for growth.
    - In the Educator Growth Plan, Mrs. Johnson documents the following:
        - FOCUS – Mrs. Johnson describes the focus for assisting students in reporting their progress in learning
        - GOAL – Mrs. Johnson describes how she wants students to report their progress and a timeframe for this to occur
        - STRATEGY – Mrs. Johnson describes how she will use the research of John Hattie and individual student growth/performance to demonstrate students' ability to report their progress in learning
        - RESULTS – (to be completed later in Step 5)

- Quality Indicator 8.1: Self-assessment and improvement
    - Using the Research and Proven Practices section of the Educator Evaluation webpage, Mrs. Johnson observes that there are 10 different techniques taken from the work of Doug Lemov in his book "Teach Like a Champion". In reviewing these 10 techniques, she and her administrator agree that "Technique 10: Double Plan" would be helpful in Mrs. Johnson being more intentional on reflecting on the impact of her teaching. From the Professional Commitment section of the Possible Sources of Evidence for Standard 8 document, they further determine that a reflective journal could appropriately provide evidence specific to this opportunity for growth.
    - In the Educator Growth Plan, Mrs. Johnson documents the following:
        - FOCUS – Mrs. Johnson describes the focus of using reflection to improve instruction
        - GOAL – Mrs. Johnson describes her goal of using reflection and timelines for meeting that goal
        - STRATEGY – Mrs. Johnson describes how she will use "Technique 10: Double Plan" to organize her reflections and her planning for improved instruction
        - RESULTS – (to be completed later in Step 5)

Mrs. Johnson can further support these opportunities for growth with appropriate articles and research. Her local Professional Development Committe (PDC), district coaches, the regional professional development center and professional associations can be of assistance as well as other effective teachers in her building and district.

Step 4: Regularly assess progress, provide feedback and gather student growth data

Rationale

In keeping with the research on formative development, the essential role of practice and feedback will ensure that the acquisition and application of new learning, skills and strategies will lead to the improvement of effective teacher practice. Gathering and analyzing student growth data will provide evidence on changes in student learning.

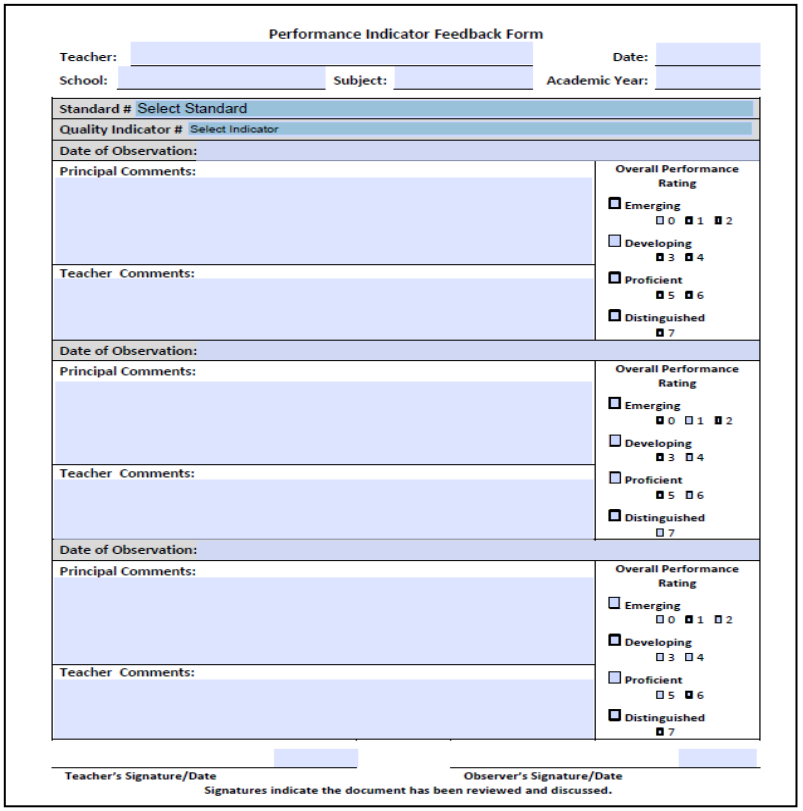
Description

Determine progress made on new skill acquistion and application using a variety of formal and informal strategies. In addition to building and district administrators, the use of peers, mentors, coaches, regional centers, associations and other building and district resources assist with this part of the process.

Feedback on the growth opportunities from the identified indicator is critical. It ensures that there has been new learning for the teacher, but more importantly that new skills and strategies are applied and practiced and growth documented. The following guidelines assist in this process of regular assessment of progress and feedback:

1. A minimum of three to five opportunities for formal and informal feedback should occur focused on identified indicators
2. Informal feedback may be provided by mentors, coaches, peers, external consultants, etc.
3. A formal follow-up assessment should be completed by the administrator
4. Numerical scoring on the appropriate growth guide for each indicator included as a part of the feedback is optional, but is often helpful to accurately determine progress

The use of feedback forms included as a part of the state Educator Evaluation System allows for documentation of feedback and progress. There are several different forms available for use in providing and documenting feedback.



Performance Indicator Feedback Form

Teacher: Date:

School: Subject: Academic Year:

Standard # Select Standard

Quality Indicator # Select Indicator

Date of Observation:

Principal Comments:

Teacher Comments:

Overall Performance Rating

Emerging 0 1 2

Developing 3 4

Proficient 5 6

Distinguished 7

Date of Observation:

Principal Comments:

Teacher Comments:

Overall Performance Rating

Emerging 0 1 2

Developing 3 4

Proficient 5 6

Distinguished 7

Date of Observation:

Principal Comments:

Teacher Comments:

Overall Performance Rating

Emerging 0 1 2

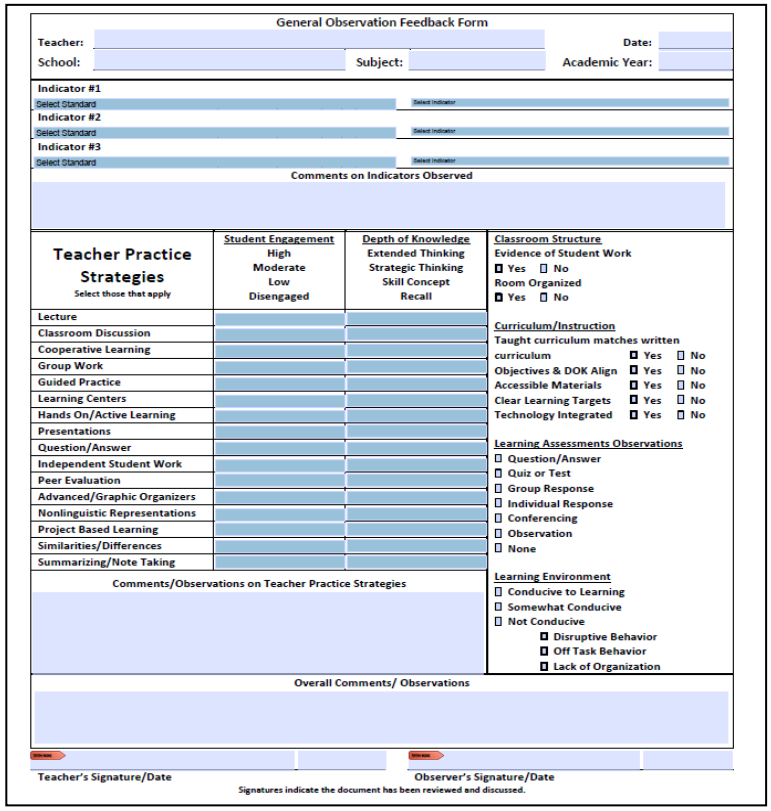
Developing 3 4

Proficient 5 6

Distinguished 7

Teacher's Signature/Date Observer's Signature/Date

Signatures indicate the document has been reviewed and discussed.



General Observation Feedback Form

Teacher: Date:

School: Subject: Academic Year:

Indicator #1

Select Standard Select Indicator

Indicator #2

Select Standard Select Indicator

Indicator #3

Select Standard Select Indicator

Comments on Indicators Observed

Teacher Practice Strategies (Select those that apply)	Student Engagement (High, Moderate, Low, Disengaged)	Depth of Knowledge (Extended Thinking, Strategic Thinking, Skill Concept, Recall)
Lecture		
Classroom Discussion		
Cooperative Learning		
Group Work		
Guided Practice		
Learning Centers		
Hands On/Active Learning		
Presentations		
Question/Answer		
Independent Student Work		
Peer Evaluation		
Advanced/Graphic Organizers		
Nonlinguistic Representations		
Project Based Learning		
Similarities/Differences		
Summarizing/Note Taking		

Comments/Observations on Teacher Practice Strategies

Classroom Structure

Evidence of Student Work: Yes No

Room Organized: Yes No

Curriculum/Instruction

Taught curriculum matches written curriculum: Yes No

Objectives & DOK Align: Yes No

Accessible Materials: Yes No

Clear Learning Targets: Yes No

Technology Integrated: Yes No

Learning Assessments Observations

Question/Answer

Quiz or Test

Group Response

Individual Response

Conferencing

Observation

None

Learning Environment

Conducive to Learning

Somewhat Conducive

Not Conducive

Disruptive Behavior

Off Task Behavior

Lack of Organization

Overall Comments/ Observations

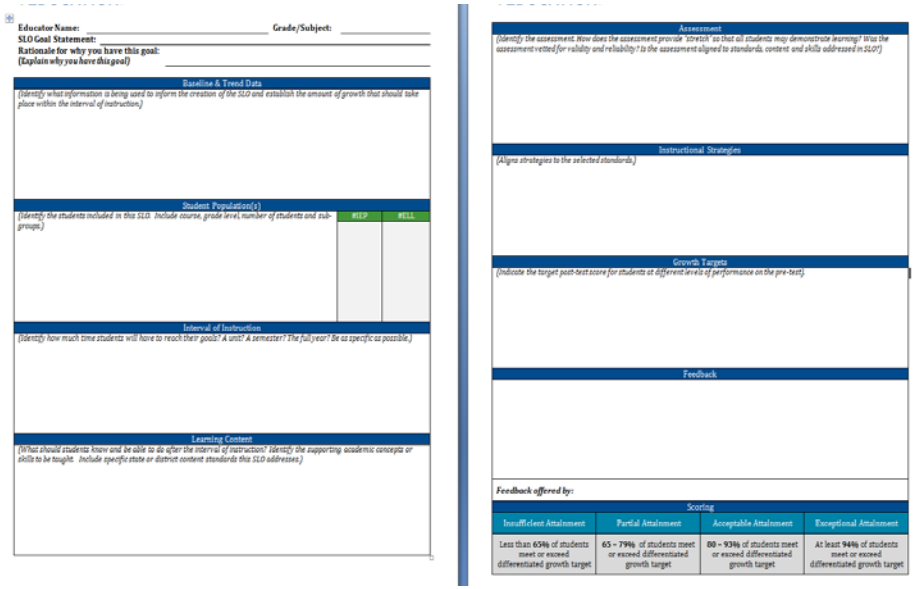
Teacher's Signature/Date Observer's Signature/Date

Signatures indicate the document has been reviewed and discussed.

The Performance Indicator Feedback Form (shown on left) provides documentation of the progression of feedback offered on a particular indicator. This single page form can be used to document up to three instances of feedback for a single indicator. Additional forms may be used as needed. There is opportunity for both teacher and observer comments.

The General Observation Feedback Form (shown on right) provides documentation of general information and data gathered from a classroom observation. In addition to the option of providing feedback on specific indicators offered in the top section, the form also allows for a very general overview of other relevant information including particular practice strategies being used by the teacher, student engagement levels, the depth of knowledge observed, structure of the classroom, alignment between curriculum and instruction, type of assessment being used and an overall assessment of the learning environment.

In order to determine the effectiveness of new strategies used by the teacher as a part of their instructional process, it is important to gather student growth data to gain some measure of student learning. Because of its research-base and correlation with improved student learning, it is suggested that a Student Learning Objective (SLO) be used to gather student growth data. Essentially, SLOs represent the process for gathering and analyzing student growth data, using this data to set specific goals, and then assessing whether or not students have met those goals at the end of instruction. The use of the Student Learning Objective (SLO) template provides a formalized, collaborative process for gathering student growth data to be used in the educator evaluation process. Capturing student growth data is particularly important to be used as a contributing factor in determining evidence at the impact level. The SLO template gathers the following information:


Educator Name: Grade/Subject:
SLO Goal Statement:
Rationale for why you have this goal:
(Explain why you have this goal)
Baseline & Trend Data
(Identify what information is being used to inform the creation of the SLO and establish the amount of growth that should take place within the interval of instruction.)
Student Population(s)
(Identify the students included in this SLO. Include course, grade level, number of students and sub-groups.)
IEP
ELL
Interval of Instruction
(Identify how much time students will have to reach their goals? A unit? A semester? The full year? Be as specific as possible.)
Learning Content
(What should students know and be able to do after the interval of instruction? Identify the supporting academic concepts or skills to be taught. Include specific state or district content standards this SLO addresses.)
Assessment
(Identify the assessment. How does the assessment provide "stretch" so that all students may demonstrate learning? Was the assessment vetted for validity and reliability? Is the assessment aligned to standards, content and skills addressed in SLO?)
Instructional Strategies
(Aligns strategies to the selected standards.)
Growth Targets
(Indicate the target post-test score for students at different levels of performance on the pre-test).
Feedback
Feedback offered by:
Scoring
Insufficient Attainment
Partial Attainment
Acceptable Attainment
Exceptional Attainment
Less than 65% of students meet or exceed differentiated growth target
65 - 79% of students meet or exceed differentiated growth target
80 - 93% of students meet or exceed differentiated growth target
At least 94% of students meet or exceed differentiated growth target

Rationale – states why this particular goal has been selected

Baseline and Trend Data – information used to create the SLO

Student Population – particular students included in the SLO

Interval of Instruction – time students have to meet their goal

Learning Content – academic concepts or skills to be taught

Assessment – what will be used to determine student learning

Instructional strategies – how concepts/ skills will be delivered

Growth targets – anticipated mastery level for each student

Ideally, two separate samples of student growth data are collected each year. This ensures that multiple measures are used in the process for making determinations about a teacher's performance. Student growth data is added into a teacher's summative evaluation as one of a balanced set of meaures that would also include observation data and information collected through the educator growth plan.

Example

Over the course of the next several months, Mrs. Johnson receives a Performance Indicator Feedback Form from the district's instructional coach on her use of linguistic and nonlinguistic demonstrations of student understanding of content in support of Quality Indicator 1.1. She also receives a Performance Indicator Feedback Form on how well she is facilitating students' efforts to self-report their progress in learning.

Mrs. Johnson completes the first of her two SLOs. She bases this SLO on reading comprehension because she knows this is a need for her students and because the SLO will provide valuable information about her selected indicators. In completing the SLO template, Mrs. Johnson focuses on students being able to infer, analyze and draw conclusions as her learning outcome. She identifies specific instructional strategies that will help students do the following

- summarize and sequence events in a plot
- describe different personality traits of characters based on their thoughts, words and actions
- describe different interactions between characters
- paraphase big ideas and themes and supporting details
- compare and contrast key elements
- explain cause and effect relationships
- distinguish their point of view from that of the narrator or those of characters

Based on data from a pre-assessment, Mrs. Johnson sets specific learning targets for each of her students. After her instruction is complete, she has her students complete a post assessment to determine the extent of learning of her students. Her data showed that 19 of her 24 students (81%) had met their learning target resulting in an overall “Acceptable Attainment”on her first SLO.

Mrs. Johnson also receives a couple of General Observation Feedback Forms from her administrator and in their discussions they review her reflective journal and discuss how well the strategy for making a double plan is working. This discussion includes looking at evidence of the changes she has made in instruction and how well she feels these have impacted her students’ learning. Mrs. Johnson and her administrator also review her progress on her SLOs.

These forms and feedback provide Mrs. Johnson with documented evidence on the progress she is making on her selected indicators. She has opportunity to continue emphasizing those particular strategies that appear to be working as well as make adjustments in any areas where she feels she could be making more progress.

Mrs. Johnson completes her second of two SLOs. She also bases this SLO on reading comprehension because this continues to be a need for her students and for the data it will provide about her selected indicators. In completing the second SLO template, Mrs. Johnson focuses on students being able to comprehend and analyze words, images, graphics and sounds in various media and digital forms as her learning outcome. She identifies specific instructional strategies that will help students do the following

- understand how communication changes when moving from one genre of media to another
- explain how various design techniques used in media influence the message
- compare various written conventions used for digital media

- identify text structures and graphics features of a web page

Based on data from a pre-assessment, Mrs. Johnson again sets specific learning targets for each of her students. After her instruction is complete, she has her students complete a post assessment to determine the extent of learning of her students. Her data showed that 21 of her 24 students (88%) had met their learning target resulting in an overall “Acceptable Attainment”on her second SLO.

Step 5: Determine a follow-up score for each identified indicator

Rationale

To determine growth on an indicator, it is necessary to compare the follow-up score to the baseline score. The comparison provides a measure of growth that has occurred on the performance articulated in each quality indicator.

Description

Using the same process to determine the baseline rating, the follow-up rating is determined by considering the evidence at the appropriate level of the growth guide. When making a determination about the follow-up rating, it is necessary to consider the particular professional frame of the teacher’s opportunity for growth.

As a reminder, evidence falls into one of three different categories: commitment, practice and impact. Evidence in the commitment frame focuses on the qualtiy of the teacher and includes data and information like preparation, lesson design and credentialing. Evidence in the practice frames focuses on observable behaviors, or the quality of the teaching that the teacher is doing. Evidence in the impact frames focuses on outcomes or what students in the teacher’s class are doing and learning. Data from a teacher’s SLO can be used when looking at evidence for the impact frame. The follow-up score is determined as follows:

1. Using the appropriate growth guide and rating scale (see below), determine a follow-up score. A score of 0 indicates there is no evidence present in at least one of the three frames. Ideally, this follow-up score is collaboratively determined through a professional conversation between the teacher and administrator.

RATING SCALE

Not Present	Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present Consistent Routine
0	**1**	**2**		**3**	**4**		**5**	**6**		**7**
Emerging				**Developing**			**Proficient**			**Distinguished**

2. Once the follow-up score has been determined, provide specific feedback that includes an explanation and rationale for the given score.

The purpose of a follow-up rating is to determine the extent to which the goal articulated in the Educator Growth Plan was addressed. In particular, it is used to determine the extent to which the strategies outlined in the plan addressed the goal. If the strategies did address the goal, then the opportunity for growth will have been addressed and satisfied. This is documented in the RESULTS box of the Educator Growth Plan. In addition, the follow-up score and growth score are captured on the Educator Growth Plan as well.

Example

Mrs. Johnson's follow-up ratings included:

- A follow-up score of "4 Developing" on Quality Indicator 1.1: Content knowledge and academic language
  - Based on the feedback Mrs. Johnson received on the use of the Marzano strategy she was practicing (MDQ 2.12) and monitoring student work samples including data from her SLOs, the evidence now suggests that students are using academic language more consistently than they were at the time of the baseline assessment.
  - In the Educator Growth Plan, Mrs. Johnson adds the additional documentation:
    - FOCUS – Mrs. Johnson describes the focus for increasing the use of academic language
    - GOAL – Mrs. Johnson describes how much she wants student use of academic language to increase by and when
    - STRATEGY – Mrs. Johnson describes how she will use a Marzano strategy (MDQ 2.12) and student works samples to demonstrate an increase in academic language
    - RESULTS – Mrs. Johnson describes the specific data from student work samples that demonstrates an increase in her students' ability to use academic language
    - Baseline Score – 2
    - Follow-up Score – 4
    - Growth Score – 2

- A follow-up score of "5 Proficient" on Quality Indicator 7.3: Student-led assessment strategies
  - Observation of Mrs. Johnson's classroom provides evidence that students are using their data about their own learning. A review of different ways that students have communicated this progress to their parents also provides additional evidence.
  - In the Educator Growth Plan, Mrs. Johnson adds the additional documentation:
    - FOCUS – Mrs. Johnson describes the focus for assisting students in reporting their progress in learning
    - GOAL – Mrs. Johnson describes how she wants students to report their progress and a timeframe for this to occur

        - STRATEGY – Mrs. Johnson describes how she will use the research of John Hattie and individual student growth/performance to demonstrate students' ability to report their progress in learning
        - RESULTS – Mrs. Johnson describes examples of students communicating data about their own learning and the impact it appears to have had throughout the year
        - Baseline Score – 4
        - Follow-up Score – 5
        - Growth Score – 1

- A follow-up score of "3 Developing" on Quality Indicator 8.1 Self-assessment and improvement
    - Through discussions and review of Mrs. Johnson's lesson plans and reflective journal, there is evidence to suggest that she is more intentional in using reflection to modify instruction. In addition, the T-Chart she developed using "Technique 10: Double Plan" provides further evidence of the impact this has had on learning in her classroom.
    - In the Educator Growth Plan, Mrs. Johnson adds the additional documentation:
        - FOCUS – Mrs. Johnson describes the focus of using reflection to improve instruction
        - GOAL – Mrs. Johnson describes her goal of using reflection and timelines for meeting that goal
        - STRATEGY – Mrs. Johnson describes how she will use "Technique 10: Double Plan" to organize her reflections and her planning for improved instruction
        - RESULTS – Mrs. Johnson describes the evidence gathered in her reflective journal, from her T-Chart, and from changes and adaptations made in her lesson plans
        - Baseline Score – 2
        - Follow-up Score – 3
        - Growth Score – 1

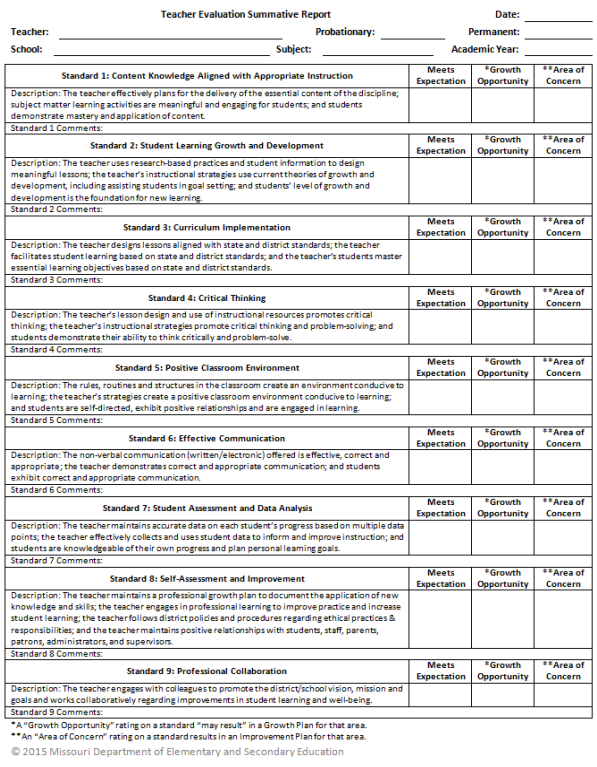
Step 6: Complete the final summative evaluation

Rationale

The evaluation process exists for the continuous improvement of teacher performance resulting in increased student learning. The summative evaluation pulls together the data that has been collected and provides a final overall statement of the teacher's effectiveness.

Description

An overall determination on performance uses baseline and follow-up scores, feedback generated throughout the year on selected indicators, student growth measures and general feedback collected through classroom observations and any other data or information relevanat to the teacher's performance observed or gathered throughout the year. This information is captured on feedback forms, the SLO template and the Educator Growth Plan or, if applicable, the Educator Improvement Plan. This information and data is used to complete Summative Evaluation Form.



Teacher Evaluation Summative Report

Date: _____

Teacher: _____ Probationary: _____ Permanent: _____

School: _____ Subject: _____ Academic Year: _____

Standard 1: Content Knowledge Aligned with Appropriate Instruction	Meets Expectation	*Growth Opportunity	**Area of Concern
Description: The teacher effectively plans for the delivery of the essential content of the discipline; subject matter learning activities are meaningful and engaging for students; and students demonstrate mastery and application of content.			
Standard 1 Comments:			
Standard 2: Student Learning Growth and Development	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The teacher uses research-based practices and student information to design meaningful lessons; the teacher's instructional strategies use current theories of growth and development, including assisting students in goal setting; and students' level of growth and development is the foundation for new learning.			
Standard 2 Comments:			
Standard 3: Curriculum Implementation	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The teacher designs lessons aligned with state and district standards; the teacher facilitates student learning based on state and district standards; and the teacher's students master essential learning objectives based on state and district standards.			
Standard 3 Comments:			
Standard 4: Critical Thinking	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The teacher's lesson design and use of instructional resources promotes critical thinking; the teacher's instructional strategies promote critical thinking and problem-solving; and students demonstrate their ability to think critically and problem-solve.			
Standard 4 Comments:			
Standard 5: Positive Classroom Environment	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The rules, routines and structures in the classroom create an environment conducive to learning; the teacher's strategies create a positive classroom environment conducive to learning; and students are self-directed, exhibit positive relationships and are engaged in learning.			
Standard 5 Comments:			
Standard 6: Effective Communication	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The non-verbal communication (written/electronic) offered is effective, correct and appropriate; the teacher demonstrates correct and appropriate communication; and students exhibit correct and appropriate communication.			
Standard 6 Comments:			
Standard 7: Student Assessment and Data Analysis	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The teacher maintains accurate data on each student's progress based on multiple data points; the teacher effectively collects and uses student data to inform and improve instruction; and students are knowledgeable of their own progress and plan personal learning goals.			
Standard 7 Comments:			
Standard 8: Self-Assessment and Improvement	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The teacher maintains a professional growth plan to document the application of new knowledge and skills; the teacher engages in professional learning to improve practice and increase student learning; the teacher follows district policies and procedures regarding ethical practices & responsibilities; and the teacher maintains positive relationships with students, staff, parents, patrons, administrators, and supervisors.			
Standard 8 Comments:			
Standard 9: Professional Collaboration	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The teacher engages with colleagues to promote the district/school vision, mission and goals and works collaboratively regarding improvements in student learning and well-being.			
Standard 9 Comments:			

*A "Growth Opportunity" rating on a standard "may result" in a Growth Plan for that area.

**An "Area of Concern" rating on a standard results in an Improvement Plan for that area.

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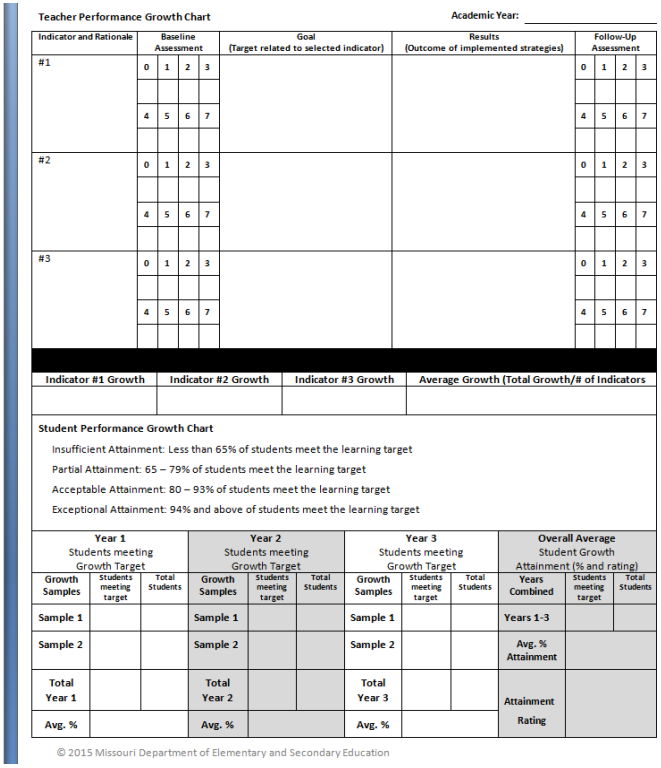

Teacher Performance Growth Chart

Academic Year: _____

Indicator and Rationale	Baseline Assessment				Goal (Target related to selected indicator)	Results (Outcome of implemented strategies)	Follow-Up Assessment			
#1	0	1	2	3			0	1	2	3
	4	5	6	7			4	5	6	7
#2	0	1	2	3			0	1	2	3
	4	5	6	7			4	5	6	7
#3	0	1	2	3			0	1	2	3
	4	5	6	7			4	5	6	7

Indicator #1 Growth	Indicator #2 Growth	Indicator #3 Growth	Average Growth (Total Growth/# of Indicators

Student Performance Growth Chart

Insufficient Attainment: Less than 65% of students meet the learning target

Partial Attainment: 65 – 79% of students meet the learning target

Acceptable Attainment: 80 – 93% of students meet the learning target

Exceptional Attainment: 94% and above of students meet the learning target

Year 1 Students meeting Growth Target			Year 2 Students meeting Growth Target			Year 3 Students meeting Growth Target			Overall Average Student Growth Attainment (% and rating)		
Growth Samples	Students meeting target	Total Students	Growth Samples	Students meeting target	Total Students	Growth Samples	Students meeting target	Total Students	Years Combined	Students meeting target	Total Students
Sample 1			Sample 1			Sample 1			Years 1-3		
Sample 2			Sample 2			Sample 2			Avg. % Attainment		
Total Year 1			Total Year 2			Total Year 3			Attainment Rating		
Avg. %			Avg. %			Avg. %					

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The first page and a half of the summative evaluation form provides both an overview of the effectiveness of the teacher looking across all nine standards as well as a focused view in regards to the specific indicators the teacher has worked on throughout the year.

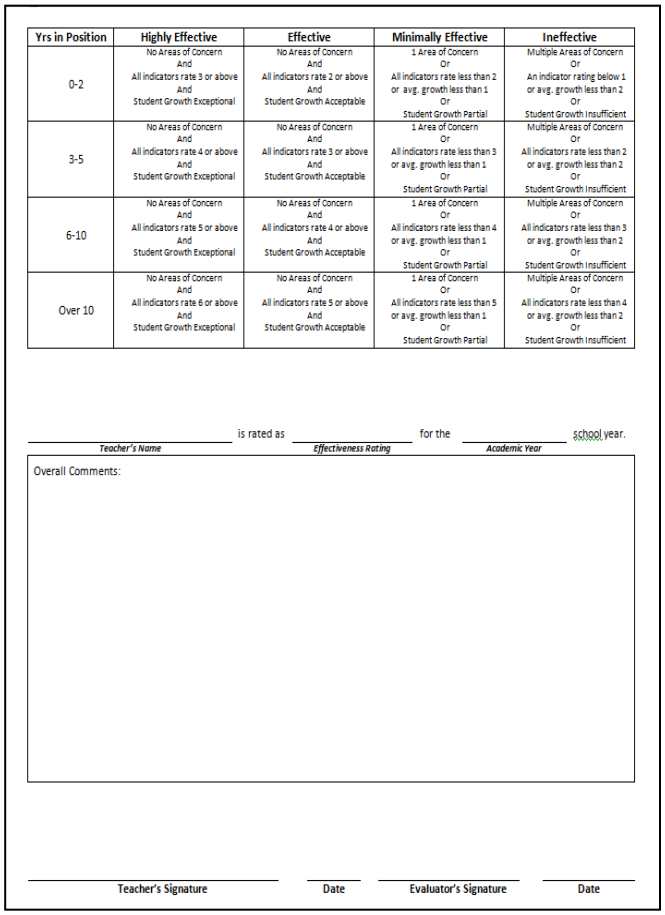
- Assessing the teacher's performance across all teaching standards
    - Each standard is listed with a general description. The statement is a basic summary drawn from the categories of commitment, practice and impact. For each standard, three options are provided:

        - Meets Expectation – checking this box for this standard indicates that performance in this area meets the expecation of the administrator/district at the present time. Provide statements in the comment box along with this option to note exemplary performance in this area.
        - Growth Opportunity – checking this box for a standard might result in an indicator from this standard being selected in the following year as an opportunity for growth and documented in the next year's Educator Growth Plan
        - Area of Concern – checking this box for a standard likely results in an improvement plan for this standard meaning that growth in this area is both necessary and required for continued employment
    - Note: the comment box provided below each standard provides opportunity to offer the rationale for the rating and, where applicable, to note exemplary performance in this particular area.

- Assessing the teacher's performance on selected indicators
    - This section of the summative evaluation form summarizes the growth that occurred in particular indicators. Summative information is provided in the following areas:
        - Indicator and Rationale – document the specific indicator(s) that were selected and the reason this was a growth opportunity for the teacher
        - Baseline Assessment – indicate the initial rating achieved for each selected indicator
        - Goal – summarize the goal that was created to address the growth opportunity
        - Results – describe the outcomes of implementing the strategy and determine whether the focus was adequately addressed
        - Follow-Up Assessment – indicate the follow-up rating achieved for each selected indicator
    - Note: The information provided in this section is transferred from the Educator Growth Plan

- Assessing the teacher's performance based on student growth data
    - The bottom half of the second page of the summative evaluation form captures the student growth data obtained from the teacher's SLOs. Data from the two SLOs are put into the spaces titled Sample 1 and Sample 2. For each sample, the number of students meeting their target and the total number of students is listed. These numbers are totaled together and then an overall attainment is calculated.
    - This is repeated in the follow-up year as Year 2 and the year after that in Year 3. In the fourth year, data from Year 1 is dropped resulting in a three year average for each summative rating. The final column is the overall average and is calculated by adding together all data from the years provided.

The final page of the Summative Evaluation Form provides an overall rating for the teacher. This section is completed as follows:



Yrs in Position	Highly Effective	Effective	Minimally Effective	Ineffective
0-2	No Areas of Concern And All indicators rate 3 or above And Student Growth Exceptional	No Areas of Concern And All indicators rate 2 or above And Student Growth Acceptable	1 Area of Concern Or All indicators rate less than 2 or avg. growth less than 1 Or Student Growth Partial	Multiple Areas of Concern Or An indicator rating below 1 or avg. growth less than 2 Or Student Growth Insufficient
3-5	No Areas of Concern And All indicators rate 4 or above And Student Growth Exceptional	No Areas of Concern And All indicators rate 3 or above And Student Growth Acceptable	1 Area of Concern Or All indicators rate less than 3 or avg. growth less than 1 Or Student Growth Partial	Multiple Areas of Concern Or All indicators rate less than 2 or avg. growth less than 2 Or Student Growth Insufficient
6-10	No Areas of Concern And All indicators rate 5 or above And Student Growth Exceptional	No Areas of Concern And All indicators rate 4 or above And Student Growth Acceptable	1 Area of Concern Or All indicators rate less than 4 or avg. growth less than 1 Or Student Growth Partial	Multiple Areas of Concern Or All indicators rate less than 3 or avg. growth less than 2 Or Student Growth Insufficient
Over 10	No Areas of Concern And All indicators rate 6 or above And Student Growth Exceptional	No Areas of Concern And All indicators rate 5 or above And Student Growth Acceptable	1 Area of Concern Or All indicators rate less than 5 or avg. growth less than 1 Or Student Growth Partial	Multiple Areas of Concern Or All indicators rate less than 4 or avg. growth less than 2 Or Student Growth Insufficient

1. Years in Position – determine the number of years the teacher has been in the current evaluated position (Note: the purpose for "in position" is to allow for reassignment of teachers to different grade levels/positions without adversly affecting performance ratings)
2. Select one of the effectiveness ratings based on the following criteria:
   a. Highly Effective Rating
      i. No areas of concern across the 9 standards, AND
      ii. Exceeds the minimum indicator score, AND
      iii. Evidence of Exceptional Attainment of student growth
   b. Effective Rating
      i. No areas of concern across the 9 standards, AND
      ii. Exceeds the minimum indicator score, AND
      iii. Evidence of Acceptable Attainment of student growth
   c. Minimally Effective Rating
      i. 1 area of concern across the 9 standards, OR
      ii. Doesn't meet the expected indator rating or growth score, OR
      iii. Evidence of only Partial Attainment of student growth
   d. Ineffective Rating
      i. Multiple areas of concern across the 9 standards, OR
      ii. Doesn't meet the expected indator rating or growth score, OR
      iii. Evidence of Insufficient Attainment of student growth

The Summative Evaluation form is completed and dated with appropriate signatures. The comment box provides an opportunity to recognize exemplary performance and particular strengths. It is also used to summarize overall performance by the teacher and provide a rationale for the rating the teacher received. Finally, using the data from this summative evaluation form, it can provide an opportunity to identify a particular area of focus for the teacher for next year.

Example

Mrs. Johnson's administrator completed her summative evaluation form using information that has been gathered throughout the year. This data came from obsrvations, her Educator Growth Plan and her SLO template. Her administrator summarized the following information:

Assessing Mrs. Johnson's performance across all 9 teaching standards

St 1: Content Knowledge w/ Appropriate Instruction	Meets Expectation	St 6: Effective Communication	Growth Opportunity
St 2: Student Learning Growth and Development	Growth Opportunity	St 7: Student Assessment and Data Analysis	Meets Expectation
St 3: Curriculum Implementation	Meets Expectation	St 8: Self-Assessment and Improvement	Meets Expectation
St 4: Critical Thinking	Meets Expectation	St 9: Professional Collaboration	Meets Expectation
St 5: Positive Classroom Environment	Meets Expectation		

Mrs. Johnson had no areas of concern. She had two areas, Student Learning, Growth and Development and Effective Communication, that were marked by her administrator as growth opportunities. Her selected indicators for next year could possibly come from these two standards. In the comments section under Standard 9 Professional Collaboration, her administrator noted that he felt Mrs.Johnson was particularly strong in her collaboration skills and in working with other colleagues.

Assessing Mrs. Johnson's performance on selected indicators

Mrs. Johnson's follow-up ratings on her identified indicators show improved effective practice on specific research-based targets intended to improve the learning of her 3rd grade students. Her ratings on her practice moved from a rating of:

- Emerging (2) to Developing (4) on Quality Indicator 1.1: Content knowledge and academic language.
- Developing (4) to Proficient (5) on Quality Indicator 7.3: Student-led assessment strategies.
- Emerging (2) to Developing (3) on Quality Indicator 8.1 Self-assessment and improvement.

Assessing Mrs. Johnson using student growth data

Mrs. Johnson completed two SLOs. These focused on improving the reading comprehension of her third grade students. From her SLO templates, she had the following information

- First SLO – 19 of 24 students (81%) met their learning target which is Acceptable Attainment
- Second SLO – 21 of 24 students (88%) met their learning target which is Acceptable Attainment
- Overall, 40 of 48 students (83%) met their learning target which is Acceptable Attainment

Mrs. Johnson is in her third year of teaching third grade. Since she has been in her current, evaluated position for three years, the second row of the Overall Teacher Rating chart is used. Mrs. Johnson had no areas of concern AND all of her indicator scores were above a 3 AND she had Acceptable Attainment for student growth.

Yrs in Position	Highly Effective	Effective	Minimally Effective	Ineffective
0-2	No Areas of Concern And All indicators rate 3 or above And Student Growth Exceptional	No Areas of Concern And All indicators rate 2 or above And Student Growth Acceptable	1 Area of Concern Or All indicators rate less than 2 or avg. growth less than 1 Or Student Growth Partial	Multiple Areas of Concern Or An indicator rating below 1 or avg. growth less than 2 Or Student Growth Insufficient
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Based on the information collected throughout the year and compiled on the Summative Evaluation Form, Mrs.Johnson would receive the following overall rating:

Mrs. Johnson *Teacher's Name* is rated as Effective *Effectiveness Rating* for the 2016 - 2017 school year.

Step 7: Reflect and Plan

Rationale

The evaluation process exists primarily for the improvement of effective practice in order to improve student performance. Ongoing reflection and planning are used to ensure that student learning needs are continually met.

Description

The improvement of effective practice is a means to an end. The ongoing and continual process of improving professional practice is essential for ensuring that student learning needs remain the focus of the evaluation process. The ultimate result is the improvement of student learning. Monitoring student learning growth caused by a teacher's improved practice satisfies the primary purpose of the evaluation process.

Reflection on personal growth is an important part of feedback. It provides personal insight to areas of strength and potential growth opportunities for future focus. As a part of this reflection, consider the following:

1. Assess whether the particular areas of improvement of effective practice impacted student learning
2. Explore the data generated from the SLOs and consider what it tells you about actual student learning
3. Reflect on personal growth and possible future opportunities for continued growth
4. Plan ahead for future opportunities for growth. In collaboration with the administrator and perhaps teams of teachers and/or colleagues, select indicators for next year (applies to returning teachers).
5. Continue to acquire new knowledge and practice new strategies and skills

Example

Through the end of the year, Mrs. Johnson continues to monitor the learning of her 3rd grade students. She particularly reflects on how new learning, skills and strategies from the evaluation process have contributed to her students improved performance. She considers the data from her SLOs and how those provide evidence that her students are learning.

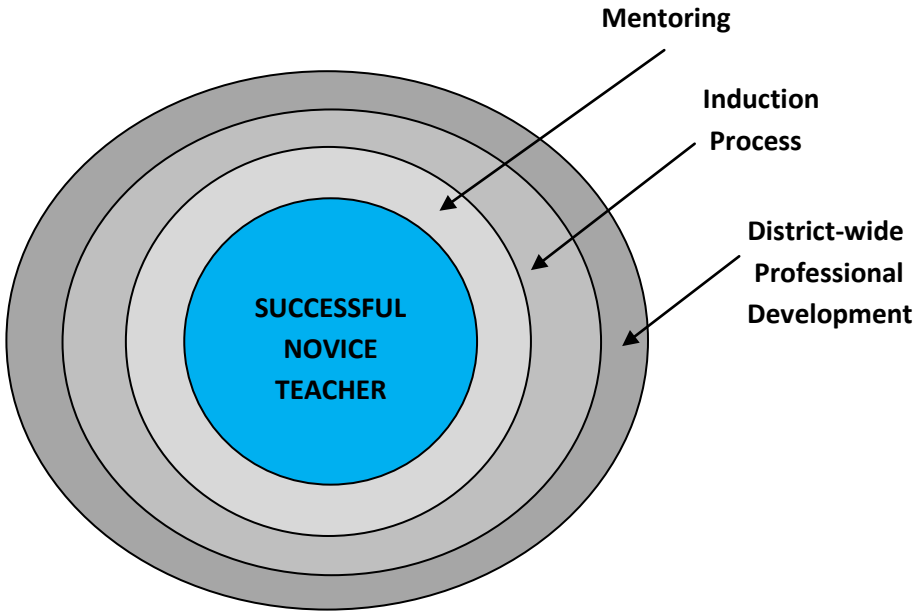
In consultation with her principal, she begins to plan which particular indicators would be most appropriate for her to focus on next year. In particular, based on her Summative Evaluation Form, they consider and discuss selecting indicators from Standard 2: Student Learning, Growth and Development and Standard 6: Effective Communication. Their professional conversation includes consideration of working on some of the same indicators next year. They also discuss the needs of her incoming students for next year and how this will inform the content areas of next year's SLOs. Mrs. Johnson will use her summer months to continue her learning in ways that will improve her performance on the indicators she will work on next year.

Timeline for completion of the Teacher Evaluation Protocol

Step #	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Title and Description Of Step	Identify the indicators to be assessed	Determine a baseline score for each identified indicator	Develop an Educator Growth Plan	Reguarly assess progress and provide feedback Develop two Student Learning Objectives	Determine a follow-up score for each identified indicator	Complete the final summative evaluation	Reflect and Plan
	Select indicators to be assessed based on student data and aligned to building & district improvement plans.	Conduct an initial assessment of identified indicators and set a baseline score for each identified indicator.	Based on the opportunities for growth and the baseline scores, complete the Educator Growth Plan that includes the practice and application of new knowledge and skills.	Conduct observations on performances in the identified indicators. Provide targeted feedback on areas of strength and opportunities for growth. Note: observations may be conducted by coaches, peers, teacher team members as well as principals and assistant principals. Develop two SLOs to provide two samples of student growth data	Conduct a follow-up assessment of identified indicators. Determine overall progress on the Educator Growth Plan.	Complete the Summative Evaluation Form to determine the overall rating on performance by the 15th of March.	Continue to monitor student growth and reflect on the impact of improved effective practice. Reflect on progress of growth opportunities. Indicators for next year may be selected based on local student data and the results of the evaluation process.
Timeline Returning Teacher	April –Summer	August – October	November – February		By March 15		April – May – Summer

New Teacher Protocol

The entry into the teaching profession is too often characterized as times of isolation, stress and fear of failure on the part of the new teacher. Effective districts work to ensure this is not the case. The first two years of teaching should be supported by intentional mechanisms and support structures to ensure the success of the novice educator.



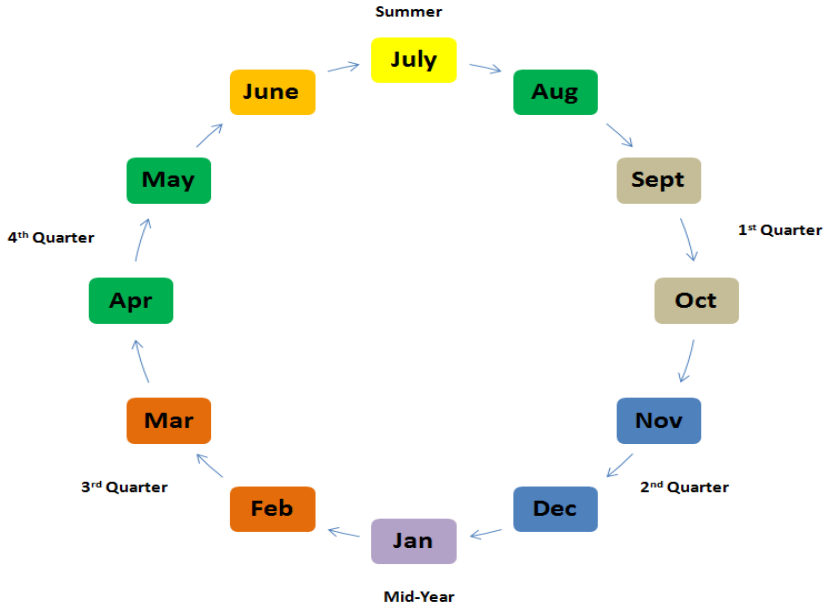
- The overall structure is the district's plan for **professional development** of all teachers. This plan ensures that teachers receive what they need to be successful.
- Within the district's plan for professional development is the **induction process** which ensures that teachers new to the district, including new teachers, are successfully introduced and brought into the expectations, priorities and culture of the system.
- Within the district's induction process is the **mentoring program** where the novice teacher receives two years of one-to-one support.

**For a more comprehensive description, see Missouri's Mentor Standards and Guidelines for Beginning Teacher Assistance provided by the Department of Elementary and Secondary Education*

A district's successful induction process, which includes an effective mentoring program, focuses on particular performance targets for the new teacher. Improving the effectiveness of the teacher and the achievement of their students occurs through a focus on evidence of the teacher's knowledge and skills. Typical areas of focus include classroom management procedures and routines, effective instructional practices, understanding the school community, engaging in ongoing professional learning, and participating in teamwork among administrators, teachers, support staff and community members. Building on these proven practices, the induction process continues the ongoing development of the educator in ways that promote successful teaching which demonstrates effectiveness. The initial years are particularly important as a time to assess initial baseline performance data and identify personal strengths and opportunities for growth.

Timeline for New Teacher Evaluation

The first and second year of teaching can be particularly overwhelming for the new teacher. It is simply not realistic to expect a new teacher to demonstrate performance across 36 separate indicators. As such, doing an in-depth assessment of the novice educator's performance on all 36 indicators would not only be overwhelming but likely inaccurate as well. However, events at certain times of the year do allow opportunity to collect baseline data on performance and provide specific meaningful feedback to new teachers on particularly relevant knowledge and skills. This specific feedback should be provided to the mentee by the mentor. The administrator should also regularly interact with the new teacher, providing specific feedback on performance. By maintaining a focus on specific performances at particular times of the year, it's possible to accomplish the following:



- The mentee has a clear sense of expectations connected to certain times/events
- The induction process and mentor can offer very targeted support aligned to particular school events the mentee is experiencing
- The administrator has a very clear goal of providing support and feedback multiple times throughout the year to the novice teacher
- By the conclusion of the second year, the mentee has received support, guidance, collaboration and feedback across a broad set of expectations

Baseline data, observed and gathered across the initial two years, provides a general overview of the mentee's strengths as well as opportunities for growth. These areas, in particular the opportunities for growth, will inform areas of concentration in the mentee's continued development as a part of the overall system's professional development plan.

1st Year Teacher Practices		
Timeframe	***MO Indicator***	***Evidence of Knowledge and Skills***
Preparation	*All 36 Teacher Quality Indicators*	*Developed/Assessed in coursework & clinical experience*
Prior to the Beginning of School	*1.1 Content Knowledge* *2.3 Theory of Learning* *3.1 Implementing the Curriculum* *4.2 Instructional Resources* *5.1 Verbal and Non-Verbal Communication* *8.3 Professional Responsibilities* *9.1 Induction & Collegial Activities*	*Plans for essential learning outcomes of content* *Uses theories of learning to plan for instruction* *Aligns lesson design and assessments to curriculum* *Begins student/family communication* *Understands District Policy and Code of Conduct* *Engages in the induction process with a mentor*
First Month	*1.2 Engaging in Content* *2.1 Student Development (see also 2.5)* *5.1 Classroom Management* *5.2 Time, Space, Transitions, and Activities* *6.2 Sensitivity to student differences (see also 2.6)* *7.1 Use of Assessments* *9.1 Induction & Collegial Activities*	*Delivers lessons that engage students in content* *Assesses student personalities and abilities* *Effective use of basic classroom management techniques* *Manages time, space, transitions, and activities effectively* *Demonstrates sensitivity to students' differences* *Uses a variety of different assessment formats* *Engages in the induction process with a mentor*
2nd-3rd Month Quarter 1	*2.2 Student Goals* *4.1 Critical Thinking Strategies* *4.3 Cooperative, small group and independent learning* *5.2 Time, Space, Transitions, and Activities* *7.3 Student-led Assessments* *7.5 Communicates Student Progress*	*Helps students establish goals and monitor own progress* *Teaches students to think critically and problem-solve* *Uses different learning configurations effectively* *Adjusts procedures/routines to reinforce expectations* *Helps students assess their own progress to learning goals* *Communicates student progress and maintains records*
4th-5th Month Quarter 2	*1.5 Diverse Social and Cultural Perspectives* *2.4 Differentiated Lesson Design (see also 3.3)* *3.2 Lessons for Diverse Learners* *6.1 Verbal and Non-Verbal Communication* *7.2 Assessment Data to Improve Learning* *7.5 Communicating Student Progress*	*Helps students develop balanced cultural perspectives* *Differentiates instruction to meet student needs* *Addresses variations in learner styles and performances* *Communicate student progress effectively* *Use student data to plan future instruction*
6th Month Mid-Year	*2.5 Use of Student's Prior Experience* *5.2 Time, Space, Transitions, and Activities* *7.4 Effects of Instruction* *7.6 Collaborative Data Analysis* *8.1 Self-assessment and Improvement* *9.2 Collaborating to Meet Student Needs*	*Adjust learning activities based on data from 1st semester* *Adjusts procedures/routines to reinforce expectations* *Uses relevant information to plan future instruction* *Collaborate with peers on student data* *Self-reflect on progress to determine impact of instruction* *Seeks/Provides services to meet needs of learners*
7th-8th Month Quarter 3	*1.2 Engaging in Content* *2.2 Student Goals* *4.3 Cooperative, Small Group, and Independent Learning* *7.2 Assessment Data to Improve Learning* *7.5 Communicating Student Progress*	*Connecting content to classroom design* *Helps students establish goals and monitor own progress* *Uses different learning configurations effectively* *Communicate progress effectively to students/parents* *Use student data to plan future instruction*
9th-10th Month Quarter 4	*2.5 Use of Student's Prior Experience* *7.4 Effects of Instruction* *7.5 Collaborative Data Analysis* *8.1 Self-Assessment and Improvement* *9.1 Induction & Collegial Activities*	*Review data of student progression throughout the year* *Collaborate and reflect with colleagues on student data* *Reflects on impact of instruction* *Reflects with mentor on strengths & growth opportunities*
End of the School Year	*8.1 Self-Assessment and Improvement* *8.2 Professional Learning*	*Reflect on impact on student learning* *Uses resources available to advance professional learning*

Certain teacher performances or skills are of particular importance at certain times of the school year. While the student population and context of the community will have influence over the timing and the types of knowledge and skills the new teacher will need to possess and demonstrate; there are some generalizations that can be reasonably concluded, regardless of context.

For example, knowledge and skills associated with curriculum and lesson planning are especially relevant in the days just prior to beginning the school year when the teacher is planning for the first few weeks of school. Likewise, skills involving classroom management, procedures and routines are of particular significance in the first few weeks of the school year.

A general summary of indicators of teacher performance and a time of significance is provided for the first and second year of teaching. The timeframes on this table begin with the end of the clinical experience which occurs in the preparation process. The timeframes extend through the summer prior to the first day of school and conclude with the summer following initial year of teaching.

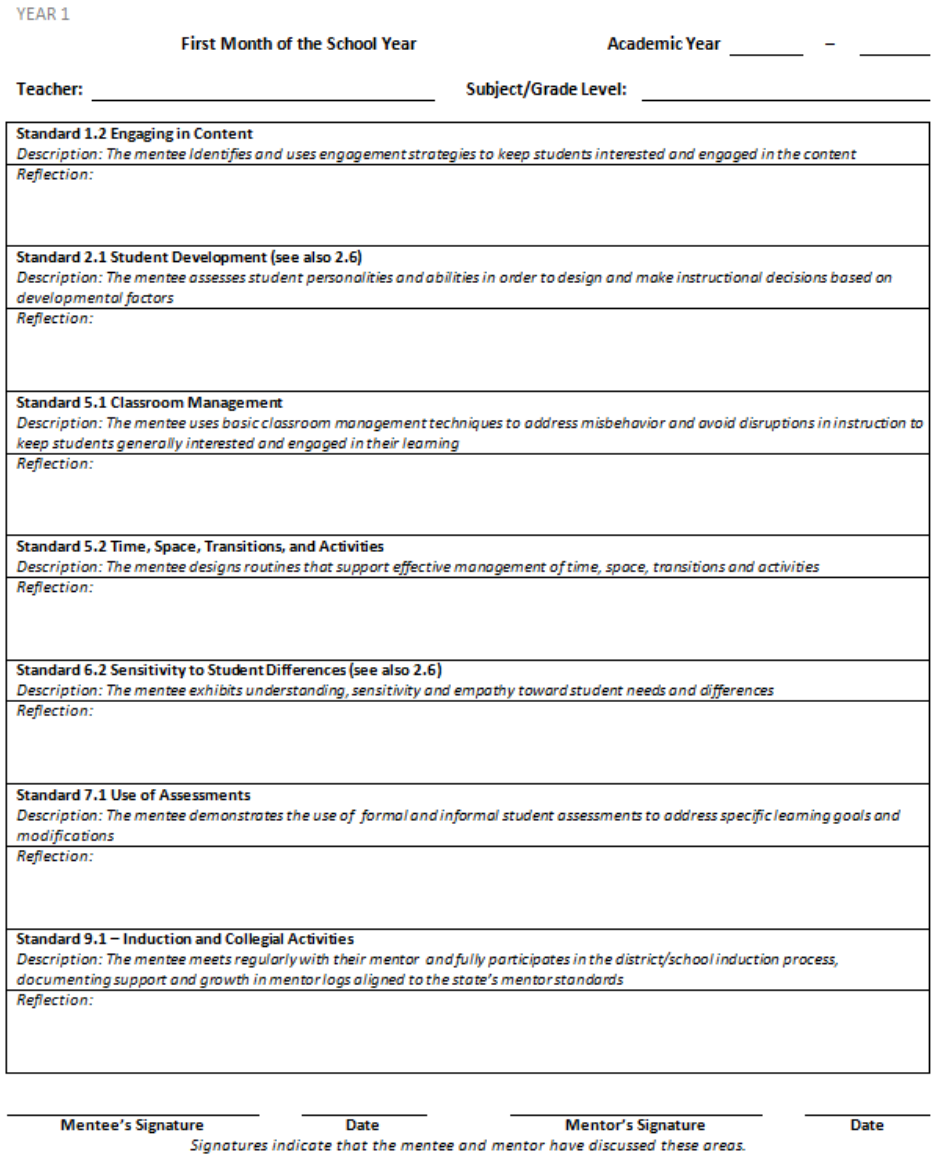
The second year of teaching is organized in similar fashion. The timeframes on this table begin with the summer prior to the second year of teaching and extend through to the summer following the second year of teaching. This encompasses all of the required two years of mentoring that is to be provided to all new teachers.

Each table contains 8 separate timeframes. Each timeframe contains anywhere between 2 to 7 Quality Indicators as the particular focus during the indicated timeframe. In this way, mentees are focusing on a defined set up performances within each specified timeframe. The selected indicators are suggested based on ordinary events that occur in a typical school year. There is flexibility to substitute indicators based on the unique characteristics of a particular district and/or school.

What is most important is ensuring that baseline data on performance is collected on the mentee; that the mentee receives specific feedback on their performance from the mentor on those specific performances and knowledge; that the administrator regularly interacts with the new teacher providing support and specific feedback on performance; and that this occurs without overwhelming the new teacher, but instead provides real time support for the things the new teacher is experiencing.

2nd Year Teacher Practices		
Timeframe	***MO Indicator***	***Knowledge and Skills***
Prior to the Beginning of School	*1.1 Content Knowledge*	*Plans for essential learning outcomes of content*
	1.3 Disciplinary Research and Inquiry Methodologies	*Plans for teaching students about inquiry and research*
	3.1 Implementing the Curriculum	*Aligns lesson design and assessments to curriculum*
	4.2 Instructional Resources	*Uses available resources to support lesson activities*
	9.1 Induction & Collegial Activities	*Engages in the induction process with a mentor*
First Month	*1.2 Engaging in Content*	*Delivers lessons that engage students in content*
	1.4 Interdisciplinary Instruction	*Makes interdisciplinary content connections in instruction*
	2.6 Language, Culture, Family, Community Values	*Uses data to determine the variety of learning needs*
	5.1 Classroom Management	*Effective use of basic classroom management techniques*
	5.2 Time, Space, Transitions, and Activities	*Manages time, space, transitions, activities*
	6.4 Technology and Media Communication Tools	*Uses technology and media communication tools*
	7.1 Use of Assessments	*Uses a variety of different assessment formats*
2nd-3rd Month Quarter 1	*2.2 Student Goals*	*Helps students establish goals and monitor own progress*
	4.1 Critical Thinking Strategies	*Teaches students to think critically and problem-solve*
	4.3 Cooperative, Small Group, and Independent Learning	*Uses different learning configurations effectively*
	5.2 Time, Space, Transitions, and Activities	*Manages time, space, transitions, and activities*
	7.3 Student-led Assessments	*Helps students assess their own progress to learning goals*
	7.5 Communicates Student Progress	*Communicates student progress and maintains records*
4th-5th Month Quarter 2	*3.2 Lessons for Diverse Learners*	*Differentiates instruction to meet student needs*
	3.3 Instructional Goals and DI Strategies	*Uses differentiated instructional strategies effectively*
	5.3 Classroom, School, Community Culture	*Uses culture of school/community to impact relationships*
	7.2 Assessment Data to Improve Learning	*Addresses variations in learner styles and performances*
	7.5 Communicating Student Progress	*Use student data to plan future instruction*
6th Month Mid-Year	*2.5 Use of Student's Prior Experience*	*Adjust learning activities based on data from 1st semester*
	7.4 Effects of Instruction	*Uses relevant information to plan future instruction*
	7.6 Collaborative Data Analysis	*Collaborate with peers on student data*
	8.1 Self-Assessment and Improvement	*Reflects on progress to determine impact of instruction*
	9.3 Cooperative Partnerships Supporting Learning	*Builds partnerships to support student learning*
7th-8th Month Quarter 3	*1.2 Engaging in Content*	*Connects content to classroom design*
	6.3 Speaking, Writing and Other Media	*Supports learners in speaking, writing and other media*
	7.2 Assessment Data to Improve Learning	*Communicates progress effectively to students/parents*
	7.5 Communicating Student Progress	*Uses student data to plan future instruction*
9th-10th Month Quarter 4	*7.4 Effects of Instruction*	*Reviews data of student progression throughout the year*
	7.6 Collaborative Data Analysis	*Collaborates and reflects with colleagues on student data*
	8.1 Self-Assessment and Improvement	*Reflects on impact of instruction*
	9.1 Induction & Collegial Activities	*Reflects with mentor on strengths & growth opportunities*
End of the School Year	*8.1 Self-Assessment and Improvement*	*Reflects on impact on student learning*
	8.2 Professional Learning	*Uses resources available to advance professional learning*

New Teacher Feedback Forms



YEAR 1

First Month of the School Year **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 1.2 Engaging in Content *Description: The mentee identifies and uses engagement strategies to keep students interested and engaged in the content*
Reflection:
Standard 2.1 Student Development (see also 2.6) *Description: The mentee assesses student personalities and abilities in order to design and make instructional decisions based on developmental factors*
Reflection:
Standard 5.1 Classroom Management *Description: The mentee uses basic classroom management techniques to address misbehavior and avoid disruptions in instruction to keep students generally interested and engaged in their learning*
Reflection:
Standard 5.2 Time, Space, Transitions, and Activities *Description: The mentee designs routines that support effective management of time, space, transitions and activities*
Reflection:
Standard 6.2 Sensitivity to Student Differences (see also 2.6) *Description: The mentee exhibits understanding, sensitivity and empathy toward student needs and differences*
Reflection:
Standard 7.1 Use of Assessments *Description: The mentee demonstrates the use of formal and informal student assessments to address specific learning goals and modifications*
Reflection:
Standard 9.1 – Induction and Collegial Activities *Description: The mentee meets regularly with their mentor and fully participates in the district/school induction process, documenting support and growth in mentor logs aligned to the state's mentor standards*
Reflection:

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

There is a series of mentee feedback forms. These forms are aligned to the 8 timeframes that occur each year and collectively create the process for gathering baseline data and directing meaningful feedback between the mentee and mentor. Each form lists the quality indicators for the specified timeframe. Each indicator includes a general description referencing the particular knowledge and/or skill to be demonstrated.

There is opportunity provided for reflection on each of the listed indicators. As mentee and mentor talk through the specific indicator and its relevance for what is currently happening in the school year, this area is used to capture potential strengths and areas of confidence as well as potential opportunities for continued growth.

An overall determination on performance uses feedback generated throughout the year on selected indicators, general feedback generated periodically through classroom observations and any other data or information relevant to the new teacher's performance observed or gathered throughout the year.

This information and data is used by the administrator to complete the Summative Evaluation Form.

New Teacher Professional Growth Plan

As the new teacher works there way through their first year of teaching, a professional growth plan is helpful for making determinations about which particular areas are areas of strength and which areas are growth opportunities. The following growth plan template can be useful for capturing this information.

Professional Growth Plan for _____ _____
Name Date

_____ _____ _____
School Grade / Subject Academic Year

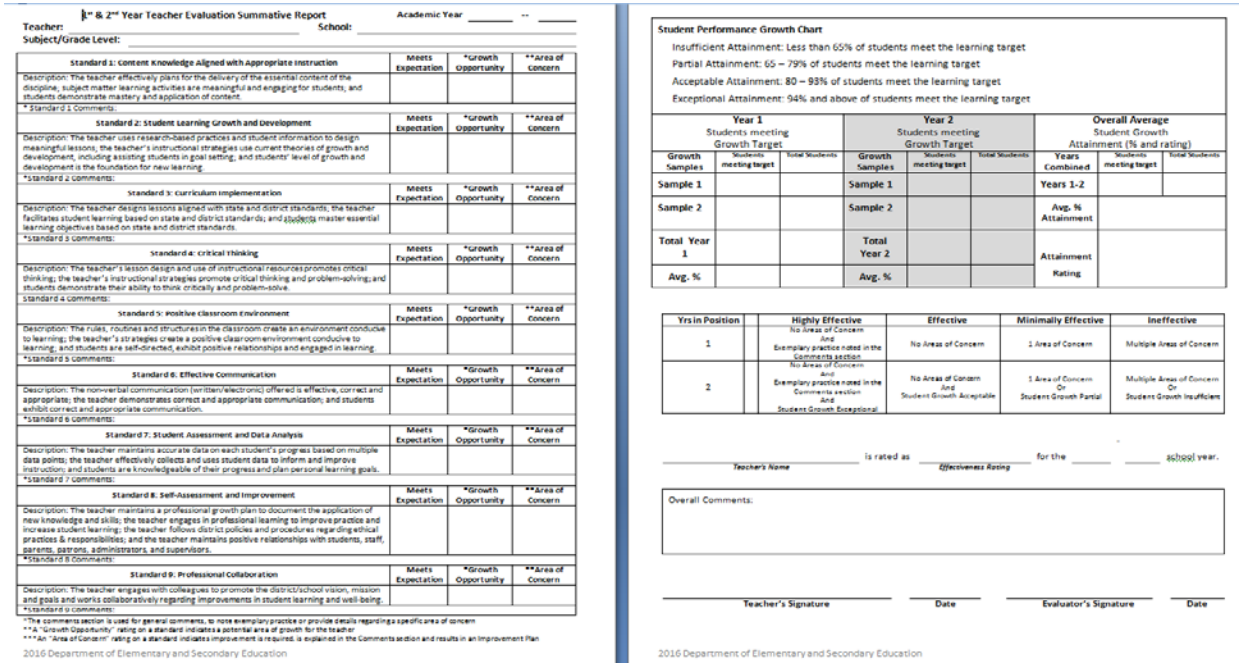
Select one per timeframe	YEAR 1		
Indicators (Prior to Year)	**Focus Area**	**Goal**	**Strategy(s)**
☐ Standard 1.1 – Content Knowledge			
☐ Standard 2.3 – Theory of Learning			
☐ Standard 3.1 – Implementing the Curriculum			
☐ Standard 4.2 – Instructional Resources			
☐ Standard 6.1 – Verbal and Non-Verbal Communication			
☐ Standard 8.3 – Professional Responsibilities			
☐ Standard 9.1 – Induction and Collegial Activities			
Indicators (First Month)	**Focus Area**	**Goal**	**Strategy(s)**
☐ Standard 1.2 Engaging in Content			
☐ Standard 2.1 Student Development (see also 2.6)			
☐ Standard 5.1 Classroom Management			
☐ Standard 5.2 Time, Space, Transitions, and Activities			
☐ Standard 6.2 Sensitivity to Student Differences			
☐ Standard 7.1 Use of Assessments			
☐ Standard 9.1 – Induction and Collegial Activities			
Indicators (2nd-3rd Months – 1st Quarter)	**Focus Area**	**Goal**	**Strategy(s)**
☐ Standard 2.2 Student Goals			
☐ Standard 4.1 Critical Thinking Strategies			
☐ Standard 4.3 Cooperative, Small Group and Independent Learning			
☐ Standard 5.2 Time, Space, Transitions, and Activities			
☐ Standard 7.3 Student-Led Assessments			
☐ Standard 7.5 Communicates Student Progress			
Indicators (4th-5th Months – 2nd Quarter)	**Focus Area**	**Goal**	**Strategy(s)**
☐ Standard 1.5 Diverse Social and Cultural Perspectives			
☐ Standard 2.4 Differentiated Lesson Design			
☐ Standard 3.2 Lessons for Diverse Learners			
☐ Standard 6.1 Verbal and Non-Verbal Communication			
☐ Standard 7.2 Assessment Data to Improve Learning			
☐ Standard 7.5 Communicates Student Progress			

* Focus, Goal and Strategies are developed based on feedback from the new teacher feedback forms

Select one per timeframe	YEAR 1		
Indicators (6th Month – Mid-Year)	**Focus Area**	**Goal**	**Strategy(s)**
☐ Standard 2.5 Use of Student's Prior Experience			
☐ Standard 5.2 Time, Space, Transitions, and Activities			
☐ Standard 7.4 Effects of Instruction			
☐ Standard 7.6 Collaborative Data Analysis			
☐ Standard 8.1 Self-Assessment and Improvement			
☐ Standard 9.2 Collaborating to Meet Student Needs			
Indicators (7th-8th Months – 3rd Quarter)	**Focus Area**	**Goal**	**Strategy(s)**
☐ Standard 1.2 Engaging in Content			
☐ Standard 2.2 Student Goals			
☐ Standard 4.3 Cooperative, Small Group and Independent Learning			
☐ Standard 7.2 Assessment Data to Improve Learning			
☐ Standard 7.5 Communicating Student Progress			
Indicators (9th-10th Months – 4th Quarter)	**Focus Area**	**Goal**	**Strategy(s)**
☐ Standard 2.5 Use of Student's Prior Experience			
☐ Standard 7.4 Effects of Instruction			
☐ Standard 7.6 Collaborative Data Analysis			
☐ Standard 8.1 Self-Assessment and Improvement			
☐ Standard 9.1 Induction & Collegial Activities			
Indicators (End of School)	**Focus Area**	**Goal**	**Strategy(s)**
☐ Standard 8.1 Self-Assessment and Improvement			
☐ Standard 8.2 Professional Learning			
Teacher Reflection:			
Comments:			

_____ _____ _____ _____
Teacher Signature Date Administrator Signature Date

New Teacher Summative Evaluation Form



1st & 2nd Year Teacher Evaluation Summative Report — Academic Year _____ -- _____

Teacher: School:

Subject/Grade Level:

Standard 1: Content Knowledge Aligned with Appropriate Instruction	Meets Expectation	*Growth Opportunity	**Area of Concern
Description: The teacher effectively plans for the delivery of the essential content of the discipline, subject matter learning activities are meaningful and engaging for students, and students demonstrate mastery and application of content.			
*Standard 1 Comments:			
Standard 2: Student Learning Growth and Development	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The teacher uses research-based practices and student information to design meaningful lessons; the teacher's instructional strategies use current theories of growth and development, including assisting students in goal setting, and students' level of growth and development is the foundation for new learning.			
*Standard 2 comments:			
Standard 3: Curriculum Implementation	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The teacher designs lessons aligned with state and district standards; the teacher facilitates student learning based on state and district standards; and students master essential learning objectives based on state and district standards.			
*Standard 3 comments:			
Standard 4: Critical Thinking	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The teacher's lesson design and use of instructional resources promotes critical thinking; the teacher's instructional strategies promote critical thinking and problem-solving; and students demonstrate their ability to think critically and problem-solve.			
Standard 4 comments:			
Standard 5: Positive classroom Environment	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The rules, routines and structures in the classroom create an environment conducive to learning; the teacher's strategies create a positive classroom environment conducive to learning; and students are self-directed, exhibit positive relationships and engaged in learning.			
*Standard 5 comments:			
Standard 6: Effective Communication	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The non-verbal communication (written/electronic) offered is effective, correct and appropriate; the teacher demonstrates correct and appropriate communication; and students exhibit correct and appropriate communication.			
*Standard 6 comments:			
Standard 7: Student Assessment and Data Analysis	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The teacher maintains accurate data on each student's progress based on multiple data points; the teacher effectively collects and uses student data to inform and improve instruction; and students are knowledgeable of their progress and plan personal learning goals.			
*Standard 7 comments:			
Standard 8: Self-Assessment and Improvement	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The teacher maintains a professional growth plan to document the application of new knowledge and skills; the teacher engages in professional learning to improve practice and increase student learning; the teacher follows district policies and procedures regarding ethical practices & responsibilities; and the teacher maintains positive relationships with students, staff, parents, patrons, administrators, and supervisors.			
*Standard 8 Comments:			
Standard 9: Professional Collaboration	**Meets Expectation**	***Growth Opportunity**	****Area of Concern**
Description: The teacher engages with colleagues to promote the district/school vision, mission and goals and works collaboratively regarding improvements in student learning and well-being.			
*Standard 9 comments:			

*The comments section is used for general comments, to note exemplary practice or provide details regarding a specific area of concern

**A "Growth Opportunity" rating on a standard indicates a potential area of growth for the teacher

***An "Area of Concern" rating on a standard indicates improvement is required, is explained in the Comments section and results in an Improvement Plan

2016 Department of Elementary and Secondary Education

Student Performance Growth Chart

Insufficient Attainment: Less than 65% of students meet the learning target

Partial Attainment: 65 – 79% of students meet the learning target

Acceptable Attainment: 80 – 93% of students meet the learning target

Exceptional Attainment: 94% and above of students meet the learning target

Year 1 Students meeting Growth Target			Year 2 Students meeting Growth Target			Overall Average Student Growth Attainment (% and rating)		
Growth Samples	Students meeting target	Total Students	Growth Samples	Students meeting target	Total Students	Years Combined	Students meeting target	Total Students
Sample 1			Sample 1			Years 1-2		
Sample 2			Sample 2			Avg. % Attainment		
Total Year 1			Total Year 2			Attainment Rating		
Avg. %			Avg. %					

Yrs in Position	Highly Effective	Effective	Minimally Effective	Ineffective
1	No Areas of Concern And Exemplary practice noted in the Comments section	No Areas of Concern	1 Area of Concern	Multiple Areas of Concern
2	No Areas of Concern And Exemplary practice noted in the Comments section And Student Growth Exceptional	No Areas of Concern And Student Growth Acceptable	1 Area of Concern Or Student Growth Partial	Multiple Areas of Concern Or Students Growth Insufficient

_____ is rated as _____ for the _____ _____ school year.

Teacher's Name — Effectiveness Rating

Overall Comments:

Teacher's Signature _____ Date _____ Evaluator's Signature _____ Date _____

2016 Department of Elementary and Secondary Education

The first page of the summative evaluation form provides an overview of the effectiveness of the new teacher looking across all nine standards.

- Assessing the teacher's performance across all teaching standards
  - Each standard is listed with a general description. The statement is a basic summary drawn from the categories of commitment, practice and impact. For each standard, three options are provided:
    - Meets Expectation – checking this box for this standard indicates that performance in this area meets the expecation of the administrator/district at the present time. Provide statements in the comment box along with this option to note exemplary performance in this area.
    - Growth Opportunity – checking this box for a standard might result in an indicator from this standard being selected in the following year as an opportunity for growth and documented in the next year's Educator Growth Plan
    - Area of Concern – checking this box for a standard likely results in an improvement plan for this standard meaning that growth in this area is both necessary and required for continued employment
  - Note: the comment box provided below each standard provides opportunity to offer the rationale for the rating and, where applicable, to note exemplary performance in this particular area.

- Assessing the new teacher's performance based on student growth data
    - The top of the second page of the summative evaluation form captures the student growth data obtained from the teacher's SLOs. Data from the two SLOs are put into the spaces titled Sample 1 and Sample 2. For each sample, the number of students meeting their target and the total number of students is listed. These numbers are totaled together and then an overall attainment is calculated.
    - In a teacher's first year, student growth data is **collected only**. It is **not** a factor in the overall determination of performance of the first year teacher.
    - In a teacher's second year of practice, student growth data is again collected and listed in the second column titled Year 2. These are then totaled and averaged in the third column and used as a part of the second year teachers performance determnation.

The final section of the Summative Evaluation Form provides an overall rating for the new teacher. This section is completed as follows:

1. Years in Position – determine if this is the first or second year the teacher has been in the current evaluated position (Note: the purpose for "in position" is to allow for reassignment of teachers to different grade levels/positions without adversly affecting performance ratings)
2. Select one of the effectiveness ratings based on the following criteria:
    a. Highly Effective Rating
        i. No areas of concern across the 9 standards, AND
        ii. Exemplary practice is noted in at least one of the standards, AND
        iii. For 2nd year teacher only, there is evidence of Exceptional Attainment of student growth
    b. Effective Rating
        i. No areas of concern across the 9 standards, AND
        ii. For 2nd year teacher only, there is evidence of Acceptable Attainment of student growth
    c. Minimally Effective Rating
        i. 1 area of concern across the 9 standards, OR
        ii. For 2nd year teacher only, there is evidence of only Partial Attainment of student growth
    d. Ineffective Rating
        i. Multiple areas of concern across the 9 standards, OR
        ii. For 2nd year teacher only, there is evidence of Insufficient Attainment of student growth

The Summative Evaluation form is completed and dated with appropriate signatures. The comment box provides an opportunity to recognize exemplary performance and particular strengths. It is also used to summarize overall performance by the teacher and provide a rationale for the rating the teacher received. Finally, using the data from this summative evaluation form, it can provide an opportunity to identify a particular area of focus for the teacher for next year.

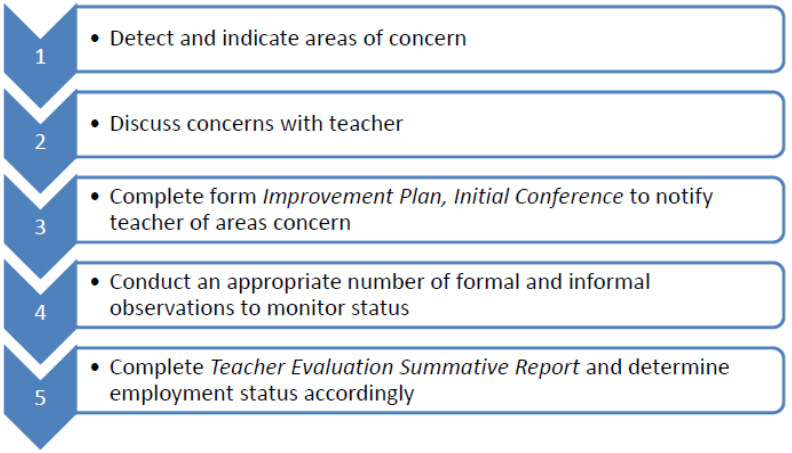
Timeline for completion of the New Teacher Evaluation Protocol

1st Year for the New Teacher									
Suggested Indicators of Focus For Each Timeframe	Suggested Indicators 1.1 2.3 3.1 4.2 6.1 8.3 9.1	Suggested Indicators 1.2 2.1 5.1 5.2 6.2 7.1 9.1	Suggested Indicators 2.2 4.1 4.3 5.2 7.3 7.5	Suggested Indicators 1.5 2.4 3.2 6.1 7.2 7.5	Suggested Indicators 2.5 5.2 7.4 7.6 8.1 9.2	Suggested Indicators 1.2 2.2 4.3 7.2 7.5	Complete New Teacher Summative Evaluation Form	Suggested Indicators 2.5 7.4 7.6 8.1 9.1	Suggested Indicators 8.1 8.2
Time Frame	Prior to School	First Month Year Begins	2nd-3rd Month Quarter 1	4th-5th Month Quarter 2	6th Month Mid-Year	7th-8th Month Quarter 3	By March 15	9th-10th Month Quarter 4	End of the Year

2nd Year for the New Teacher									
Suggested Indicators of Focus For Each Timeframe	Suggested Indicators 1.1 1.3 3.1 4.2 9.1	Suggested Indicators 1.2 1.4 2.6 5.1 5.2 6.4 7.1	Suggested Indicators 2.2 4.1 4.3 5.2 7.3 7.5	Suggested Indicators 3.2 3.3 5.3 7.2 7.5	Suggested Indicators 2.5 7.4 7.6 8.1 9.3	Suggested Indicators 1.2 6.3 7.2 7.5	Complete New Teacher Summative Evaluation Form	Suggested Indicators 7.4 7.6 8.1 9.1	Suggested Indicators 8.1 8.2
Time Frame	Prior to School	First Month Year Begins	2nd-3rd Month Quarter 1	4th-5th Month Quarter 2	6th Month Mid-Year	7th-8th Month Quarter 3	By March 15	9th-10th Month Quarter 4	End of the Year

Educator Improvement Protocol

While the primary purpose of the Educator Growth Plan is to identify and capitalize on growth opportunities, the focus of the Educator Improvement Protocol is on intervention for areas of concern that require immediate attention. Thus, the Educator Improvement Protocol targets very specific standards, indicators, and actions that must be improved within a specific timeline. Accordingly, the Educator Improvement Protocol is not only a collaborative process between teacher and evaluator; it is also one of direction and guidance from the evaluator requiring the achievement of certain outcomes in a timely fashion.



It is important to remember that the Educator Improvement Protocol is a single process within a larger process of evaluation and growth. Therefore, the Educator Improvement Protocol should ony be followed after an initial evaluation, either formal or informal, revealing one or more areas of concern. Consequently, the first step of the Educator Improvement Protocol is to detect and indicate any areas of concern. If the evaluator detects any such areas of concern, the next step in the protocol is to complete the form: Educator Improvement Plan, Initial Conference. This form allows the evaluator to note the indicator causing concern as well as the rationale for concern, the improvement target, and the corresponding benchmarks and timelines. The Educator Improvement Plan, Initial Conference form should be completed collaboratively with the teacher and copies should be subsequently shared as documentation of the overall plan and areas of concern.

After collaborative completion of the Educator Improvement Plan, Initial Conference form, the evaluator should conduct the appropriate number of necessary formal and informal observations to monitor the status of the teacher. The Educator Improvement Plan, Follow-up Observation & Conference form should be used to document every formal observation conducted.

Finally, after multiple follow-up observations and conferences, the evaluator should complete the Summative Evaluation Form to determine the respective teacher's employment status accordingly.

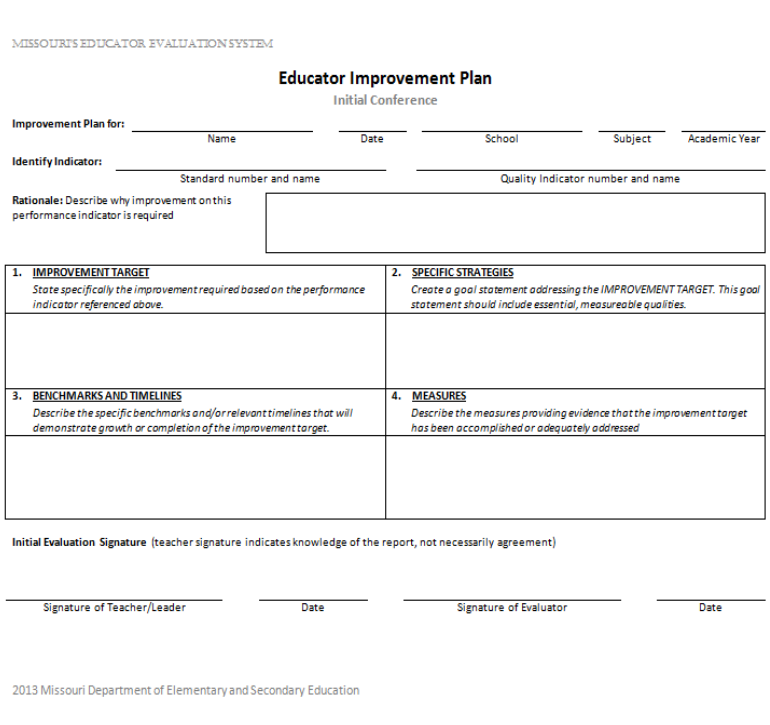
NOTE: For incidents involving blatant violations of board policy and state or federal law, immediate employment action may be taken as prescribed or permitted by law.

Timeline for completion of the Educator Improvement Protocol

Step #	Step 1	Step 2	Step 3	Step 4	Step 5
Action Title	Detect and indicate areas of concern upon evaluation	See page 38: *Improvement Plan, Initial Conference*	Hold Initial Conference to notify educator of status and plan	Conduct the appropriate number of formal and informal observations to monitor status	Complete Summative Evaluation Form to determine employment status accordingly
Action Description	Formal and/or informal observations should be held throughout the year. If one or more areas of concern are detected, teacher should be placed in the Improvement Protocol	Note standards and indicators causing concern, give rationale, set timeline and improvement target complete with benchmarks and strategies	Explain to teacher rationale for placement in Improvement Protocol, explain improvement target, timeline, benchmarks, and ramifications	Evaluate, observe, and confer with teacher either formally or informally multiple times throughout the Improvement Protocol timeline. Evaluator should document such meetings on the Follow-up Observation & Conference forms to note any improvements, shortcomings, or other general observational data	Use and apply in the same manner described in Step 6 of the general Teacher Evaluation Protocol
Timeline	Detection of areas of concern can occur at **any time** throughout the year or at any point in a teacher's career	The Initial Conferenece form should be completed **immediately after** detection of areas of concern	The Initial Conference should be held **immediately after** completion of the form	Formal and informal observations and/or conferences should be conducted **throughout the remainder of the established timeline** for achievement of the improvement target. Such observations and/or conferences should be held in gaps wide enough for the teacher to show improvement, but consistent to accurately monitor progress	TheSummative Evaluation Form should be completed at the **end of the timeline**

*Note: For incidents involving blatant violations of board policy and state or federal law, immediate employment action may be taken as permitted by law.

Educator Improvement Plan forms



MISSOURI'S EDUCATOR EVALUATION SYSTEM

Educator Improvement Plan

Initial Conference

Improvement Plan for: _____ (Name) _____ (Date) _____ (School) _____ (Subject) _____ (Academic Year)

Identify Indicator: _____ (Standard number and name) _____ (Quality Indicator number and name)

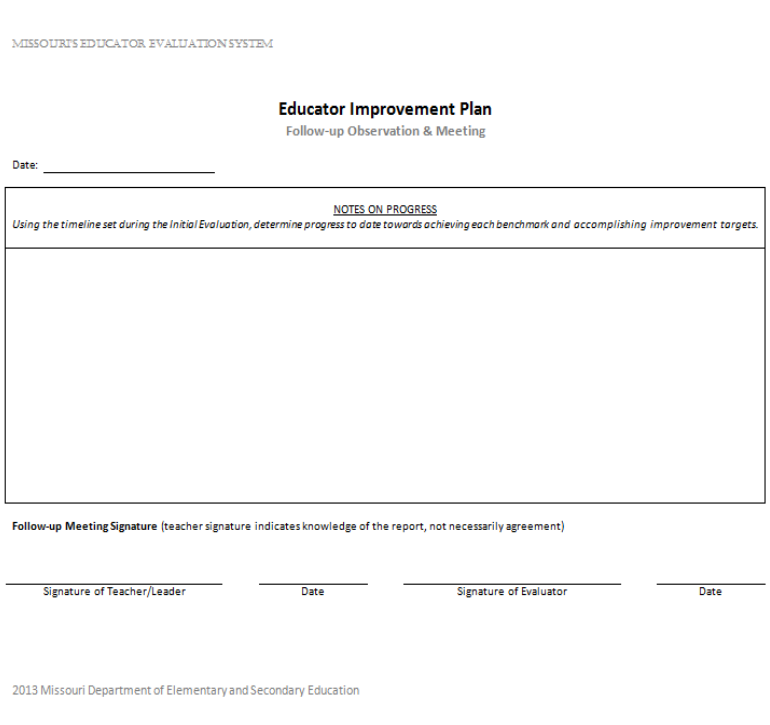
Rationale: Describe why improvement on this performance indicator is required

1. IMPROVEMENT TARGET *State specifically the improvement required based on the performance indicator referenced above.*	2. SPECIFIC STRATEGIES *Create a goal statement addressing the IMPROVEMENT TARGET. This goal statement should include essential, measureable qualities.*
3. BENCHMARKS AND TIMELINES *Describe the specific benchmarks and/or relevant timelines that will demonstrate growth or completion of the improvement target.*	**4. MEASURES** *Describe the measures providing evidence that the improvement target has been accomplished or adequately addressed*

Initial Evaluation Signature (teacher signature indicates knowledge of the report, not necessarily agreement)

_____ (Signature of Teacher/Leader) _____ (Date) _____ (Signature of Evaluator) _____ (Date)

2013 Missouri Department of Elementary and Secondary Education



MISSOURI'S EDUCATOR EVALUATION SYSTEM

Educator Improvement Plan

Follow-up Observation & Meeting

Date: _____

NOTES ON PROGRESS

Using the timeline set during the Initial Evaluation, determine progress to date towards achieving each benchmark and accomplishing improvement targets.

Follow-up Meeting Signature (teacher signature indicates knowledge of the report, not necessarily agreement)

_____ (Signature of Teacher/Leader) _____ (Date) _____ (Signature of Evaluator) _____ (Date)

2013 Missouri Department of Elementary and Secondary Education

The Educator Improvement Plan, Initial Conference form (above left) is used to document specific standards and indicators creating areas of concern. After identifying the indicator to be improved upon, the evaluator then expresses a rationale for why improvement is required. Finally, the evaluator sets an improvement target complete with the necessary benchmarks and timeline for achievement of the required outcome.

The Educator Improvement Plan, Follow-up Observation & Conference form (above right) is used for any formal or informal observations or conferences that are conducted throughout the timeline established by the evaluator. At least one formal and one informal evaluation should be held. When using this form, the evaluator can document any meetings to note improvements, shortcomings, or other general observational data.

Collectively, the documents provide the essential framework for improvement, as well as the documentation and protocol necessary to make high-stakes employment decisions. Upon completion of the timeline, evaluators should use the Summative Evaluation Form to note final outcomes and make ultimate employment decisions.

Friendly Daily Schedule | 2025-26 School Year

"Kindergarten Student" 2025-2026 Daily Schedule		
	Monday -Thursday	**Friday**
8:00am - 8:30am	Breakfast/Morning Boost	
8:30am - 9:30am	ELA	ELA
9:30am - 10:30am	Literacy Lab	Math
10:30am - 11:30	Integrated Studies	Personalized Lab
11:30 - 11:40	Class Restroom Break	
11:40am - 12:20pm	Transition Lunch/Recess	
12:20pm - 1:10pm	Specials (P.E. Art)	
1:10pm -1:20pm	Class Restroom Break and Transition	
1:20pm - 1:30pm	Calming Time/Refocus/Snack	
1:30 - 2:20pm	Math	Core Value Block: Dream Labs (Innovation) SEL Activity (Love) Service-based Learning (Community)
2:20pm - 3:10pm	Math Lab	
3:10pm - 3:20pm	Closing Circle	
3:20pm - 3:30pm	Transition/Dismissal	

Morning Boost: SEL check-in, setting norms, energizer

Closing Circle: Debriefing, recognitions, next day agenda

Content Labs: Individual or small groups based on learning needs

Dream Lab: Entrepreneurship Curriculum

Day in the Life- Kindergarten Student

Before School: Kiara is an African American Kindergarten student who loves attending school at Friendly. She wakes up excited because she already knows what's on the agenda for the day at school. Her teacher, Mrs. Smith, prepares her students by sharing a general overview of the activities for the next day. The heads-up helps Kiara feel settled and eager to participate.

Breakfast: Mrs. Smith waits at the entrance to greet students with a friendly smile and kind words. Kiara is a car rider and gets dropped off on time for breakfast at 8:00 a.m. As she approaches the building, Kiara eagerly anticipates the nutritious fresh fruit and oatmeal. She hears, "Good morning, Dreamer," "I am so happy to see you, Kiara," and "How are you doing this morning?" from the faculty when she arrives. Kiara loves reading the wall of affirmations and seeing her reflection in the mirror as she enters the cafeteria to join her friends. She feels a sense of joy and belonging at Friendly.

Morning Classes: During the opening circle, Kiara expressed her excitement about being able to choose the service learning project for the unit. The theme for this quarter is recycling. Kiara has an idea to clean the trash around the school building. After the circle, Ms. Smith moves the class along to ELA and then to Literacy Lab. Students get to choose a book to read and then sharpen their skills in small groups with targeted reading interventions for Ms. Smith's assistant teacher. The whole class gets a "brain break" activity right before transitioning to integrated studies.

Lunch: After social studies, Mrs. Smith instructs the class to grab their lunch boxes from their cubbies and line up at the door. It's time for lunch! The class walks to the lunch room together and chooses a seat. Kiara is so excited to talk to Kayla and Jordyn about her ideas for the service learning project! Students have the option to eat in a smaller setting if they prefer less stimulation. Ms. Smith also starts her break during this time. She gets to enjoy some quiet time or join students or peers. Then, she has an hour and a half for planning and prepping for the next day. She chooses to take a walk on the treadmill in the faculty wellness room during her break.

Afternoon Classes: Participating in P.E. right after lunch is great for Kiara's physical health and wellness. Kiara gets to learn from another teacher. Mr. Hill specializes in teaching math and science. Mr. Hill picks up the class from the cafeteria and escorts them back to their classroom. Kiara likes learning in a whole group setting and then choosing an interactive game on an online platform. AI generates the interactive math game and is personalized to

her academic needs. Later in the lab, Kiara is having fun while learning as she engages in making and measuring slime. Students can use the slime as one of the products for The Entrepreneurship Day that happens in the Spring.

Wellness Room: Kiara feels sad, thinking about her dog being sick. Ms. Smith tries to console Kiara and first uses interventions inside the classroom, such as the calming corner. After some time, Kiara needed additional support, so the school social worker helped. Kiara is escorted to the wellness room, where she starts to feel better thanks to the aroma of the essential oils, intentionally chosen to spark relaxation. Then, she notices the calming colors on the walls and plays with the sensory products that help with self-regulation. She feels much better after 15 minutes of being in the wellness room.

Closing Circle: Today, for the closing circle and social-emotional learning (SEL) Mrs. Smith shares that her favorite part of the day was walking on the treadmill in the staff wellness room during lunch. Then, she asked the students to share their favorite part of the day. Kiara shares that her favorite part of the day was returning to class from the wellness center. She explains that she received a drawing of a teddy bear from another student, and the student whispered, “I hope you feel better, Kiara.”

McKinney-Vento Plan

Last Updated 12/3/2023

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SECTION 1: OVERVIEW/GENERAL INFORMATION:

McKinney-Vento Homeless Assistance Act:

The Education for Homeless Children and Youth (EHCY) program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) (McKinney-Vento Act). The McKinney-Vento Act was originally authorized in 1987.The McKinney-Vento Act is designed to address the challenges that homeless children and youths have faced in enrolling, attending, and succeeding in school.

Under the McKinney-Vento Act, State educational agencies (SEAs) must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youths. Homeless children and youths must have access to the educational and related services that they need to enable them to meet the same challenging State academic standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. SEAs and local educational agencies (LEAs) are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as barriers to the identification, enrollment, attendance, or success in school of homeless children and youths.

Definition of Homeless (McKinney-Vento Act Sec. 725(2); 42 U.S.C 11435(2)):

Children who lack a fixed, regular, and adequate nighttime residence:

- ✓ "Double up" - Sharing the housing of others due to the loss of housing, economic hardship, or similar reasons.
- ✓ Living in motels, hotels, trailer parks, camping grounds, due to lack of adequate alternative accommodations.
- ✓ Living in emergency or transitional shelters.
- ✓ Living in a public or private place not designed for humans to live.
- ✓ Migratory children living in above circumstances
- ✓ Living in cars, parks, abandoned buildings, substandard housing, bus or train stations, or similar settings
- ✓ Unaccompanied Youth - Children or youth who meets the definition of homeless and not in the physical custody of a parent or guardian

Residency and Educational Rights:

Students who are in temporary, inadequate and homeless living situations have the following rights at Friendly Academy:

- ✓ Immediate enrollment in the school the student attended when previously housed or the school in which the child or youth was last enrolled, including preschool.
- ✓ Access to free meals and educational materials, Title I and other educational programs and other comparable services including transportation;
- ✓ Attendance in the same classes and activities that students in other living situations also participate in without fear of being separated or treated differently due to their housing situations.

Procedures for the Dissemination of Educational Rights:

Friendly Academy shall ensure that public notice of the educational rights of students and families in homeless situations is disseminated where children and youth receive services under the McKinney-Vento Act.

SECTION 2: IDENTIFICATION AND ELIGIBILITY

Title 1 Services and Funding:

At Friendly Academy, all children and youth who qualify for McKinney-Vento services are automatically eligible for Title I, Part A services, whether or not they attend a Title I, Part A school or meet the academic standards required of other students for eligibility (Title I of the Elementary and Secondary Education Act, Sec. 1115(b)(2)(E); 20 U.S.C. 6315(b)(2)(E)). This automatic eligibility acknowledges that the experience of homelessness puts children and youth at significant risk of academic failure, regardless of their previous academic standing. Additionally, all school children and youth who qualify for McKinney-Vento services who are doing well academically are entitled to receive additional non-instructional education related support services needed to succeed in school.

School Selection:

Friendly Academy will keep students in homeless situations in their school of origin defined as the school attended when permanently housed or the school in which they were last enrolled, unless it is against the parent or guardian's wishes or unless it is determined to be in the student's best educational interest. Students and youth who qualify for McKinney-Vento Services are eligible to remain in their school of origin for the entire duration in which they are homeless and until the end of any academic year in which they move into permanent housing. Students and youth who qualify for McKinney-Vento Services may also choose to enroll in any public school that students living in the same attendance area are eligible to attend.

Procedures to Identify and Verify Eligibility of McKinney-Vento Students:

Every current, returning, and new student at Friendly Academy must complete enrollment paperwork. One of the forms to be completed is the Friendly Academy McKinney-Vento Residency Questionnaire and Form (beginning in January 2024). This Friendly Academy McKinney-Vento Residency Questionnaire and Form will be utilized to determine if the student is facing a homeless situation. Follow-up contact to verify the information provided on the McKinney-Vento Residency Questionnaire and Form will be conducted within 5 days of the completion of online enrollment by either the district or a building level McKinney-Vento liaison.

SECTION 3: SERVICES AND STANDARDS

Transportation:
Each Friendly Academy child or youth facing a McKinney-Vento situation shall be provided services comparable to services offered to other students in the school selected including transportation services.

Friendly Academy will provide students and youth who qualify for McKinney-Vento Services with an IndyGo bus pass, as all other Friendly Academy students receive. For unaccompanied youth, Friendly Academy will provide an IndyGo bus pass as all Friendly Academy students receive. Friendly Academy enrollment is not bound by district lines, so students in a temporary residence may still attend Friendly Academy.

Additionally, a student or youth facing a McKinney-Vento situation has the right to utilize Friendly sponsored transportation services. Although services are limited, Friendlywill seek to provide the best transportation services possible to students facing McKinney-Vento situations.

Students and youth who qualify for McKinney-Vento Services are eligible to receive these transportation services for the entire duration in which they are homeless.

>>School of Origin" is defined as the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Food Services:
Each Friendly Academy Student facing a McKinney-Vento situation shall be provided services comparable to services offered to other students in the school selected including school nutrition programs. Students and youth who qualify for McKinney-Vento Services are eligible to receive free breakfast and lunch as offered by each school for the entire duration in which they are homeless. *Please note: Friendly Academy intends to be a CEP school.*

Educational Materials and Technology:
Each Friendly Academy child or youth facing a McKinney-Vento situation shall be provided services comparable to services offered to other students in the school selected including access to instructional materials, assessments, and technology. Students and youth who qualify for McKinney-Vento Services are eligible to receive free instructional materials and technology fees as offered by each school for the entire duration in which they are homeless. No student is required to pay a textbook or technology fee.

Academic Services & Standards:
Each Friendly Academy child or youth facing a McKinney-Vento situation shall be provided services comparable to services offered to other students in the school selected including educational services for which the child or youth meet the eligibility criteria (Title I services, pre school, educational programs for children with disabilities or for students with limited English proficiency),

programs in vocational and technical education, and programs for gifted and talented students as available.

SECTION 4: ENROLLMENT

Enrollment Procedures:

Any child or youth who claims to be homeless will be immediately enrolled in Friendly Academy even if they do not have required documents such as:

- ✓ school records
- ✓ medical records
- ✓ proof of residency
- ✓ Guardianship papers or other documents.

Enrolling schools must obtain school records from the previous school, and students must be enrolled in school while records are obtained.

The McKinney-Vento District Liaison will assist unaccompanied youth in choosing and enrolling in a school after considering the youth's wishes, informing the youth of their rights to transportation and assisting the youth in accessing transportation, and informing the youth of their right to appeal school or school district decisions. The McKinney-Vento District Liaison must ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that may arise over school enrollment or placement.

Unaccompanied youth have the right to:

- ➔ Remain in their school of origin
- ➔ Transportation to and from the school of origin
- ➔ Immediately enroll in a new school serving the area in which they are currently living even if they don't have typically required documents (e.g. proof of guardianship)
- ➔ Equal access to programs and services such as gifted and talented education, special education, vocational education, and English Language Learner services.

Friendly Academy shall remove any/all barriers to the enrollment and retention of children and youth in homeless situations. Students in homeless situations shall be free from segregation, isolation, and stigmatization.

>>The term "enroll" is defined as attending classes and participating fully in school activities.

>>"School of Origin" is defined as the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Appeal and Dispute Processes:

If a dispute arises over school selection or enrollment in a school, the child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. The child, youth parent, or guardian shall be referred to the Network Level Administration Team, who shall carry out the dispute resolution process as expeditiously as possible in accordance with the enrollment disputes section of the McKinney-Vento Act as follows.

➔ Work with the McKinney-Vento District and Building Level Liaisons to ensure that enrollment disputes are mediated in accordance with the enrollment disputes section of the McKinney Vento Act as follows:

- ➔ the child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;
- ➔ the parent or guardian of the child or youth shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal
- ➔ the child, youth, parent, or guardian shall be referred to the McKinney-Vento District Level Team, who shall carry out the Dispute resolution process as expeditiously as possible after receiving notice of the dispute; and
- ➔ In the case of an unaccompanied youth, the McKinney-Vento District Liaison shall ensure that the youth is immediately enrolled in school pending resolution of the dispute.

If a dispute arises over qualification for McKinney-Vento services, the child or youth shall receive all McKinney-Vento rights and services provided by Friendly Academy, pending resolution of the dispute. The child, youth parent, or guardian shall be referred to the Network Level Administration Team, who shall carry out the dispute resolution process as expeditiously as possible in accordance with the McKinney-Vento Act as follows.

- ➔ • Work with the McKinney-Vento District and Building Level Liaisons to ensure that enrollment disputes are mediated in accordance with the enrollment disputes section of the McKinney Vento Act as follows:
  - ◆ V. the child or youth shall receive all McKinney-Vento rights and services, pending resolution of the dispute;
  - ◆ VI. the parent or guardian of the child or youth shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal
  - ◆ VII. the child, youth, parent, or guardian shall be referred to the Network Level Administration Team, who shall carry out the Dispute resolution process as expeditiously as possible after receiving notice of the dispute; and
  - ◆ VIII. in the case of an unaccompanied youth, the McKinney-Vento District Liaison shall ensure that the youth receives all McKinney-Vento rights and services pending resolution of the dispute.

SECTION 5: PROFESSIONAL DEVELOPMENT

McKinney-Vento Professional Development Opportunities:

Professional development for the McKinney-Vento Homeless Assistance Act will be provided to all staff members of Friendly Academy via the following ways:

- ➔ Training of Building Level Liaison
- ➔ Informing district level team of responsibilities
- ➔ Train coaches in daily barrier removal

SECTION 6: EDUCATIONAL STAFFING AND SUPPORT

McKinney-Vento District Liaison's Roles and Responsibilities: The Dean of Operations for Friendly Academy serves as the District McKinney-Vento Liaison and will:

- ➔ Ensure that procedures are established and followed across the school district and provide each child or youth who qualifies for McKinney-Vento Services with a free and appropriate education.
- ➔ Work collaboratively with transportation and food services personnel to coordinate appropriate services for any child or youth who qualifies for McKinney-Vento Services.
- ➔ Disseminate critical information concerning the rights of students in homeless situations to all schools.
- ➔ Post information regarding the availability of school programs and services for students facing homeless situations in local shelters, local hotels, the local post office building, city hall, local library, and local food banks.
- ➔ Maintain a McKinney-Vento District Liaison Log to document the McKinney-Vento process for each child and youth who qualifies for McKinney-Vento services.
- ➔ Plan and facilitate professional development regarding the McKinney-Vento Homeless Assistance Act to all staff responsible for identifying and working with students facing homeless situations.
- ➔ Work with building level staff and administration to facilitate success of the McKinney-Vento program and each student facing a homeless situation. ➔ Meet with community agencies and volunteers to share resources and information and to evaluate impact of services.
- ➔ Monitor all district data collection and reporting requirements on each child and youth who qualifies for McKinney-Vento services.
- ➔ Attend state level professional development opportunities.

McKinney-Vento District Liaison:

- Name: Dean of Operations
- Email: TBD
- Phone: TBD

McKinney-Vento Building Level Liaison's Roles and Responsibilities

Friendly Academy will identify one staff member, Dean of Operations, who will serve as a representation on the McKinney-Vento District Level Team and will:

➔ Identify students that may be facing homeless situations.
➔ Monitor school attendance.
➔ Facilitate training at the building level.
➔ Ensure that building level procedures are established and followed to provide each child and youth who qualifies for McKinney-Vento services with a free and appropriate education. ➔ Post public notice of the educational rights of students in homeless situations at the school. ➔ Make sure parents feel welcome and set the tone for further parental involvement. ➔ Establish a trusting relationship with students and parents.

NOTICE OF RIGHT TO APPEAL

Dear Parent/Guardian:

Be advised that you have the right to appeal the decisions made by Friendly Academy regarding your student's eligibility and enrollment under Title X, Part C of the McKinney-Vento Homeless Assistance Act. Students involved in a McKinney-Vento dispute process have the right to enroll immediately in the school of choice pending resolution of the dispute. Immediate enrollment includes full participation in all school activities.

As the district's McKinney-Vento Homeless Education Liaison designee, notification should be made to the Friendly Academy District Liaison in writing within 10 business days of receipt of this letter if you want to appeal the district's decision outlined above.

Below you will find an appeal form that you can use for this notification. If we cannot reach a resolution at the school-level;

A. The party requesting an appeal or resolution of a dispute by the McKinney-Vento State Coordinator will submit a request in writing to the school board.

B. The Board shall hold a hearing on the timely written application of the interested party.

C. The Board shall make its determination under the following procedure:

- A hearing shall be held on each matter presented.
- Each interested party, including (where appropriate) the parents, student, transferor corporation, transferee corporation, or the state, shall be given at least ten (10) days' notice of the hearing by certified mail or personal delivery. The date of giving the notice is the date of mailing or delivery.
- Any interested party may appear at the hearing in person or by counsel, present evidence, cross-examine witnesses, and present in writing or orally summary statements of position, and a written or recorded transcript of the hearing shall be made.

Wyoming MTSS Fidelity of Implementation Rubric

The MTSS Fidelity of Implementation Rubric is for use by individuals who are responsible for monitoring school-level fidelity of MTSS implementation. The rubric is adapted from the *RTI Fidelity of Implementation Rubric* (Center on Response to Intervention, 2014).

Date Completed: _____ Completed by: _____

School:_____ Grades: _____ Focus: _____

Assessments---*Screening, progress monitoring, and other supporting assessments are used to inform data-based decision making.*			
Measures	**1**	**3**	**5**
1. Screening---*The MTSS framework accurately identifies students at risk of poor learning outcomes or challenging behaviors.*			
a. Screening Tools	Insufficient evidence that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, predictions of risk status are accurate, but staff is unable to articulate the supporting evidence.	Evidence indicates that the screening tools are reliable, correlations between the instruments and valued outcomes are strong, and predictions of risk status are accurate, and staff is able to articulate the supporting evidence.
b. Universal Screening	One or none of the following conditions is met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).	Two of the following conditions are met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).	All of the following conditions are met: (1) screening is conducted for all students (i.e., is universal); (2) procedures are in place to ensure implementation accuracy (i.e., all students are tested, scores are accurate, cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year (e.g., fall, winter, spring).
c. Data Points to Verify Risk	Screening data are not used or are used alone to verify decisions about whether a student is or is not at risk.	Screening data are used in concert with at least one other data source (e.g., classroom performance, curriculum-based	Screening data are used in concert with at least two other data sources (e.g., classroom performance, performance on

		assessment, performance on state assessments, diagnostic assessment data, short-term progress monitoring) to verify decisions about whether a student is or is not at risk.	state assessments, diagnostic assessment data, short-term progress monitoring) to verify decisions about whether a student is or is not at risk.
***2. Progress Monitoring**---Ongoing and frequent monitoring of progress quantifies rates of improvement and informs instructional practice and the development of individualized programs. Measures are appropriate for the student's grade and/or skill level.*			
a. Progress-Monitoring Tools	Selected progress-monitoring tools meet no more than one of the following criteria: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of-year performance; and (4) reliability and validity information for the performance-level score is available.	Selected progress-monitoring tools meet two or three of the following criteria: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of-year performance; and (4) reliability and validity information for the performance-level score is available.	Selected progress-monitoring tools meet all of the following criteria: (1) have sufficient number of alternate forms of equal and controlled difficulty to allow for progress monitoring at recommended intervals based on intervention level; (2) specify minimum acceptable growth; (3) provide benchmarks for minimum acceptable end-of-year performance; and (4) reliability and validity information for the performance-level score is available and staff is able to articulate the supporting evidence.
b. Progress-Monitoring Process	Neither of the following conditions is met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).	Only one of the following conditions is met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).	Both of the following conditions are met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and at least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e., appropriate students are tested, scores are accurate, decision-making rules are applied consistently).

***3. Data-Based Decision Making**---Data-based decision-making processes are used to inform instruction, movement within the multi-level system, and disability identification (in accordance with state law).*

Measures	1	3	5
a. Decision-Making Process	The mechanism for making decisions about the participation of students in the instruction/intervention levels meets no more than one of the following criteria: The process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions).	The mechanism for making decisions about the participation of students in the instruction/intervention levels meets two of the following criteria: The process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions).	The mechanism for making decisions about the participation of students in the instruction/intervention levels meets all of the following criteria: The process (1) is data-driven and based on validated methods; (2) involves a broad base of stakeholders; and (3) is operationalized with clear, established decision rules (e.g., movement between levels or tiers, determination of appropriate instruction or interventions).
b. Data System	A data system is in place that meets two or fewer of the following conditions: (1) the system allows users to document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.	A data system is in place that meets three of the following four conditions: (1) the system allows users to document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.	A data system is in place that meets all of the following conditions: (1) the system allows users to document and access individual student-level data (including screening and progress-monitoring data) and instructional decisions; (2) data are entered in a timely manner; (3) data can be represented graphically; and (4) there is a process for setting/evaluating goals.
c. Responsiveness to Secondary and Intensive Levels of Intervention	Neither of the following conditions is met: (1) decisions about responsiveness to intervention are based on reliable and valid progress-monitoring data that reflect slope of improvement or progress toward the attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented accurately.	Only one of the following conditions is met: (1) decisions about responsiveness to intervention are based on reliable and valid progress-monitoring data that reflect slope of improvement or progress toward the attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented accurately.	Both of the following conditions are met: (1) decisions about responsiveness to intervention are based on reliable and valid progress-monitoring data that reflect slope of improvement or progress toward the attainment of a goal at the end of the intervention; and (2) these decision-making criteria are implemented accurately.
***4. Multilevel Instruction**---The MTSS framework includes a school-wide, multilevel system of instruction and interventions for preventing school failure. Commonly represented by the three-tiered triangle, multilevel instruction also is known as the multi-tiered system of support*			

(MTSS).			
Measures	**1**	**3**	**5**
4a. Primary-Level Instruction/Core Curriculum **(Tier I)**			
i. Research-Based Curriculum Materials	Few core curriculum materials are research based for the target population of learners (including subgroups).	Some core curriculum materials are research based for the target population of learners (including subgroups).	All core curriculum materials are research based for the target population of learners (including subgroups).
ii. Articulation of Teaching and Learning (in and across grade levels)	Neither of the following conditions is met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Only one of the following conditions is met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.	Both of the following conditions are met: (1) teaching and learning objectives are well articulated from one grade to another; and (2) teaching and learning is well articulated within grade levels so that students have highly similar experiences, regardless of their assigned teacher.
iii. Differentiated Instruction	Neither of the following condition is met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use student data to identify and address the needs of students.	Only one of the following conditions is met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use student data to identify and address the needs of students.	Both of the following conditions are met: (1) interviewed staff can describe how most teachers in the school differentiate instruction for students on, below, or above grade level; and (2) interviewed staff can explain how most teachers in the school use student data to identify and address the needs of students.
iv. Standards-Based	The core curriculum (reading and mathematics) is not aligned with the Common Core or other state standards.	The core curriculum (reading and mathematics) is partially aligned with the Common Core or other state standards.	The core curriculum (reading and mathematics) is aligned with the Common Core or other state standards.
v. Exceeding Benchmark	Neither of the following conditions is met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.	One of the following conditions is met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.	Both of the following conditions are met: (1) the school provides enrichment opportunities for students exceeding benchmarks; and (2) teachers implement those opportunities consistently at all grade levels.
4b. Secondary-Level Intervention **(Tier II)**			
i. Evidence-Based	Secondary-level interventions are not	Some secondary- level interventions are	All secondary-level interventions are

Intervention	evidence based in content areas and grade levels where they are available.	evidence based in content areas and grade levels where they are available.	evidence based in content areas and grade levels where they are available.
ii. Complements Core Instruction	Secondary-level intervention is poorly aligned with core instruction and incorporates different topics, even though those topics are not foundational skills that support core program learning objectives.	Secondary-level intervention incorporates foundational skills, but these only occasionally align with the learning objectives of core instruction.	Secondary-level intervention is well aligned with core instruction and incorporates foundational skills that support the learning objectives of core instruction.
iii. Instructional Characteristics	One or none of the following conditions is met: (1) interventions are standardized; (2) secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size and dosage are optimal (according to research) for the age and needs of students.	Two of the following conditions are met: (1) interventions are standardized; (2) secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size and dosage are optimal (according to research) for the age and needs of students.	All three of the following conditions are met: (1) interventions are standardized; (2) secondary-level interventions are led by staff trained in the intervention according to developer requirements; and (3) group size and dosage are optimal (according to research) for the age and needs of students.
iv. Addition to Primary	Secondary-level interventions replace core instruction.	Secondary-level interventions sometimes supplement core instruction and sometimes replace core instruction.	Secondary-level interventions supplement core instruction.

4c. Intensive Intervention **(Tier III)**---*Individualized with a focus on the academic needs of students with disabilities and those significantly below grade level*			
i. Data-Based Interventions Adapted Based on Student Need	Intensive interventions are not more intensive (e.g., no increase in duration or frequency, change in interventionist, change in group size, or change in intervention) than secondary interventions.	Intensive interventions are more intensive than secondary interventions based only on preset methods to increase intensity (e.g., sole reliance on increased duration or frequency, change in interventionist, decreased group size, or change in intervention program).	Intensive interventions are more intensive than secondary interventions and are adapted to address individual student needs in a number of ways (e.g., increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention) through an iterative manner based on student data.
ii. Instructional Characteristics	None of the following conditions is met: (1) the intervention is	Only one or two of the following conditions is met: (1) the intervention is	All of the following conditions are met: (1) the intervention is individualized; (2)

	individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.	individualized; (2) intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students. What about 2 conditions met?	intensive interventions are led by well-trained staff experienced in individualizing instruction based on student data; and (3) the group size is optimal (according to research) for the age and needs of students.
iii. Relationship to Primary	Neither of the following conditions is met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions are aligned to the specific skill needs of students to help them make progress toward core curriculum standards.	Only one of the following conditions is met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions address the general education curriculum in an appropriate manner for students.	Both of the following conditions are met: (1) decisions regarding student participation in both core instruction and intensive intervention are made on a case-by-case basis, according to student need; and (2) intensive interventions address the general education curriculum in an appropriate manner for students.

Additional Items*--- Infrastructure and Support Mechanism; Fidelity and Evaluation*			
Measures	**1**	**3**	**5**
5. Infrastructure and Support Mechanism---*Knowledge, resources, and organizational structures necessary to operationalize all components of MTSS in a unified system to meet the established goals.*			
a. Prevention Focus	Staff generally perceive MTSS as a program that solely supports the prereferral process for special education.	Some staff understand that MTSS is a framework to prevent all students, including students with disabilities, from having academic problems.	All staff understand that MTSS is a framework to prevent all students, including students with disabilities, from having academic problems.
b. Leadership Personnel	Decisions and actions by school and district leaders undermine the effectiveness of the essential components of the MTSS framework at the school.	Decisions and actions by school and district leaders are inconsistent and only somewhat supportive of the essential components of the MTSS framework at the school; support for MTSS implementation is not very evident.	Decisions and actions by school and district leaders proactively support the essential components of the MTSS framework at the school, and help make the framework more effective; support for MTSS implementation is a high priority.
c. School-Based Professional	The school has no well-defined, school-based professional development	Some forms of school-based professional development are available, but most are	School-based professional development is institutionalized and structured so that all

Development	mechanism to support continuous improvement of instructional practice, data-based decision making, and delivery of interventions.	not consistent or job embedded to ensure continuous improvement in instructional practice, data-based decision making, and delivery of interventions.	teachers continuously examine, reflect upon, and improve instructional practice, data-based decision making, and delivery of interventions.
d. Schedules	School wide schedules are not aligned to support multiple levels of intervention based on student need; inadequate time is available for interventions.	School wide schedules are partially aligned to support multiple levels of intervention based on student need; some additional time is built in for interventions.	School wide schedules are aligned to support multiple levels of intervention based on student need; adequate additional time is built in for interventions.
e. Resources	Resources (e.g., funds, programs) are not allocated to support MTSS implementation.	Resources (e.g., funds, programs) are partially allocated to support MTSS implementation.	Resources (e.g., funds, programs) are adequately allocated to support MTSS implementation.
f. Culturally and Linguistic Responsiveness	One or none of the following conditions is met: Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant (1) instructional practices, (2) assessments, and (3) intervention programs.	Two of the following conditions are met: Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant (1) instructional practices, (2) assessments, and (3) intervention programs.	All three of the following conditions are met: Staff can articulate information and factors that they consider when adopting culturally and linguistically relevant (1) instructional practices, (2) assessments, and (3) intervention programs.
g. Communications With and Involvement of Parents	One or none of the following conditions is met: (1) a description of the school's essential components of MTSS is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions; (3) parents are involved during decision making regarding the progress of students receiving intensive intervention.	Two of the following conditions are met: (1) a description of the school's essential components of MTSS is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions; (3) parents are involved during decision making regarding the progress of students receiving intensive intervention.	All of the following conditions are met: (1) a description of the school's essential components of MTSS is shared with parents; (2) a coherent mechanism is implemented for updating parents on the progress of their child who is receiving secondary or intensive interventions; (3) parents are involved during decision making regarding the progress of students receiving intensive intervention.
h. Communication With and Involvement of All Staff	One or none of the following conditions is met: (1) a description of the school's essential components of MTSS and data-based decision-making process is shared with staff; (2) a system is in place to keep staff informed; and (3)	At least two of the following conditions are met: (1) a description of the school's essential components of MTSS and data-based decision-making process is shared with staff; (2) a system is in place to keep staff informed; and (3) teacher teams	All of the following conditions are met: (1) a description of the school's essential components of MTSS and data-based decision-making process is shared with staff; (2) a system is in place to keep staff informed; and (3) teacher teams

	teacher teams collaborate frequently.	collaborate frequently.	collaborate frequently.
i. MTSS Teams	Only one of the following conditions is met: (1) the MTSS team is representative of all key stakeholders; (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.	At least two of the following conditions are met: (1) the MTSS team is representative of all key stakeholders; (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.	All of the following conditions are met: (1) the MTSS team is representative of all key stakeholders; (2) structures and clear processes are in place to guide decision making; and (3) time is set aside for the team to meet regularly.

6. Fidelity and Evaluation---*System for collecting and analyzing data to measure fidelity and effectiveness of the MTSS model.*			
Measures	**1**	**3**	**5**
a. Fidelity	Neither of the following conditions is met: (1) procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions; and (2procedures are in place to monitor the processes of administering and analyzing assessments.	One of the following conditions is met: (1) procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions; and (2procedures are in place to monitor the processes of administering and analyzing assessments.	Both of the following conditions are met: (1) procedures are in place to monitor the fidelity of implementation of the core curriculum and secondary and intensive interventions; and (2procedures are in place to monitor the processes of administering and analyzing assessments.
b. Evaluation	None of the following conditions are met: (1) an evaluation plan is in place to monitor short- and long-term goals; (2) student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the MTSS framework (i.e., core curriculum is effective, interventions are effective, screening process is effective); and (3) implementation data (e.g., walk-throughs) are reviewed to monitor fidelity and efficiency across all components of the MTSS framework.	One or two of the following conditions is met: (1) an evaluation plan is in place to monitor short- and long-term goals; (2) student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the MTSS framework (i.e., core curriculum is effective, interventions are effective, screening process is effective); and (3) implementation data (e.g., walk-throughs) are reviewed to monitor fidelity and efficiency across all components of the MTSS framework.	All of the following conditions are met: (1) an evaluation plan is in place to monitor short- and long-term goals; (2) student data are reviewed for all students and subgroups of students across the essential components to evaluate effectiveness of the MTSS framework (i.e., core curriculum is effective, interventions are effective, screening process is effective); and (3) implementation data (e.g., walk-throughs) are reviewed to monitor fidelity and efficiency across all components of the MTSS framework.

RTI GRPI

Goals

Goal: 100% of struggling students will receive appropriate interventions to help them succeed in the classroom

Roles & Responsibilities

Role	Responsibility
Administrator	1. Fidelity checks RTI process and feedback
RTI/MTSS Person	2. Point person for reviewing students in RTI/MTSS Process 3. Communicate data and documentation 4. Update RTI information in district platform 5. Create agendas and lead meetings for reviewing data/communicate campus plan of action and goals.
Classroom Teacher	1. Initiate RTI/MTSS meetings 2. Define the student academic and/or behavioral problem 3. Describe/show with student data (universal screening, classroom grades, state assessments, attendance, discipline records, past school year/s info etc.) the factors for the possible cause of the problem. 4. Deliver and progress monitor interventions 5. Attend RTI/MTSS meetings to report student progress.
Parent	1. Attend RTI/MTSS meetings as needed 2. Describe parental concerns 3. Maintain continuous communication with teacher 4. Follow through with RTI/MTSS committee recommendations
LSSP/ School Psychologist/ Language Pathologist	1. Attend RTI/MTSS 2/3 meetings as needed 2. Make appropriate intervention recommendations 3. Provide professional development to support RTI/MTSS process and interventions
Special Education Teacher and other General Education Teachers	1. Attend RTI/MTSS meetings as needed 2. Participate in collection of data that indicates progress of individual students, subgroups within the class, and of the class as a whole 3. Deliver and progress monitor interventions 4. Report student progress to the GLT and or RTI/MTSS Committee

Process

Process	Timeline	Purpose
During Team Meetings discuss students of concern and reach out to RTI Point Person via e-mail when you have a list of scholars who	ASAP	This will ensure we start the process in a timely manner so each scholar can get the interventions they need ASAP.

need RTI. I will respond with a packet for you to complete.		
Put the parent checklist in the scholar's backpack and hand it back to me when it's completed. Meanwhile, fill out the teacher checklist and hand it back to me when complete.	Within 5 school days	This will ensure I am able to go over the documents you provided to make sure everything is filled out correctly, as well as set up the committee meeting in a timely manner.
Waiting Period	ASAP	While we wait for the committee meeting to be scheduled, collect work samples for the meeting of concern.
Committee Meeting	ASAP	The committee (teacher, RTI PP, SPED Director, and parent) will meet, and you will express what leads to your concern and identify strategies to determine if they are successful or not. Give the parent a timeline (4-6 weeks) to meet back and discuss if the interventions were successful or lack thereof.
After the meeting document what interventions you have tried and if they are working or not. You will be given a tracking form and write a summary discussing if the interventions worked or not bi-weekly. Do this for 4 weeks but if you need additional time, it can be 6 weeks.	4-6 weeks	When you have the follow-up meeting, you will have all the documentation needed to present to the committee.
Follow-up Meeting	After 4-6 weeks of documentation	This is where you will be providing the parents with the results of the interventions (s) you tried. Finally, a decision will be made to continue the interventions due to success or discuss and make other recommendations such as evaluation and/or testing.

Interpersonal Norms

1) Celebrate moments of success.
2) Keep data at the focal point. Make sure decisions are rooted in data.
3) Speak your truth without attacking the person.
4) Go "all in" during meeting.

Plan for Roll Out of the System

Pending
Presenting on (INSERT DATE) to classroom teachers.

Plan for Monitoring the System

RTI Point Person will check in periodically and ensure fidelity of process and assist if needed.

Plan for Evaluating the System

1. Check on a weekly basis with Team Leaders per grade level about students of concern
2. Any initial request for parent concerns will be monitored and provided feedback from homeroom teachers.

Appendix A.6.3

English Learner Identification - Initial Screening

Initial Screening

Every student identified as a potential English Learner (EL) by the Language Use Survey (LUS), without a previous WIDA score, are required to be screened within the first 30 calendar days after enrollment. Districts are required to use the WIDA Screener. First semester Kindergarten students will only take the speaking and listening sections of the Kindergarten Screener and must take ACCESS. All other students take all four domains of the appropriate screener. There are exceptions to these guidelines, applied in very specific cases. All screeners are to be administered by a trained district employee. Assessment training is online on the WIDA site.

The screener will produce scores by domain and, if all four domains are given, an overall English language proficiency (ELP) score. Use the following chart to determine eligibility for services.

Grade Level	The student is ELIGIBLE for ELD services if:
First Semester Kindergarten	**Screener For Kindergarten** Student has an Oral Language score of less than 5.0. This student should enter services and take ACCESS. Re-evaluate using ACCESS score. *Note: Students who score a 5.0 or higher **may** be entered into services. The student must take ACCESS. Re-evaluate using ACCESS score.*
Second Semester Kindergarten / First Semester First Grade	**Screener For Kindergarten** Student has an Overall score of less than 5.0. This student should enter services and take ACCESS.
Second Semester First Grade Through Grade 12	Student has an Overall score of less than 5.0.

Once the district has determined if a student is eligible for the Language Instruction Educational Program (LIEP), parents/guardians must be notified in a language they can understand. How the parent notification is delivered is the decision of individual districts, but a copy of the notification should be kept in the student's permanent file.

The final step is to code the students in the SIS/MOSIS. There are two applicable codes under the LEP_Codes category. Recently screened students will be coded one of the following:

LEP_Codes	Descriptions
RCV	RCV students are those students identified as an EL.
NLP	These students are not ELs.

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, gender identity, sexual orientation, national origin, age, veteran status, mental or physical disability, or any other basis prohibited by statute 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, Director of Civil Rights Compliance and MOA Coordinator (Title VI/Title VII/Title IX/504/ADA/ADAAA/Age Act/GINA/USDA Title VI), 5th 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.

STATE OF MISSOURI

John R. Ashcroft
Secretary of State

CERTIFICATE OF INCORPORATION

WHEREAS, Articles of Incorporation of

FRIENDLY ACADEMY
N001694558

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 27th day of October, 2023.

Secretary of State

SOS #30 (01-2017)

JOHN R. ASHCROFT
SECRETARY OF STATE
STATE OF MISSOURI

JAMES C. KIRKPATRICK
STATE INFORMATION CENTER
(573) 751-4936

CORPORATIONS
(573) 751-4153

OCTOBER 27, 2023

N001694558 FRIENDLY ACADEMY

Dear Non-Profit Corporation:

Congratulations! We wish you every success in your new business enterprise. The following information will assist you in maintaining your corporation's good standing status in Missouri.

Your first Registration Report is due by August 31 of the year following the calendar year of incorporation. A reminder notice will be mailed to your corporation's registered agent approximately June 1 of next year. As required by law, all annual report information are mailed to your registered agent's physical address. Any change in registered agent or registered agent address must be filed immediately with our office.

Please be sure to file your report on time; **failure to file this report will result in administrative dissolution of your corporation.**
You may file your Registration Report online 24 hours a day on our website at: https://bsd.sos.mo.gov/. If online filing is not an option, you may print your Registration Report from our website or you may call toll free (866) 223-6535 and request a form be sent to you.

Annually:	**Online Filing Fee**	**Filing Fee By Mail or In Person**
On or Before AUGUST 31, 2024	$10	$15
After AUGUST 31, 2024	$15	$20
Biennially (every two years):		
On or Before AUGUST 31, 2024	$20	$30
After AUGUST 31, 2024	$30	$35

Questions regarding any corporate information should be directed to (866) 223-6535. Best wishes on your new business venture!

Sincerely,

Secretary of State
Business Services Division
P. O. Box 778
Jefferson City, MO 65102
(866) 223-6535
www.sos.mo.gov

N001694558
Date Filed: 10/27/2023
John R. Ashcroft
Missouri Secretary of State

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ARTICLES OF INCORPORATION
OF
FRIENDLY ACADEMY

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 Friendly Academy.

2. This Corporation is a public benefit corporation.

3. The period of duration of the Corporation is perpetual.

4. The street address of the Corporation's initial registered office in Missouri is 5501 Delmar Blvd., Suite A300, St. Louis, MO 63112, and the name of its initial registered agent at such address is Tesha Robinson.

5. The name and address of the incorporator is Tesha Robinson, 5501 Delmar Blvd., Suite A300, St. Louis, MO 63112.

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 that equips students with a quality and holistic education rooted in love.

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.

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.

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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 Elementary 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 damage) 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

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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 becomes 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 in the matter shall determine that such indemnification 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 26th day of October, 2023 by the Incorporator.

DocuSigned by:
Tesha Robinson
654D0908B24C462...
Tesha Robinson

BYLAWS

OF

FRIENDLY ACADEMY

ARTICLE I

CORPORATION, OFFICES, RECORDS, SEAL

Section 1.1. The Corporation. Friendly Academy is a corporation that is organized under the Missouri Nonprofit Corporation Act.

Section 1.2. Principal Office. 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.

Section 1.3. Registered Office and Registered Agent. 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.

Section 1.4. Records. 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.

Section 1.5. Seal. 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

Section 2.1. Type of Corporation. 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.

Section 2.2. Purposes Stated in Articles. The purposes of this corporation shall be those nonprofit purposes stated in the articles of incorporation.

ARTICLE III
DIRECTORS

Section 3.1. Directors in Lieu of Members. This corporation shall not have members as such but, in lieu thereof, shall have only a self-perpetuating board of directors.

Section 3.2. Powers. 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 assess the School Leader;
- Require reports of the School Leader 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 financing 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.

Section 3.3. Number and Qualifications. The directors of this corporation shall not be less than three in number. All directors must be natural persons. As specified by state law (§160.400.15 RSMo), 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 §105.450 RSMo 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. The initial Directors shall serve until the annual meeting in 2024. After that, Directors shall be assigned to Class A, Class B, and Class C, and an effort shall be made to keep each class of directors approximately equal size. Each director shall hold office for a term of three years:

a) Directors in Class A shall have their term expire in 2025 and every three years thereafter;

b) Directors in Class B shall have their term expire in 2026 and every three years thereafter; and

c) Directors in Class C shall have their term expire in 2027 and every three years thereafter.

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 three consecutive full terms. A full term for a director shall consist of nine full years. The election in respect of three 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 next following annual meeting of the members shall be treated as a full term of one year, 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.

Section 3.6. Vacancies. 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.

Section 3.7. Compensation. 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 VI and Article X 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.

Section 3.8. Resignation. 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 3.9. Removal. A director 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

Section 4.1. Annual Meetings of the Board-Notice. An annual meeting of the board of directors shall be held on the first business day of [insert month] each year, commencing in [year], if not a legal holiday, and if a legal holiday, then on the next business day following. 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.

Section 4.3. Special Meetings 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 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, 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.

Section 4.5. Quorum. 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.

Section 4.7. Voting. Each director present at any meeting shall be entitled to cast one vote on each matter coming before such meeting for decision.

Section 4.8. Meetings by Conference Telephone or Similar Communications Equipment. 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.

Section 4.9. Action Without a Meeting. Any action which is required to be or may be taken at a meeting of the directors may be taken without a meeting if one or more written consents describing the action so taken are signed by all members of the board. The consents shall have the same force and

effect as a vote at a meeting duly held and may be described as such in any document. The secretary shall file such consents with the minutes of the meetings of the board of directors.

ARTICLE V
OFFICERS

Section 5.1. General. The officers of this corporation shall be a president, one or more vice presidents, 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, 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 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.

Section 5.2. Resignation. 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.

Section 5.3. Removal. 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.

Section 5.5. Vacancies. 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.

Section 5.6. Delegation of Authority. 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 7.8, 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 VIII 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.

Section 5.9. The Vice President. 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.

Section 5.10. The Secretary. 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 moneys, 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 moneys 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 other school title] 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.

Section 5.12. Assistant Secretary and Assistant Treasurer. 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 VIII 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. The Executive Director shall direct the clay 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

Section 7.1. Depositories and Checks. The moneys 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 other officer or employee handling money of this corporation shall be bonded at this corporation's expense if the board of directors so requires.

Section 7.3. Custodian of Securities. 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) Limitation of Liability. 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) Indemnification, Generally. 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) Non Exclusivity. 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) Insurance. 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) Vesting of Rights. 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 this section 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) Definition of "this corporation". For purposes of this 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 any Other Enterprise, shall stand in the same position under the provisions of this 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.

(i) Certain Definitions. For purposes of this Section 7.5:

(i) 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 this 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 this Section 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 this 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 shall be given in writing and shall be deemed given and effective at the earliest of the following:

(a) when received by the director 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.

ARTICLE X
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 Xl of this bylaws and any state and federal statutes and regulations governing charter public schools in Missouri.

ARTICLE Xl
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 [or other school title] 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 [or other school title] shall, at least annually, review the policy or policies to ensure 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.

CERTIFICATE

The foregoing bylaws were duly adopted as and for the bylaws of Friendly Academy.

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MEETING BY WRITTEN CONSENT OF THE INCORPORATOR OF FRIENDLY ACADEMY

The undersigned, being the sole Incorporator of Friendly Academy (the "Corporation"), a Missouri nonprofit corporation, hereby adopts the following resolutions by written consent in accordance with Section 355.381 of the Missouri Nonprofit Corporation Act:

1. The Articles of Incorporation, copies of which shall be filed with records of this Corporation, be and hereby are approved.

2. The Bylaws attached hereto be and hereby are adopted as and for the Bylaws of the Corporation.

3. The Conflict of Interest Policy attached hereto be and hereby is adopted as and for the Conflict of Interest Policy of the Corporation.

4. The Non-Discrimination Policy attached hereto be and hereby is adopted as and for the Non-Discrimination of the Corporation.

5. The following persons are elected as the directors of the Corporation, to serve in accordance with the Bylaws of the Corporation until their respective successors are elected and qualify or until their earlier resignation or removal:

Dr. Alesha Morrison
Dr. Latoya Crockett
Denitria Neil

6. The following persons are elected to the offices of the Corporation set opposite their respective names, to serve in accordance with the Bylaws of the Corporation, and at the discretion of the Board until their respective successors are elected and qualify or until their earlier resignation or removal:

Dr. Alesha Morrison - President
Dr. Tesha Robinson – Executive Director

7. For the purpose of authorizing the Corporation to carry on its exempt purpose under the laws of any state as to which the officers of the Corporation determine such authorization is necessary or desirable, the proper officers of the Corporation are hereby authorized in the name and on behalf of the Corporation to take such action as may be necessary or advisable to effect the qualification of the Corporation to carry on its exempt purpose as a foreign corporation in such state or states.

8. The officers of this Corporation, acting for and on behalf of this Corporation, be and each is, authorized:

(a) to designate such bank or banks as depositories (the "Depository") for the funds of the Corporation as such officers deem necessary or advisable;

(b) to open, keep and close general and special bank accounts and safe deposit boxes with any Depository;

(c) to cause to be deposited in accounts with any Depository from time to time such funds of the Corporation as the officer(s) may deem necessary or advisable;

(d) to designate from time to time officers and agents of the Corporation authorized to sign or countersign checks, drafts or other orders for the payment of money issued in the name of the Corporation against any such account;

(e) to make such general and special rules and regulations with respect to such accounts (including without limitation authorization for use of facsimile signatures) as the officer(s) may deem necessary or advisable.

9. If any Depository requires a prescribed form of preamble, preambles, resolution or resolutions relating to such accounts or borrowing or to any application, statement, instrument or other documents connected therewith, each such preamble or resolution shall be deemed adopted by the Board of Directors of the Corporation, and the secretary of the Corporation shall be, and hereby is, authorized to certify the adoption of any such preamble or resolution as though it were presented to the Board of Directors at the time of adopting this resolution, and to insert all such preambles and resolutions in the minute book of the Corporation immediately following this resolution.

10. The officers of the Corporation be and they hereby are authorized to pay all fees and expenses incident to and necessary for the organization and qualification of the Corporation out of the funds of the Corporation.

11. The officers of the Corporation be and they hereby are, authorized, empowered and directed to execute and file for, in the name of and on behalf of the Corporation, any and all documents, certificates and instruments necessary to obtain and evidence exemptions for the corporation from Federal and Missouri income tax and any other tax deemed appropriate by such officer or officers.

12. The officers of the Corporation be and they hereby are, delegated the power to accept, on behalf of the Corporation, any contribution, gift, bequest or devise, whether outright or in trust, as a current or future interest, as real or personal property, or as tangible or intangible property, for the general purposes or any special purpose of the Corporation upon such terms and conditions as such officer(s) determine are necessary or appropriate.

13. The officers of the Corporation shall be, and they hereby are, granted full power and authority to execute and deliver all such instruments, agreements, and documents, to pay all such fees and expenses, and to perform such other acts as such officer may determine to be necessary or convenient, and in the best interests of the Corporation, from time to time hereafter, to carry on the affairs of the Corporation, with the power of delegation, all in the name of the Corporation and on the Corporation's behalf and in compliance with all applicable laws and regulations.

*** Remainder of page intentionally left blank ***

Dated and effective as of October 27, 2023.

DocuSigned by:

554D0906D24C462...

Tesha Robinson

Appendix B.1.4
Documentation of Tax Exempt Status

Form **1023**

(Rev. January 2020)

Department of the Treasury
Internal Revenue Service

Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code

Do not enter social security numbers on this form as it may be made public.

Go to www.irs.gov/Form1023 for instructions and the latest information.

OMB No. 1545-0047

Note: *If exempt status is approved, this application will be open for public inspection.*

Use the "?" buttons throughout this form for help in completing this application. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500.

If you cannot complete required responses within the textbox limits throughout this form, upload your additional narratives with the other required documents.

Part I Identification of Applicant

1a Full Name of Organization (exactly as it appears in your organizing document)	**b** Care of Name (if applicable)
FRIENDLY ACADEMY	

c Mailing Address (Number, street and room/suite)	**d** City	**e** Country
5501 DELMAR BLVD SUITE A300	SAINT LOUIS	United States

f State	**g** Zip Code + 4	**h** Foreign Province (or State)	**i** Foreign Postal Code
Missouri	63112		

2 Employer Identification Number	**3** Month Tax Year Ends	**4** Person to Contact if More Information is Needed (officer, director, trustee, or authorized representative)
93-4131510	JUNE	KEITH KEHRER

5 Contact Telephone Number	**6** Fax Number (optional)	**7** User Fee Submitted
314-259-2063	314-552-8063	$600.00

8 Organization's Website (if available):

9 List the names, titles, and mailing addresses of your officers, directors, and/or trustees.

First Name: ALESHA	Last Name: MORRISON	Title: DIRECTOR AND PRESIDENT
Mailing Address: 5501 DELMAR BLVD SUITE A300	City: SAINT LOUIS	
State (or Province): MISSOURI	Zip Code (or Foreign Postal Code): 63112	
First Name: TESHA	Last Name: ROBINSON	Title: EXECUTIVE DIRECTOR
Mailing Address: 5501 DELMAR BLVD SUITE A300	City: SAINT LOUIS	
State (or Province): MISSOURI	Zip Code (or Foreign Postal Code): 63112	
First Name: LATOYA	Last Name: CROCKETT	Title: DIRECTOR
Mailing Address: 5501 DELMAR BLVD SUITE A300	City: SAINT LOUIS	
State (or Province): MISSOURI	Zip Code (or Foreign Postal Code): 63112	
First Name: DENITRIA	Last Name: NEIL	Title: DIRECTOR
Mailing Address: 5501 DELMAR BLVD SUITE A300	City: SAINT LOUIS	
State (or Province): MISSOURI	Zip Code (or Foreign Postal Code): 63112	
First Name:	Last Name:	Title:
Mailing Address:	City:	
State (or Province):	Zip Code (or Foreign Postal Code):	

☐ Check here to add more officers, directors, and/or trustees.

Part II Organizational Structure

1 You must be a corporation, limited liability company (LLC), unincorporated association, or trust to be tax exempt.

Select your type of organization.

(●) Corporation

At the end of this form, you must upload a copy of your articles of incorporation (and any amendments) that shows proof of filing with the appropriate state agency.

( ) Limited Liability Company (LLC)

At the end of this form, you must upload a copy of your articles of organization (and any amendments) that shows proof of filing with the appropriate state agency. Also, if you adopted an operating agreement, upload a copy, along with any amendments.

( ) Unincorporated Association

At the end of this form, you must upload a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments.

( ) Trust

At the end of this form, you must upload a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments.

2 Enter the date you formed. (MM/DD/YYYY) 10/27/2023

3 Select your state (or U.S. territory) of incorporation or other formation. If you were formed under the laws of a foreign country, select Foreign Country. Missouri

4 Have you adopted bylaws? If "Yes," at the end of this form, upload a current copy showing the date of adoption. If "No," explain how you select your officers, directors, or trustees. (●) Yes ( ) No

5 Are you a successor to another organization? ( ) Yes (●) No

Answer "Yes" if you have taken or will take over the activities of another organization, you took over 25% or more of the fair market value of the net assets of another organization, or you were established upon the conversion of an organization from for-profit to nonprofit status. If "Yes," complete Schedule G.

Part III Required Provisions in Your Organizing Document

Part III helps ensure that, when you submit this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3).

If you cannot check "Yes" in both Lines 1 and 2, your organizing document does not meet the organizational test. DO NOT file this application until you have amended your organizing document. Remember to upload your original and amended organizing documents at the end of this form.

1 Section 501(c)(3) requires that your organizing document limit your purposes to one or more exempt purposes within section 501(c)(3), such as charitable, religious, educational, and/or scientific purposes.

The following is an example of an acceptable purpose clause: The organization is organized exclusively for charitable, religious, educational, and scientific purposes under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Does your organizing document meet this requirement? (●) Yes ( ) No

1a State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph):

Page 1, Article VI

2 Section 501(c)(3) requires that your organizing document provide that upon dissolution, your remaining assets be used exclusively for section 501(c)(3) exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Depending on your entity type and the state in which you are formed, this requirement may be satisfied by operation of state law.

The following is an example of an acceptable dissolution clause: Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

Does your organizing document meet this requirement? (●) Yes ( ) No

2a State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph) or indicate that you rely on state law.

Page 2, Article XII

Part IV Your Activities

1 Describe completely and in detail your past, present, and planned activities. Do not refer to or repeat the purposes in your organizing document.

For each past, present, or planned activity, include information that answers the following questions:

a. What is the activity?
b. Who conducts the activity?
c. Where is the activity conducted?
d. What percentage of your total time is allocated to the activity?
e. How is the activity funded (for example, donations, fees, etc.) and what percentage of your overall expenses is allocated to this activity?
f. How does the activity further your exempt purposes?

Friendly Academy (the Organization) was incorporated as a nonprofit corporation in the state of Missouri for the purpose of developing and operating a charter school in St. Louis, Missouri (the School). The Organization's mission is to equip students with a quality and holistic education rooted in love. The Organization will partner with the community and families to empower all students to live purpose-driven lives by using their gifts and talents to make a positive difference in their families, their communities, and the world. In addition to providing a holistic approach to students, the Organization will prioritize faculty wellness by providing intentional support that fosters healthy mental, social, and physical well-being. The School will foster an environment where students are encouraged to love themselves, love others, and love learning. See Exhibit A, hereto for additional background.

The School will apply to become a public charter school under the Missouri Charter Schools Act (the Act). The School's charter application has not yet been completed or approved, and a charter agreement has not yet been entered into. A model Missouri charter school agreement is attached hereto for reference (the Charter Agreement). Under the Act, the School will be established as an independent, publicly-supported charter school. The School will comply with all provisions of the Act, and will also comply with all local, state, and federal laws and policies relating to public schools. The School will not charge tuition for attendance, but will receive local, state and federal funds from the school districts in which the School's students reside, as provided in the Act. As required under the Act, the Organization will not discriminate with respect to admissions on the basis of race, ethnicity, national origin, disability, income level, proficiency in the English language or athletic ability.

See the enclosed Schedule for additional information.

Part IV **Your Activities** *(continued)*

2 Enter the 3-character NTEE Code that best describes your activities. B29

Or check here if you want the IRS to select the NTEE Code that best describes your activities. ☐

3 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes" if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. ○ Yes ◉ No

4 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors? If "Yes," explain how these related individuals are eligible for goods, services, or funds. ○ Yes ◉ No

5 Do you or will you support or oppose candidates in political campaigns in any way? If "Yes," explain. ○ Yes ◉ No

6 Do you or will you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation. ○ Yes ◉ No

Part IV **Your Activities** *(continued)*

6a Did you or will you make an election to have your legislative activities measured by expenditures by filing Form 5768? If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.

○ Yes ○ No

7 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "Yes," describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed.

○ Yes ◉ No

8 Do you or will you provide educational information to the general public on budgeting, personal finance, financial literacy, saving and spending practices, the sound use of consumer credit, and/or assist individuals and families with financial problems such as credit card debt and foreclosure by providing them with counseling? If "Yes," explain.

○ Yes ◉ No

9 Do you or will you make grants, loans, or other distributions to organizations? If "Yes," describe the type and purpose of the grants, loans, or distributions, how you select your recipients including submission requirements (such as grant proposals or application forms), and the criteria you use or will use to select recipients. Also describe how you ensure the grants, loans, and other distributions are or will be used for their intended purposes (including whether you require periodic or final reports on the use of funds and any procedures you have if you identify that funds are not being used for their intended purposes). Finally, describe the records you keep with respect to grants, loans, or other distributions you make and identify any recipient organizations and any relationships between you and the recipients. If "No," continue to Line 10.

○ Yes ◉ No

Part IV **Your Activities** *(continued)*

9a Do you or will you make grants, loans, or other distributions to organizations that are not recognized by the IRS as tax exempt under section 501(c)(3)? If "Yes," name and/or describe the non-section 501(c)(3) organizations to whom you do or will make distributions and explain how these distributions further your exempt purposes. ◯ Yes ◯ No

9b Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," name each foreign organization (if not already provided), the country and region within each country in which each foreign organization operates, any relationship you have with each foreign organization, and whether the foreign organization accepts contributions earmarked for a specific country or organization (if so, specify which countries or organizations). If "No," continue to Line 10. ◯ Yes ◯ No

9c Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. ◯ Yes ◯ No

9d Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. ◯ Yes ◯ No

9e Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including periodic reporting requirements, auditing grantees, site visits by your employees or compliance checks by impartial experts, etc., to verify that grant funds are being used appropriately. ◯ Yes ◯ No

Part IV **Your Activities** *(continued)*

9f Do you share board members or other key personnel with the recipient organization(s)? If "Yes," identify the relationships. ○ Yes ○ No

9g When you make grants, loans, or other distributions to foreign organizations, will you check the OFAC List of Specially Designated Nationals and Blocked Persons for names of individuals and entities with whom you are dealing to determine if they are included on the list? Describe any other practices you will engage in to ensure that foreign expenditures or grants are not diverted to support terrorism or other non-charitable activities. ○ Yes ○ No

9h Will you comply with all United States statutes, executive orders, and regulations that restrict or prohibit U.S. persons from engaging in transactions and dealings with designated countries, entities, or individuals, or otherwise engaging in activities in violation of economic sanctions administered by OFAC? ○ Yes ○ No

9i Will you acquire from OFAC the appropriate license and registration where necessary? ○ Yes ○ No

10 Do you or will you operate in a foreign country or countries? If "Yes," name each foreign country and region within each country in which you do or will operate and describe your operations in each one. If "No," continue to Line 11. ○ Yes ◉ No

10a When you conduct activities in foreign countries, will you check the OFAC List of Specially Designated Nationals and Blocked Persons for names of individuals and entities with whom you are dealing to determine if they are included on the list? Describe any other practices you will engage in to ensure that foreign expenditures or grants are not diverted to support terrorism or other non-charitable activities. ○ Yes ○ No

10b Will you comply with all United States statutes, executive orders, and regulations that restrict or prohibit U.S. persons from engaging in transactions and dealings with designated countries, entities, or individuals, or otherwise engaging in activities in violation of economic sanctions administered by OFAC? ○ Yes ○ No

10c Will you acquire from OFAC the appropriate license and registration where necessary? ○ Yes ○ No

Part IV **Your Activities** *(continued)*

11 Are you a sponsoring organization that maintains one or more donor advised funds? If yes, please provide a complete description of your program, including the specific advice that such donors may provide. Describe in detail the control you maintain (or will maintain) over the use of the funds.

○ Yes ◉ No

12 Do you or will you operate a school?
If "Yes," complete Schedule B.

◉ Yes ○ No

13 Is your principal purpose or function to provide hospital or medical care?
If "Yes," complete Schedule C.

○ Yes ◉ No

14 Do you or will you provide low-income housing?
If "Yes," complete Schedule F.

○ Yes ◉ No

15 Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes?
If "Yes," complete Schedule H - Section I.

○ Yes ◉ No

16 Check any of the following fundraising activities that you will undertake (check all that apply):

- ☑ Website, mail, email, personal, and/or phone solicitations
- ☐ Receive donations from another organization's website
- ☐ Bingo
- ☐ Other (describe)
- ☑ Foundation grant solicitations
- ☑ Government grant solicitations
- ☐ Other (non-bingo) gaming activities
- ☐ We will not engage in fundraising activities.

17 Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements, including the names or descriptions of the organizations for which you raise funds.

○ Yes ◉ No

Part V Compensation and Other Financial Arrangements

1 Do you or will you compensate officers, directors, or trustees, or do or will you have highest compensated employees, or highest compensated independent contractors? If "No," continue to Line 2. (●) Yes ( ) No

In establishing compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors:

1a Do or will the individuals that approve compensation arrangements follow a conflict of interest policy? (●) Yes ( ) No

1b Do or will you approve compensation arrangements in advance of paying compensation? (●) Yes ( ) No

1c Do or will you document in writing the date and terms of approved compensation arrangements? (●) Yes ( ) No

1d Do or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? (●) Yes ( ) No

1e Do or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? (●) Yes ( ) No

1f Do or will you record in writing both the information on which you relied to base your decision and its source? (●) Yes ( ) No

1g Do or will you have any other practices you use to set reasonable compensation? If "Yes," describe these practices. (●) Yes ( ) No

The Organization will follow the steps set forth in Treas Reg 53.4958-6 to the extent feasible.

2 Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If you are a hospital, answer "Yes" if your conflict of interest policy includes provisions consistent with the additional healthcare related provisions in the sample document. If "No," describe the procedures you will follow to ensure that persons who have a conflict of interest will not have influence over setting their own compensation or regarding business deals with themselves. (●) Yes ( ) No

3 Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. ( ) Yes (●) No

Part V **Compensation and Other Financial Arrangements** *(continued)*

4 Do you or will you purchase or sell any goods, services, or assets from or to: (i) any of your officers, directors, or trustees; (ii) any family of any of your officers, directors, or trustees; (iii) any organizations in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest; (iv) your highest compensated employees; or (v) your highest compensated independent contractors? If "Yes," describe any such transactions that you made or intend to make, with whom you make or will make such transactions, how the terms are or will be negotiated at arm's length, and how you determine you pay no more than fair market value or you are paid at least fair market value.

○ Yes ◉ No

5 Do you or will you have any leases, contracts, loans, or other agreements with: (i) your officers, directors, or trustees; (ii) any family of any of your officers, directors, or trustees; (iii) any organizations in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest; (iv) your highest compensated employees; or (v) your highest compensated independent contractors? If "Yes," describe any written or oral arrangements that you made or intend to make, with whom you have or will have such arrangements, how the terms are or will be negotiated at arm's length, and how you determine you pay no more than fair market value or you are paid at least fair market value.

○ Yes ◉ No

6 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," describe each facility, the role of the other organization, and any business or family relationship between the organization and your officers, directors, or trustees. Explain how that entity is selected, how the terms of any contract(s) are negotiated at arm's length, and how you determine you will pay no more than fair market value for services.

○ Yes ◉ No

Part V Compensation and Other Financial Arrangements *(continued)*

7 Does or will someone other than your own employees or volunteers manage your activities or facilities? ○ Yes ◉ No

If "Yes," describe the activities or facilities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and any business or family relationship between the organization and your officers, directors, or trustees. Explain how these managers were or will be selected, how the terms of any contracts or other agreements were or will be negotiated, and how you determine you will pay no more than fair market value for services.

8 Do you participate in any joint ventures, including partnerships or limited liability companies treated as partnerships, in which you share profits and losses with partners? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. ○ Yes ◉ No

Part VI Financial Data

1 Select the option that best describes you to determine the years of revenues and expenses you need to provide.

◉ You completed less than one tax year.

Provide a total of three years of financial information (including the current year and two future years of reasonable and good faith projections of your future finances) in the following Statement of Revenues and Expenses.

○ You completed at least one tax year but fewer than five.

Provide a total of four years financial information (including the current year and three years of actual financial information or reasonable and good faith projections of your future finances) in the following Statement of Revenues and Expenses.

○ You completed five or more tax years.

Provide financial information for your five most recent tax years (including the current year) in the following Statement of Revenues and Expenses.

Part VI **Financial Data** *(continued)*

A. Statement of Revenues and Expenses

Type of revenue	Current tax year	4 prior tax years or 2 succeeding tax years			
	From: 07/01/2023 To: 06/30/2024	From: 07/01/2024 To: 06/30/2025	From: 07/01/2025 To: 06/30/2026	From: __/__/____ To: __/__/____	From: __/__/____ To: __/__/____
1 Gifts, grants, and contributions received (do not include unusual grants)	$10,000.	$200,000.	$50,000.		
2 Membership fees received					
3 Gross investment income					
4 Net unrelated business income					
5 Taxes levied for your benefit					
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
7 Any revenue not otherwise listed above or in lines 9 - 12 below (provide an itemized list below)					
8 Total of lines 1 through 7	$10,000.	$200,000.	$50,000.	$0.	$0.
9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (provide an itemized list below)			$1,900,000.		
10 Total of lines 8 and 9	$10,000.	$200,000.	$1,950,000.	$0.	$0.
11 Net gain or loss on sale of capital assets (provide an itemized list below)					
12 Unusual grants (provide an itemized list below)					
13 Total Revenue (add lines 10 through 12)	$10,000.	$200,000.	$1,950,000.	$0.	$0.
Type of expense	**Current tax year**	**4 prior tax years or 2 succeeding tax years**			
14 Fundraising expenses					
15 Contributions, gifts, grants, and similar amounts paid out (provide an itemized list below)					
16 Disbursements to or for the benefit of members (provide an itemized list below)					
17 Compensation of officers, directors, and trustees	$0.	$100,000.	$105,000.		
18 Other salaries and wages		$70,000.	$1,200,000.		
19 Interest expense					
20 Occupancy (rent, utilities, etc.)		$50,000.	$400,000.		
21 Depreciation and depletion					
22 Professional fees	$5,000.	$10,000.	$10,000.		
23 Any expense not otherwise classified, such as program services (provide an itemized list below)	$0.	$10,000.	$200,000.		
24 Total Expenses (add lines 14 through 23)	$5,000.	$240,000.	$1,915,000.	$0.	$0.

25 Itemized financial data

Line 23 relates to various expenses incurred in furtherance of the Organization's exempt purposes, including operation of the School and related expenses such as food, transportation, equipment, books, etc.

Part VI **Financial Data** *(continued)*

B. Balance Sheet (for your most recently completed tax year)	Year End: 06/30/2023
Assets	
1 Cash	$0.
2 Accounts receivable, net	
3 Inventories	
4 Bonds and notes receivable (provide an itemized list below)	
5 Corporate stocks (provide an itemized list below)	
6 Loans receivable (provide an itemized list below)	
7 Other investments (provide an itemized list below)	
8 Depreciable assets (provide an itemized list below)	
9 Land	
10 Other assets (provide an itemized list below)	
11 Total Assets (add lines 1 through 10)	$0.
Liabilities	
12 Accounts payable	$0.
13 Contributions, gifts, grants, etc. payable	
14 Mortgages and notes payable (provide an itemized list below)	
15 Other liabilities (provide an itemized list below)	
16 Total Liabilities (add lines 12 through 15)	$0.
Fund Balances or Net Assets	
17 Total fund balances or net assets	$0.
18 Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	$0.

19 Itemized financial data

Part VII Foundation Classification

Part VII is designed to classify you as an organization that is either a private foundation or a public charity. Public charity classification is a more favorable tax status than private foundation classification. If you are a private foundation, this part will further determine whether you are a private operating foundation.

1 Select the foundation classification you are requesting from the list below.

- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(vi) as an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- ☐ You are described in 509(a)(2) as an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(i) as a church or a convention or association of churches. Complete Schedule A.
- ■ You are described in 509(a)(1) and 170(b)(1)(A)(ii) as a school. Complete Schedule B.
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(iii) as a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete Schedule C.
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(iv) as an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(ix) as an agricultural research organization directly engaged in the continuous active conduct of agricultural research in conjunction with a college or university.
- ☐ You are described in 509(a)(3) as an organization supporting either one or more organizations described in 509(a)(1) or 509(a)(2) or a publicly supported section 501(c)(4), (5), or (6) organization. Complete Schedule D.
- ☐ You are described in 509(a)(4) as an organization organized and operated exclusively for testing for public safety.
- ☐ You are a publicly supported organization and would like the IRS to decide your correct classification.
- ☐ You are a private foundation.

1a As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check this box to confirm that your organizing document includes these provisions or you rely on state law. ☐

State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph) or state that you rely on state law.

1b Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? ○ Yes ○ No
If "Yes," complete Schedule H - Section II.

1c Are you a private operating foundation? ○ Yes ○ No

To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations.

Part VII **Foundation Classification** *(continued)*

1d Describe how you meet the requirements for private operating foundation status, including how you meet the income test and either the assets test, the endowment test, or the support test. If you've been in existence for less than one year, describe how you are likely to satisfy the requirements for private operating foundation status.

2 If you have been in existence more than 5 years, you must confirm your public support status. To confirm your qualification as a public charity described in 509(a)(1) and 170(b)(1)(A)(vi) in existence for five or more tax years, you must have received one-third or more of your total support from governmental agencies, contributions from the general public, and contributions or grants from other public charities; or 10% or more of your total support from governmental agencies, contributions from the general public, and contributions or grants from other public charities and the facts and circumstances indicate you are a publicly supported organization. Calculate whether you meet this support test for your most recent five-year period.

i. Did you receive contributions from any person, company, or organization whose gifts totaled more than the 2% amount of line 8 in Part VI-A? ◯ Yes ◯ No

If "Yes," identify each person, company, or organization by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

ii. Based on your calculations, did you receive at least one-third of your support from public sources or did you normally receive at least 10 percent of your support from public sources and you have other characteristics of a publicly supported organization? ◯ Yes ◯ No

2a If you have been in existence more than 5 years, you must confirm your public support status. To confirm your qualification as a public charity described in 509(a)(2) in existence for five or more tax years, you must have normally received more than one-third of your support from contributions, membership fees, and gross receipts from activities related to your exempt functions, or a combination of these sources, and not more than one-third of your support from gross investment income and net unrelated business income. Calculate whether you meet this support test for your most recent five-year period.

i. Did you receive amounts from any disqualified persons? ◯ Yes ◯ No

If "Yes," identify each disqualified person by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

ii. Did you receive amounts from individuals or organizations other than disqualified persons that exceeded the greater of $5,000 or 1% of the amount on line 10 of Part VI-A Statement of Revenues and Expenses? ◯ Yes ◯ No

If "Yes," identify each individual or organization by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

iii. Based on your calculations, did you normally receive more than one-third of your support from a combination of gifts, grants, contributions, membership fees, and gross receipts (from permitted sources) from activities related to your exempt functions and normally receive not more than one-third of your support from investment income and unrelated business taxable income? ◯ Yes ◯ No

Part VIII Effective Date

In general, a determination letter recognizing exemption of an organization described in section 501(c)(3) is effective as of the date of formation of an organization if: (1) its purposes and activities prior to the date of the determination letter have been consistent with the requirements for exemption; and (2) it has filed an application for recognition of exemption within 27 months from the end of the month in which it was organized.

1 Are you submitting this application within 27 months of the end of the month in which you were legally formed? ☑ Yes ☐ No

If "No," complete Schedule E.

Part IX Annual Filing Requirements

If you fail to file a required information return or notice for three consecutive years, your exempt status will be automatically revoked.

1 Certain organizations are not required to file annual information returns or notices (Form 990, Form 990-EZ, or Form 990-N, e-Postcard). If you are granted tax-exemption, are you claiming to be excused from filing Form 990, Form 990-EZ, or Form 990-N? ☐ Yes ☑ No

If "Yes," are you claiming you are excepted from filing because you are:

- ☐ A church or association of churches
- ☐ An integrated auxiliary (such as a men's or women's organization, religious school, mission society, or religious group)
- ☐ A church-affiliated organization (other than a section 509(a)(3) organization) that is exclusively engaged in managing funds or maintaining retirement programs and is described in Revenue Procedure 96-10, 1996-1 C.B. 577
- ☐ A school below college level affiliated with a church or operated by a religious order
- ☐ A mission society (other than a section 509(a)(3) supporting organization) sponsored by, or affiliated with, one or more churches or church denominations, if more than half of the society's activities are conducted in, or directed at, persons in foreign countries
- ☐ An affiliate of a governmental unit that meets the requirements of Revenue Procedure 95-48, 1995-2 C.B. 418 (other than a section 509(a)(3) supporting organization)
- ☐ Other (describe)

Part X Signature

☑ I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, and to the best of my knowledge it is true, correct, and complete.

Tesha Robinson
(Type name of signer)

EXECUTIVE DIRECTOR
(Type title or authority of signer)

10/27/2023
(Date)

Upload checklist:

- [x] Organizing document (and any amendments)
- [x] Bylaws, if adopted
- [x] Form 2848, Power of Attorney and Declaration of Representative (if applicable)
- [ ] Form 8821, Tax Information Authorization (if applicable)
- [x] Supplemental responses (if applicable)
- [ ] Expedited handling request (if applicable)

Schedule A. Churches

1 Do you have a written creed, statement of faith, or summary of beliefs? If "Yes," describe your written creed, statement of faith, or summary of beliefs. ◯ Yes ◯ No

2 Do you have a literature of your own? If "Yes," describe your literature. ◯ Yes ◯ No

3 Do you have a formal code of doctrine and discipline? If "Yes," describe your code of doctrine and discipline. ◯ Yes ◯ No

4 Describe your religious hierarchy or ecclesiastical government.

5 Are you part of a group of churches with similar beliefs and structures? If "Yes," explain. ◯ Yes ◯ No

6 Do you have a form of worship? If "Yes," describe your form of worship. ◯ Yes ◯ No

7 Do you have regularly scheduled religious services? If "Yes," describe the nature of the services. ◯ Yes ◯ No

7a What is the average attendance at your regularly scheduled religious services?

8 Do you have an established place of worship? If "Yes," describe your established place of worship or where you meet to hold regularly scheduled religious services. ◯ Yes ◯ No

Schedule A. Churches *(continued)*

9 Do you have an established congregation or other regular membership group? If "No," continue to Line 10. ◯ Yes ◯ No

9a How many members do you have?

9b Do you have a process by which an individual becomes a member? If "Yes," describe the process. ◯ Yes ◯ No

9c Do your members have voting rights, rights to participate in religious functions, or other rights? If "Yes," describe the rights your members have. ◯ Yes ◯ No

9d May your members be associated with another denomination or church? ◯ Yes ◯ No

9e Are all of your members part of the same family? ◯ Yes ◯ No

10 Do you conduct baptisms, weddings, funerals, or other religious rites? ◯ Yes ◯ No

11 Do you have a school for the religious instruction of the young? ◯ Yes ◯ No

12 Do you have ministers or religious leaders? If "Yes," describe these roles and explain whether the ministers or religious leaders are ordained, commissioned, or licensed after a prescribed course of study. ◯ Yes ◯ No

13 Do you have schools for the preparation of your ordained ministers or religious leaders? ◯ Yes ◯ No

14 Do you ordain, commission, or license ministers or religious leaders? If "Yes," describe the requirements for ordination, commission, or licensure. ◯ Yes ◯ No

15 Do you have other information you believe should be considered regarding your status as a church? If "Yes," explain. ◯ Yes ◯ No

Schedule B. Schools, Colleges, and Universities

1 Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? (●) Yes ( ) No

2 Is the primary function of your school the presentation of formal instruction? If "No," continue to Line 3. (●) Yes ( ) No

2a Select the best description(s) of your school:

- [x] Elementary school
- [ ] Secondary school
- [x] Charter school
- [ ] College or university
- [ ] Technical school
- [ ] Other school (describe)

3 Are you a public school because you are operated by a state or subdivision of a state or operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. ( ) Yes (●) No

4 Were you formed or substantially expanded at the time of public school desegregation in the school district or county in which you are located? ( ) Yes (●) No

5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. ( ) Yes (●) No

6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. ( ) Yes (●) No

Information Required by Revenue Procedure 75-50 as Modified by Revenue Procedure 2019-22

7 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? (●) Yes ( ) No

State where the policy is located or if adopted by resolution of your governing body.

The policy will be posted on the School's website

8 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? If "Yes," continue to Line 9. (●) Yes ( ) No

8a [ ] By checking this box, you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.

Schedule B. Schools, Colleges, and Universities *(continued)*

9 Have you made your racially nondiscriminatory policy known to all segments of the general community you serve by: a) publishing a notice of your policy in a newspaper of general circulation that serves all racial segments of the community; b) publicizing your policy over broadcast media in a way that is reasonably expected to be effective; or c) displaying a notice of your policy at all times on your primary, publicly accessible internet home page in a manner reasonably expected to be noticed by visitors to the homepage? If "Yes," continue to Line 10. ◉ Yes ○ No

9a ☐ By checking this box, you agree that you will publicize your nondiscriminatory policy in a way that meets the requirements of Revenue Procedure 75-50, 1975-2 C.B. 587, as modified by Revenue Procedure 2019-22, I.R.B. 1260.

10 Do or will you (or any department or division of your organization) discriminate in any way on the basis of race with respect to admissions, use of facilities or exercise of student privileges, faculty or administrative staff, or scholarship or loan programs? If "Yes," for any of the above, explain fully. ○ Yes ◉ No

11 Complete the table below to show the racial composition for the current academic year and projected for the next academic year. If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community you serve).

For each racial category, enter the number of (a) students, (b) faculty, and (c) administrative staff. Provide actual numbers rather than percentages for each racial category.

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Black	0	0	0	1	1	2
White	0	0	0	0	0	1
Total	0	0	0	1	1	3

12 In the table below, enter the number and amount of loans and scholarships awarded to enrolled students by racial categories. Provide actual numbers rather than percentages for each racial category.

☐ Check here if you will not provide any loans or scholarships to students.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

Schedule B. Schools, Colleges, and Universities *(continued)*

13 List your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

There are none.

14 Do any of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations, have an objective to maintain segregated public or private school education? If "Yes," explain.

○ Yes ◉ No

15 Will you maintain records according to the nondiscrimination provisions contained in Revenue Procedure 75-50? If "No," explain.

◉ Yes ○ No

Schedule C. Hospitals and Medical Research Organizations

1 Are you a medical research organization (an organization whose principal purpose or function is medical research and which is directly engaged in the continuous active conduct of medical research) operated in conjunction with a hospital? If "No," continue to Line 2. ◯ Yes ◯ No

1a Name the hospitals with which you have a relationship and describe the relationship.

1b List your assets showing their fair market value and the portion of your assets directly devoted to medical research.

Do not complete the remainder of Schedule C.

2 Are you applying for exemption as a cooperative hospital service organization described in section 501(e)? If "Yes," explain. ◯ Yes ◯ No

Do not complete the remainder of Schedule C.

3 Are all the doctors in the community eligible for staff privileges? If "No," give the reasons why and explain how the medical staff is selected. ◯ Yes ◯ No

Schedule C. Hospitals and Medical Research Organizations *(continued)*

4 Do or will you provide medical services to all individuals in your community who can pay for themselves or are able to pay through some form of insurance? If "No," explain. ○ Yes ○ No

5 Do you or will you maintain a full-time emergency room? If "Yes," continue to Line 6. ○ Yes ○ No

5a Are you a specialty hospital or would emergency services be duplicative based on your region or locality? ○ Yes ○ No

6 Do you provide free or below cost services? If "Yes," describe your policy for determining when and to whom you provide these services and how these services promote the organization's benefit to the community. ○ Yes ○ No

7 Do you or will you carry on a formal program of medical training or medical research? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliations with other hospitals or medical care providers with which you carry on the medical training or research programs. ○ Yes ○ No

8 Do you or will you carry on a formal program of community education? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliation with other hospitals or medical care providers with which you offer community education programs. ○ Yes ○ No

Schedule C. Hospitals and Medical Research Organizations *(continued)*

9 Is your board of directors composed of a majority of individuals who are representative of the community you serve, or do you operate under a parent organization whose board of directors is composed of a majority of individuals who are representative of the community you serve? If "Yes," continue to Line 10. ◯ Yes ◯ No

9a List each board member's name and business, financial, or professional relationship with the hospital. Also, identify each board member who is representative of the community and describe how that individual is a community representative. If you operate under a parent organization whose board of directors is not composed of a majority of individuals who are representative of the community you serve, provide the requested information for your parent's board of directors as well.

10 Do you operate a facility which is required by a state to be licensed, registered, or similarly recognized as a hospital? If "No," do not complete the rest of Schedule C. ◯ Yes ◯ No

10a Do you conduct a community health needs assessment (CHNA) at least once every three years and adopt an implementation strategy to meet the community health needs identified in the assessment as required by section 501(r)(3)? If "No," explain. ◯ Yes ◯ No

10b Do you have a written financial assistance policy (FAP) and a written policy relating to emergency medical care as required by section 501(r)(4)? If "No," explain. ◯ Yes ◯ No

Schedule C. Hospitals and Medical Research Organizations *(continued)*

10c Do you both (1) limit amounts charged for emergency or other medically necessary care provided to individuals eligible for assistance under your FAP to not more than amounts generally billed to individuals who have insurance covering such care, and (2) prohibit use of gross charges as required by section 501(r)(5)? If "No," explain. ◯ Yes ◯ No

10d Do you make reasonable efforts to determine whether an individual is FAP-eligible before engaging in extraordinary collection actions as required by section 501(r)(6)? If "No," explain. ◯ Yes ◯ No

Schedule D. Section 509(a)(3) Supporting Organizations

1 List the names, addresses, and EINs of the organizations you support.

2 Are all your supported organizations public charities under section 509(a)(1) or (2)? If "Yes," continue to Line 3. ◯ Yes ◯ No

2a Are your supported organizations tax exempt under section 501(c)(4), 501(c)(5), or 501(c)(6) and do your supported organizations meet the public support test under section 509(a)(2)? If "No," explain how each organization you support is a public charity under section 509(a)(1) or 509(a)(2). ◯ Yes ◯ No

3 Which of the following describes your relationship with your supported organization(s)?

◯ A majority of your governing board or officers are elected or appointed by your supported organization(s). (Type I supporting organization)

◯ Your control or management is vested in the same persons who control or manage your supported organization(s). (Type II supporting organization)

◯ One or more of your officers, directors, or trustees are elected or appointed by the officers, directors, trustees, or membership of your supported organization(s), or one or more of your officers, directors, trustees, or other important office holders, are also members of the governing body of your supported organization(s), or your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of your supported organization(s). (Type III supporting organization)

4 Describe how your governing board and officers are selected. If you are a Type III organization, also describe how your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of your supported organization(s).

Schedule D. Section 509(a)(3) Supporting Organizations *(continued)*

5 Do any persons who are disqualified persons (except individuals who are disqualified persons only because they are foundation managers) with respect to you or persons who have a family or business relationship with any disqualified persons appoint any of your foundation managers? If "Yes," (1) describe the process by which disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons and the foundation managers they appoint, and (3) explain how control is vested over your operations (including assets and activities) by persons other than disqualified persons. ○ Yes ○ No

6 Do any persons who are disqualified persons (except individuals who are disqualified persons only because they are foundation managers) have any influence regarding your operations, including your assets or activities? If "Yes," (1) provide the names of these disqualified persons, (2) explain how influence is exerted over your operations (including assets and activities), and (3) explain how control is vested over your operations (including assets and activities) by individuals other than disqualified persons. ○ Yes ○ No

7 Does your organizing document specify your supported organization(s) by name? ○ Yes ○ No
If "Yes" and you selected Type I above, continue to Line 8.
If "Yes," and you selected Type II, do not complete the rest of Schedule D.
If "No" and you selected Type III above, amend your organizing document to specify your supported organization(s) by name or you will not meet the organizational test and need to reconsider your requested public charity classification; then continue to Line 8.

7a Does your organizing document name a similar purpose or charitable class of beneficiaries as to your supported organization(s)? If "No," amend your organizing document to specify your supported organization(s) by name, purpose, or class or you will not meet the organizational test and need to reconsider your requested public charity classification. ○ Yes ○ No

If you selected Type II above, do not complete the rest of Schedule D.

8 Do you or will you receive contributions from any person who alone, or combined with family members or an entity at least 35% controlled by that person, controls any of your supported organizations, or will you receive contributions from any family member of, or an entity at least 35% controlled by, any person who controls any of your supported organizations? If "Yes," explain. ○ Yes ○ No

If you selected Type I above, do not complete the rest of Schedule D.

Schedule D. Section 509(a)(3) Supporting Organizations *(continued)*

9 Do the officers, directors, or trustees of your supported organization have a significant voice in your investment policies, the timing and making of grants, the selection of grant recipients, and in otherwise directing the use of your income or assets? If "Yes," explain. ◯ Yes ◯ No

10 In each taxable year, do you or will you provide each of your supported organizations with (a) a written notice addressed to a principal officer of the supported organization describing the type and amount of all of the support you provided to the supported organization during the immediately preceding taxable year, (b) a copy of your most recently filed Form 990-series return or notice, and (c) a copy of your governing documents? If 'No,' explain. ◯ Yes ◯ No

11 Do you exercise a substantial degree of direction over the policies, programs, and activities of your supported organization(s) and appoint or elect (directly or indirectly) a majority of the officers, directors, or trustees of your supported organization(s)? If "Yes," explain. ◯ Yes ◯ No

12 Do substantially all of your activities directly further the exempt purposes of one or more supported organizations to which you are responsive by performing the functions of, or carrying out the purposes of, such supported organization(s) and but for your involvement would normally be engaged in by such supported organization(s). If "Yes," explain and do not complete the rest of Schedule D. ◯ Yes ◯ No

Schedule D. Section 509(a)(3) Supporting Organizations *(continued)*

13 Do you distribute at least 85% of your annual net income or 3.5% of the aggregate fair market value of all of your non-exempt-use assets (whichever is greater) to your supported organization(s)? If "No," explain. ◯ Yes ◯ No

13a How much do you contribute annually to each supported organization?

13b What is the total annual revenue of each supported organization?

13c Do you or the supported organization(s) earmark your funds for support of a particular program or activity? If "Yes," explain. ◯ Yes ◯ No

Schedule E. Effective Date

1 Are you applying for reinstatement of exemption after being automatically revoked for failure to file required returns or notices for three consecutive years? If "No," continue to Line 2. ◯ Yes ◯ No

1a Revenue Procedure 2014-11, 2014-1 C.B. 411, provides procedures for reinstating your tax-exempt status. Select the section of Revenue Procedure 2014-11 under which you want us to consider your reinstatement request.

◯ Section 4. You are seeking retroactive reinstatement under section 4 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 4, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future. Do not complete the rest of Schedule E.

◯ Section 5. You are seeking retroactive reinstatement under section 5 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 5, that you have filed required annual returns, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future.

Describe how you exercised ordinary business care and prudence in determining and attempting to comply with your filing requirements in at least one of the three years of revocation and the steps you have taken or will take to avoid or mitigate future failures to file timely returns or notices. Do not complete the rest of Schedule E.

◯ Section 6. You are seeking retroactive reinstatement under section 6 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 6, that you have filed required annual returns, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future.

Describe how you exercised ordinary business care and prudence in determining and attempting to comply with your filing requirements in each of the three years of revocation and the steps you have taken or will take to avoid or mitigate future failures to file timely returns or notices. Do not complete the rest of Schedule E.

◯ Section 7. You are seeking reinstatement under section 7 of Revenue Procedure 2014-11, effective the date you are filling this application. Do not complete the rest of Schedule E.

2 Generally, if you did not file Form 1023 within 27 months of formation, the effective date of your exempt status will be the date you filed Form 1023 (submission date). Requests for an earlier effective date may be granted when there is evidence to establish you acted reasonably and in good faith and the grant of relief will not prejudice the interests of the government.

◯ Check this box if you accept the submission date as the effective date of your exempt status. Do not complete the rest of Schedule E.

◯ Check this box if you are requesting an earlier effective date than the submission date.

2a Explain why you did not file Form 1023 within 27 months of formation, how you acted reasonably and in good faith, and how granting an earlier effective date will not prejudice the interests of the Government.

You may want to include the events that led to the failure to timely file Form 1023 and to the discovery of the failure, any reliance on the advice of a qualified tax professional and a description of the engagement and responsibilities of the professional as well as the extent to which you relied on the professional, a comparison of (1) what your aggregate tax liability would be if you had filed this application within the 27-month period with (2) what your aggregate liability would be if you were exempt as of your formation date, or any other information you believe will support your request for relief.

Schedule F. Low-Income Housing

1 Describe each facility including the type of facility, whether you own or lease the facility, how many residents it can accommodate, the current number of residents, and whether the residents purchase or rent housing from you.

2 Describe who qualifies for your housing in terms of income levels or other criteria and explain how you select residents.

3 Do you meet the safe harbor requirements outlined in Revenue Procedure 96-32, 1996-1 C.B. 717, which provides guidelines for providing low-income housing that will be treated as charitable, including for each project that (a) at least 75 percent of the units are occupied by residents that qualify as low-income and (b) either at least 20 percent of the units are occupied by residents that also meet the very low-income limit for the area or 40 percent of the units are occupied by residents that also do not exceed 120 percent of the area's very low-income limit, and less than 25 percent of the units are provided at market rates to persons who have incomes in excess of the low-income limit? ◯ Yes ◯ No

4 Is your housing affordable to low-income residents? If "Yes," describe how your housing is made affordable to low-income residents. ◯ Yes ◯ No

5 Do you impose any restrictions to make sure that your housing remains affordable to low-income residents? If "Yes," describe these restrictions. ◯ Yes ◯ No

Schedule F. Low-Income Housing *(continued)*

6 In addition to rent or mortgage payments, do residents pay periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. ○ Yes ○ No

7 Do you provide social services to residents? If "Yes," describe these services. ○ Yes ○ No

8 Do you participate in any government housing programs? If "Yes," describe these programs. ○ Yes ○ No

Schedule G. Successors to Other Organizations

1 List the name, last address, and EIN of your predecessor organization and describe its activities.

2 List the owners, partners, principal stockholders, officers, and governing board members of your predecessor organization. Include their names, addresses, and share/interest in the predecessor organization (if for-profit).

3 Are you a successor to a for-profit organization? If "Yes," explain your relationship with the predecessor organization that resulted in your creation and explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status; continue to Line 4. ○ Yes ○ No

3a Explain your relationship with the other organization that resulted in your creation and why you took over the activities or assets of another organization.

Schedule G. Successors to Other Organizations *(continued)*

4 Do or will you maintain a working relationship with any of the persons listed in question 2 or with any for-profit organization in which these persons own more than a 35% interest? If "Yes," describe the relationship. ○ Yes ○ No

5 Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof and describe any restrictions that were placed on the use or sale of the assets. ○ Yes ○ No

6 Were any debts or liabilities transferred from the predecessor for-profit organization to you? If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed. ○ Yes ○ No

7 Will you lease or rent any property or equipment to or from the predecessor organization or any persons listed in Line 2 or a for-profit organization in which these persons own more than a 35% interest? If "Yes," describe the arrangement(s) including how the lease or rental value was determined. ○ Yes ○ No

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures

Section I **Public charities and private foundations complete lines 1 through 8 of this section.**

1 Describe the types of educational grants you provide to individuals, such as scholarships, fellowships, loans, etc., including the purpose, number and amount(s) of grants, how the program is publicized, and if you award educational loans, the terms of the loans.

2 Do you maintain case histories showing recipients of your scholarships, fellowships, educational loans, or other educational grants, including names, addresses, purposes of awards, amount of each grant, manner of selection, and relationship (if any) to officers, trustees, or donors of funds to you? If "No," explain. ○ Yes ○ No

3 Describe the specific criteria you use to determine who is eligible for your program (for example, eligibility selection criteria could consist of graduating high school students from a particular high school who will attend college, writers of scholarly works about American history, etc.).

4 Describe the specific criteria you use to select recipients (for example, specific selection criteria could consist of prior academic performance, financial need, etc.).

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures *(continued)*

5 Describe any requirement or condition you impose on recipients to obtain, maintain, or qualify for renewal of a grant (for example, specific requirements or conditions could consist of attendance at a four-year college, maintaining a certain grade point average, teaching in public school after graduation from college, etc.).

6 Describe your procedures for supervising the scholarships, fellowships, educational loans, or other educational grants. Explain whether you obtain reports and grade transcripts from recipients, or you pay grants directly to a school under an arrangement whereby the school will apply the grant funds only for enrolled students who are in good standing. Also, describe your procedures for taking action if the terms of the award are violated.

7 How do you determine who is on the selection committee for the awards made under your program?

8 Are relatives of members of the selection committee, or of your officers, directors, or substantial contributors eligible for awards made under your program? If "Yes," what measures do you take to ensure unbiased selections? ○ Yes ○ No

Do not complete the rest of Schedule H. If you are a private foundation, you will be directed to complete Section II of Schedule H later in the application.

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures *(continued)*

Section II **Private foundations complete lines 1 through 7 of this section. Public charities do not complete this section.**

1 As a private foundation, do you want this application to be considered as a request for advance approval of grant making procedures? ◯ Yes ◯ No

If "No," do not complete the rest of Schedule H.

1a Check the box(es) indicating under which section(s) you want your grant making procedures to be considered.

☐ 4945(g)(1) - Scholarship or fellowship grant to an individual for study at an educational institution

☐ 4945(g)(3) - Other grants, including loans, to an individual for travel, study, or other similar purposes, to enhance a particular skill of the grantee or to produce a specific product

2 Do you represent that you will (1) arrange to receive and review grantee reports annually and upon completion of the purpose for which the grant was awarded, (2) investigate diversions of funds from their intended purposes, and (3) take all reasonable and appropriate steps to recover diverted funds, ensure other grant funds held by a grantee are used for their intended purposes, and withhold further payments to grantees until you obtain grantees' assurances that future diversions will not occur and that grantees will take extraordinary precautions to prevent future diversions from occurring? ◯ Yes ◯ No

3 Do you represent that you will maintain all records relating to individual grants, including information obtained to evaluate grantees, identify whether a grantee is a disqualified person, establish the amount and purpose of each grant, and establish that you undertook the supervision and investigation of grants described in Line 2? ◯ Yes ◯ No

4 Do you or will you award scholarships, fellowships, and educational loans to attend an educational institution based on the status of an individual being an employee of a particular employer? ◯ Yes ◯ No

If "No," do not complete the rest of Schedule H.

5 Will you comply with the seven conditions and either the percentage tests or facts and circumstances test for scholarships, fellowships, and educational loans to attend an educational institution as set forth in Revenue Procedures 76-47, 1976-2 C.B. 670, and 80-39, 1980-2 C.B. 772, which apply to inducement, selection committee, eligibility requirements, objective basis of selection, employment, course of study, and other objectives? ◯ Yes ◯ No

6 Do you or will you provide scholarships, fellowships, or educational loans to attend an educational institution to employees of a particular employer? If "No," continue to Line 7. ◯ Yes ◯ No

6a Will you award grants to 10% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? ◯ Yes ◯ No

7 Do you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer? ◯ Yes ◯ No

If "No," do not complete the rest of Schedule H.

7a Will you award grants to 25% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? ◯ Yes ◯ No

If "Yes," do not complete the rest of Schedule H.

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures *(continued)*

7b Will you award grants to 10% or fewer of the number of employees' children who can be shown to be eligible for grants (whether or not they submitted an application) in that year, as provided by Revenue Procedures 76-47 and 80-39? If "Yes," describe how you will determine who can be shown to be eligible for grants without submitting an application, such as by obtaining written statements or other information about the expectations of employees' children to attend an educational institution; do not complete the rest of Schedule H.

○ Yes ○ No

7c Will you award grants based on facts and circumstances that demonstrate that the grants will not be considered compensation for past, present, or future services or otherwise provide a significant benefit to the particular employer? If "Yes," describe the facts and circumstances you believe will demonstrate that the grants are neither compensatory nor a significant benefit to the particular employer. In your explanation, describe why you cannot satisfy either the 25% test or the 10% test in questions 7a and 7b.

○ Yes ○ No

Appendix B.1.5

Missouri Ethics Commission Conflict of Interest Forms

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Friendly Academy
Conflict of Interest Policy

Article I
Purpose

The purpose of the conflict of interest policy is to protect the interest of Friendly Academy (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[1/] 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.

1/ A "key employee" is an employee of the Organization who meets the three following tests: (a) $150,000 Test: receives reportable 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.

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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.

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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.

Article IV
Records of Proceedings

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.

Article V
Compensation

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.

Article VI
Conflict Statements

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,

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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
Reviews

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.

Article VIII
Use of Outside Experts

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.

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Conflict of Interest Statement

1. As a Director of Friendly Academy (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: 3/5/2024

DocuSigned by:
Michael Fulton Jones, Sr.
D3CB1DE12B304AD...

Signature

Michael Fulton Jones, Sr.

Printed Name

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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.

Bishop of Friendly Temple. Friendly Temple could possibly lease a facility to Friendly Academy. If so, I will need to recuse myself on related topics.

Board member of The Opportunity Trust, a funder of Friendly Academy. I will need to recuse myself on related topics.

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 Organization 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.

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Friendly Academy
Conflict of Interest Policy

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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.

1/ A "key employee" is an employee of the Organization who meets the three following tests: (a) $150,000 Test: receives reportable 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.

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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.

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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.

Article IV
Records of Proceedings

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.

Article V
Compensation

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.

Article VI
Conflict Statements

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,

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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
Reviews

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.

Article VIII
Use of Outside Experts

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.

DocuSign Envelope ID: A6E703DA-6E40-4B8F-9908-5708F39D0BB3

Conflict of Interest Statement

1. As a Director of Friendly Academy (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: 3/5/2024

DocuSigned by:
Alesha Morrison
F36EEAD76E994D0...

Signature

Alesha Morrison

Printed Name

DocuSign Envelope ID: A6E703DA-6E40-4B8F-9908-5708F39D0BB3

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 Organization 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.

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Friendly Academy
Conflict of Interest Policy

Article I
Purpose

The purpose of the conflict of interest policy is to protect the interest of Friendly Academy (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[1/] 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.

1/ A "key employee" is an employee of the Organization who meets the three following tests: (a) $150,000 Test: receives reportable 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.

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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.

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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.

Article IV
Records of Proceedings

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.

Article V
Compensation

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.

Article VI
Conflict Statements

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,

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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
Reviews

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.

Article VIII
Use of Outside Experts

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.

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Conflict of Interest Statement

1. As a Director of Friendly Academy (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: 3/5/2024

DocuSigned by:
Denitria Neil
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Signature

Denitria Neil

Printed Name

DocuSign Envelope ID: AF9B0917-9AA4-49EE-8321-BE8EF2CE17A9

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 Organization 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.

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Friendly Academy
Conflict of Interest Policy

Article I
Purpose

The purpose of the conflict of interest policy is to protect the interest of Friendly Academy (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[1/] 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.

1/ A "key employee" is an employee of the Organization who meets the three following tests: (a) $150,000 Test: receives reportable 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.

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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.

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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.

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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.

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4. Violations of the Conflict of Interest Policy

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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.

Article IV
Records of Proceedings

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.

Article V
Compensation

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Article VI
Conflict Statements

Each interested person, shall, upon becoming an interested person, sign a statement which affirms that such person:

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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.

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Reviews

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.

Article VIII
Use of Outside Experts

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.

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Conflict of Interest Statement

1. As a Director of Friendly Academy (the "Organization"), I acknowledge that I:

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   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: 3/9/2024

DocuSigned by:
Lauren Ray
E92E51E58DE346F...

Signature

Lauren Ray

Printed Name

DocuSign Envelope ID: 8114E343-18A7-4467-956E-FE7F30468FA3

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 Organization 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.

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Friendly Academy
Conflict of Interest Policy

Article I
Purpose

The purpose of the conflict of interest policy is to protect the interest of Friendly Academy (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.

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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.

1/ A "key employee" is an employee of the Organization who meets the three following tests: (a) $150,000 Test: receives reportable 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.

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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.

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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.

Article IV
Records of Proceedings

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.

Article V
Compensation

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.

Article VI
Conflict Statements

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,

DocuSign Envelope ID: 7A3755C7-970D-4876-ADF5-1548DC69728D

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
Reviews

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.

Article VIII
Use of Outside Experts

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.

DocuSign Envelope ID: 7A3755C7-970D-4876-ADF5-1548DC69728D

Conflict of Interest Statement

1. As a Director of Friendly Academy (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: 3/5/2024

DocuSigned by:
274CE58D0E0A4CC...

Signature

Joslyn Richardson

Printed Name

DocuSign Envelope ID: 7A3755C7-970D-4876-ADF5-1548DC69728D

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 Organization 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.

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Friendly Academy
Conflict of Interest Policy

Article I
Purpose

The purpose of the conflict of interest policy is to protect the interest of Friendly Academy (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[1/] 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.

1/ A "key employee" is an employee of the Organization who meets the three following tests: (a) $150,000 Test: receives reportable 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.

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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.

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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.

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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
Reviews

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.

Article VIII
Use of Outside Experts

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.

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Conflict of Interest Statement

1. As a Director of Friendly Academy (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: 3/11/2024

DocuSigned by:

ABC4C60D4162245F...

Signature

Victoria Headrick

Printed Name

DocuSign Envelope ID: BED7EF94-C27B-4D35-BFDC-68C40AFEF1B2

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 Organization 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.

Insurance Estimate: Friendly Academy

Prepared on: Friday, January 19, 2024
By: Chad Miller

To Whom It May Concern:

We appreciate the opportunity to provide the outlined insurance estimate for Friendly Academy.

Miller Insurance Group has operated as an independent agency since 1937. We have earned outstanding relationships built on trust, industry knowledge, and service excellence. We are a supporter of quality education throughout the country, whether it be a traditional public school, charter school, or independent school, we want all students to have the opportunity to receive an excellent education regardless of the zip code in which they are born. One of our agents, Chad Miller, spent six years working in a public charter school, four of which were as an administrator. Our agency is uniquely positioned to provide coverage which meets the requirements of the law and the Missouri Charter Public School Commission, and to advise our clients on school-specific strategies to mitigate risk.

General Information

- We are licensed to do business in The State of Missouri as required by law.
- We will utilize the following carriers, which are admitted in the State of Missouri, to place Friendly Academy exposure: Hanover, Liberty Mutual, Markel/Wright Specialty, Selective, Travelers, and Philadelphia. We also have access to secondary markets in the event Friendly Academy is not able to be placed with a standard carrier.
- We will only place this school with at least an "A" rated insurance carrier as determined by A.M. Best rating guidelines.

Missouri Charter Public School Commission Insurance Requirements

On behalf of Friendly Academy, the following coverages can be secured to meet all requirements of the Missouri Charter Public School Commission and/or additional insureds as appropriate:

- Directors' and Officers' Liability
- Commercial General Comprehensive Liability that also expressly covers corporal punishment and athletic participation
- Educators' Legal Liability
- Employment Practices Liability
- Sexual Abuse Liability (separate policy or a separate part of general comprehensive insurance with independent limits)
- Automobile Liability
- Excess Liability or Umbrella (i.e. bundled commercial general liability, directors' and officers' liability, automobile liability, and sexual abuse liability)
- Workers Compensation 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.

Based on the initial estimates, and the programming required, it would be our counsel that the following estimates could be used for budgeting purposes.

Property and Casualty Insurance Estimate

Year One Projection (2024-2025 Academic Year) – New School: Tenant

Property and Casualty Insurance Coverage	Annual Premium
Liability	
Educators Legal Liability (ELL): Includes Directors and Officers Liability, Professional Liability, and Employment Practices Liability	$6,085
Workers Compensation/Employer's Liability	$2,230
Commercial General Liability (including “Abuse” or “Molestation”)	$2,975
Automobile Liability	$225
Umbrella Liability	$3,640
Liability Cost	**$15,155**
Property	
Building	NA
Business Personal Property & Business Income and Extra expense	$626
Property Cost	**$626**
Total Cost	**$15,781**
Optional Coverages	
Commercial Auto	$1,975
Cyber Liability	$1,150 – $1,625
Law Enforcement Professional	$1,760
Active Shooter/Workplace Violence	$4,050 – $7,870
Foreign Travel Liability	$1,245
Student Accident ($25,000 medical coverage for $5.80 annually per student) – This is a required coverage for IHSAA sanctioned schools.	$435

Estimates were made based on the following:

- 100 Students
- 10 Staff Members
- Business Personal Property Limit of $250,000
- Optional Commercial Auto: One 16-passenger van

*__Important note__: Insurance market conditions can change quickly, which makes it difficult to project insurance costs for the fall of 2024. This estimate has been put together using knowledge from our carrier companies and our experience insuring charter schools. Insurance rates can be affected by several factors and therefore come with a high degree of variability.

Should you have any questions, feel free to contact me by phone or through email.

For our youth,

Chad J. Miller

Chad Miller
Miller Insurance Group | Insuring Schools
e: chad@millerinsurancegrp.com
p: (317) 939-6430

Board Member Name	Overview	Completed Board Survey	Resume Included
Bishop Micheal Jones Sr.	Highly regarded community and spiritual leader who serves with excellence and integrity as Senior Pastor of Friendly Temple. He has significantly impacted the greater St. Louis metropolitan area with a special focus on community revitalization, outreach, and development. Through his efforts, over $100+ million dollars has been invested in the St. Louis metropolitan area and surrounding communities.	✓	✓
Dr. Alesha Morrison	Has over 15 years of a wide range of professional experiences. She has a successful track record of securing grants for non-profit organizations. Dr. Morrison also has several years of clinical experience at a children's psychiatric hospital and is a professor in higher education.	✓	✓
Denitria Neil	A native of St. Louis and fully Invested in providing high-quality education to students. Most of her career has been in public schools and nonprofits, specializing in serving at-risk youth. Ms. Neil is currently leading an operations team at a local non-profit That partners With families to provide trauma-informed care.	✓	✓
Lauren Ray	Seasoned executive with a robust background spanning information security, business administration, and project management.Lauren has a Bachelor of Science in Business Administration with a major in Leadership and Change Management from Saint Louis University in December 2005. Lauren's versatile career includes impactful roles such as Credit Bureau Reporting Supervisor, Mortgage Loan Processor, and Quality Controller, reflecting her adaptability across diverse industries.	✓	✓

Board Member Name	Overview	Completed Board Survey	Resume Included
Dr. Joslyn Richardson	Dr. Richardson has an extensive background in education. She started her career as a teacher in St.Louis and continued her professional career in Korea and Egypt. Her speciality is math and curriculum coaching. Dr. Richardson is currently in a school board fellowship.	✓	✓
Victoria Headrick	A native of St. Louis, Victoria is a business strategist promoting an aggressive drive toward organizational change through research, optimization, and systems development. She has experience in technology, graphic design, and digital marketing.	✓	✓

Bishop Michael Fulton Jones, Sr.

Community Leader, Visionary and Executive Director

Bishop Michael Jones has a great enthusiasm for God's Word and people. His commitment is exemplified through service and by living the principle based on "the least of these." At the heart of this principle is the belief that God can take the life of those counted out, the oppressed, the overlooked and by His grace, change lives and raise a standard allowing them to walk in a new way of life.

Awards and Honors

- Elevation to Bishop
- Distinguished Leadership
- Sickle Cell Sabbath
- Community Development
- Community Partnership
- Distinguished Citizen Award Church of the Year
- Friendly Temple Baptist Church Day Presented by Congressman William Lacy Clay
- Outstanding Community Service
- Religious Leadership Award
- Excellence in Leadership
- Outstanding Commitment to Affordable & Accessible Housing in the City of St. Louis,
- Aldermanic Board Proclamation for Outstanding Community Service

Community Outreach / Expansion Projects

- Friendly Temple North Campus
- Spanish Lake Expansion
- Wellston Outreach Center and Land Expansion
- Langston Resource Center
- Friendly Temple Learning Center
- Midwest Banking Center

Professional Bio

Bishop Michael Jones is a highly recognized community and spiritual leader who serves with excellence and integrity as Bishop of Friendly Temple M.B. Church. The Consecration Service was held on October 24, 2019 to set apart this Pastor in sacred consecration for and to office of Bishop. He has made a significant impact in the greater St. Louis metropolitan area with a special focus on community revitalization, outreach, and development. Through his efforts, over $100+ million dollars have been invested in the St. Louis metropolitan area and surrounding communities.

In 1996, Bishop Jones created Robert Fulton Community Development (RFCD), Incorporation, and also serves as Board Chairman. RFCD was designed to invest in the North St. Louis community area and provide developmental programs to enrich the lives of residents. This advocacy has and continues to promote stable communities that result in self-sufficiency, empowerment, and growth. Throughout the years, many programs were birthed from RFCD that include but are not limited to the Arlington Grove Project, job training and placement, youth programs, healthy relationship programs, home delivery meals, and much more.

In 2003, the Friendly Senior Village Apartments were established, through funding from HUD and a partnership with St. Andrew's Management Services, with a mission in mind to empower elders to live a wholesome, productive and secure life in a community of peaceful surroundings. Bishop Jones currently serves as the Board President of Friendly Village Apartments which has 110 apartment units.

Recently, Bishop Jones has expanded his horizon and created expansion projects in several municipalities of St. Louis County. Under his leadership, Friendly Temple has expended its services in the Florissant and Spanish Lake communities. Additionally, he established the Langston Resource Center Project which will focus on assisting at-risk youth who are in need of a safe haven, crisis intervention and educational empowerment.

Bishop Jones serves on various other boards such as Midwest Banking Center and has affiliations with organizations that include, 100 Black Men, ARCHS, Missouri Baptist University, St Louis Public School District, Oikos, North Star, Metropolitan Sewer District and FT Holding

Bishop Jones' educational accomplishments include an undergraduate degree in Business Administration with minors in Marketing and Management. He attended Covenant Theological Seminary in St. Louis, Missouri where he received his Master of Arts Degree in General Theological Studies. Bishop Jones has also studied extensively abroad in Rome, France, Switzerland, Cuba, and Jerusalem.

Bishop and his wife, Phyllis, are proud parents of three children and two grandchildren.

AM

Alesha N Morrison

alesha.morrison5@gmail.com

(217) 553-8361

St Charles, MO 63303

Summary

Talented Grant Writer well-versed in developing diverse grant proposals. Achievements include obtaining more that $700,000 in grant funding in the last 2 years for non-profit organizations. Motivated DEI certified professional with 10+ years of experience in professional community outreach and engagement that is looking to expand. Proven results building partnerships, leading highly effective team, and using data to deliver innovative strategies. Proficient in strategic planning, operational excellence, and aligned execution to increase ROI and community impact. Looking to maximize skills, training, and expertise to improve programs and drive successful outcomes.

Education and Training

Doctorate of Education
Lindenwood University
St Charles, MO
Instructional Leaderhsip, 2016

Master of Business Administration
Salem International University
Online
2011

Master of Social Work
Southern Illinois University
Edwardsville
2010

Experience

ANM Solutions, LLC

Business Owner/Consultant *01/2023 to Current*

- Devised organizational vision, mission and foundational structure to facilitate early growth.
- Examined and conducted market analysis to discover target market and demographic audience.
- Formulated objectives by aligning product and service plans with company vision.
- Participated in small business training and development to increase company development and exposure.
- Research grant opportunities based on funding amount needed, location and organization project.
- Track grant opportunities, deadline dates and required materials.
- Draft assess and correct high-quality proposals to pursue grants, donations and contracts.
- Respond to proposal questions to make revisions based on donor feedback.

Indiana Wesleyan University

Adjunct Instructor *08/2020 to Current*

- Source appropriate course materials to support variety of student learning needs and styles and deliver content in relevant, distinctive ways
- Collaborate with faculty and academic administrators to discuss and implement curriculum changes
- Implement technological learning tools to increase student engagement and promote positive learning outcomes

SSM Depaul Hospital Behavioral Health Child Unit-PRN

Social Worker | Bridgeton, MO *06/2016 to Current*

- Create and maintain community partnerships for successful treatment and intervention planning for patients and their families
- Counsel and perform initial assessments on child, adolescent, and adult patients with behavioral and mental health

Bachelor of Science Degree
Southern Illinois University
Edwardsville
Social Work, 2009

Skills

- Nonprofit Coordinator
- Relationship and Brand Management
- Program Development and Strategic Management
- Budget Coordination
- Partnership Development/ Workshop Facilitation (Virtual and Onsite)
- Community Program Leadership
- Oral and written communication
- Policy and Procedure Improvements

Certifications

- Diversity Equity and Inclusion in the Workplace Certification- University of South Florida
- Illinois Professional Educators License- School Social Worker
- Illinois Principal Certification

concerns as well as psychosocial needs in long-term care
- Coordinate discharge planning to create a smooth transition back into the community and home

Collinsville Unit 10 School District

School Social Worker | Collinsville, IL 08/2021 to 07/2023

- Develop and cultivate strong relationships and partnerships within school and community to strengthen brand and increase resources for students, administration, and board members
- Assess student and family needs and connect with proper community resources
- Work with teachers, administrators, students, parents and external support agencies to maximize treatment success
- Organize community events to ensure that students and families have access to proper services
- Collaborate with outside agencies to provide counseling and other services

Emmanuel Temple Family Life Center

Community Outreach Coordinator 11/2020 to 07/2022

- Oversaw the organizations online community resource database and tracked community outreach activity data
- Provided oversight and management of all financial functions of the nonprofit agency, reporting to the executive director
- Organized community wide health fairs and educational events with over 400 people in attendance to provide resources to community members
- Produced and distributed brochures, flyers, and packets and other communication and marketing materials
- Handled research and administrative tasks to support community outreach and program initiatives
- Assisted in writing and editing proposals and secured $300,000 funding to support community resources
- Established and maintained relationships with external agencies to help drive community impact

East St. Louis School District

School Social Worker 01/2015 to 08/2021

- Referred students to partner community agencies for additional services
- Established and maintained relationships with community partners to provide external resources for students
- Facilitated and organized community wide events to benefit students in need
- Partnered with United Way and other local agencies for several Community Events held at the school
- Provided social, emotional, and academic intervention strategies through coaching and training

Confluence Academy Charter Schools

Social Worker/ Community Liaison | Saint Louis, MO
08/2013 to 01/2015

- Collaborated with families and school personnel to address students' obstacles to academic success
- Acted as liaison from school to local agencies to provide students and families with community resources
- Implemented and organized community workshops and events with 900 students and family members in attendance
- Maintained appropriate school records and provide written reports and communications
- Sat on Community Center board to provide input from educational perspective on community initiatives
- Conducted parenting classes for local community agency with school aged children
- Provided staff with professional development and trainings on truancy and diversity

Denitria N. Neil
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Summary of Qualifications

· Leadership · Change Management · School Administration (Traditional Public & Charter) · School/Program Start Up · Strategic Planning · Communications · Facilities/Operations · Student Services · Public Advocacy · Public Speaking · Project Management · Training & Development · Team Building · Climate & Culture · Recruitment & Enrollment · Family/Community Engagement · Wrap Around Services · Collaboration · Problem Solving ·

Professional Experience

Family Forward

Associate Director of Daily Operations (August 2023-Present)

- Supervise both the people and processes for administration, facilities, car fleet, cell phones, contractors and vendors, utilizing such skills as change management, leadership, collaboration, critical thinking, multi-tasking and flexibility
- Ensure the day-to-day operations and coordinate with all sites (Developmental Trauma Center, Early Childhood Center, Executive Office Building, Children's Permanency Partnership locations (2)), ensuring consistency of administrative processes, policies, and procedures across the agency
- Develop and create avenues for professional networking and partnerships (Facility Maintenance Council, First Responder Luncheon, Ranken Technical School) for the purpose of collaboration and increasing department expertise
- Schedule and facilitate staff professional development
- Ensure pertinent tasks and items for Quality & Compliance such as per site safety drills and Real Property Inventory narratives are complete and uploaded for the Council of Accreditation (COA) file submissions
- Develop long term plans for facilities including timelines, RFP's, and processes for all facilities-based vendors
- Coordinate and oversee outside vendors and contractors (HVAC, electrical, janitorial, landscaping) and other departments to maintain a clean safe working environment
- Schedule and ensure completion of annual and bi-annual inspections of all facility systems
- Review and approve service invoices for payment
- Oversee all aspects of car fleet management inclusive of creating an updated policies and procedures manual, vehicle assignments, scheduling vehicle maintenance and emergency situations
- Facilitate office preparedness and moves for staff
- Serve as organization lead for the United Way Employee Giving Campaign
- Serve as a member of the DEIB Committee

The Leadership School (April 2021- August 2023)
Director of Student & Community Affairs

In collaboration with the Executive Director as a team of two (2), successfully opened the first charter school in St. Louis County, assisting through pre-launch and the founding year.

- Executive/Administrative- Participated in school site visits, the MPCSC annual site visit, funder step back meetings, pre- grant interviews and assisted with the monthly School Board reports by compiling and inputting data
- Human Resources- Human Resources functions such as drafting and posting job descriptions, creating interview questions, participating in job fairs, scheduling and facilitating interviews, and candidate selection
- Operations- Secured facilities and coordinated food service for pilot programs, secured vendor for uniform shirts, attended facility committee meetings, met with facilities personnel to finalize the school interior buildout, oversee and facilitate student pick-up/drop-off procedures, and ensured lunch/recess and COCA class coverage
- Student Recruitment/Enrollment- Oversee the enrollment process from the initial application through lottery and seat assignments. Planned student recruitment events such as the Student Recruitment Fair, Open House, tabling events in the community, phone banking, door to door canvassing and hosting virtual and in person info sessions
- Family Engagement- Planned monthly Family University with twice a year family listening sessions to allow a platform for parent education and voice in the school, planned monthly outings/events (spring/summer) for new and existing families to build community, oversaw the Weekly Wednesday newsletter, co-facilitated pre-launch academic pilots (summer and winter camps) for the purpose of introducing families to the model and building community, developed the framework for the Family Ambassador Program with an emphasis on three strands: Student Recruitment- Community Engagement- Advocacy
- Community engagement – Held community stakeholder meetings both whole group and one-to-ones for the purpose of awareness, education and feedback and partnerships, planned and participated in community engagement events for the purpose of building awareness and student recruitment, represent the school in the community and media platforms, attended and tabled family and community events held in the community
- Communications- Responsible for all external and internal communications to families and the community, developed the School Crisis Communication Manual ensuring a direct connection to the School Operations Manual
- Partnerships- Secured and managed school partnerships such as Miriam Learning Services, COCA Resident teachers, and BJC
- Grants- Secured grants for School Based Mental Health Services (Immediate Responsive Services Grant and Healthy Kids Express) resulting in funding for therapy services, a Behavior Therapist and a fulltime school nurse
- Leadership- Supervise the Administrative Assistant, School Counselor, School Nurse, Family & Community Engagement Specialist, and the after-school support staff
- Training & Development- Ensure all staff were NCI (Non-Violence Crisis Intervention) certified, led professional development on topics such as Trauma Informed

practices/ACE's, home school communications, school culture (Behavior Management) McKinney Vento, and other Student Services matters
- Culture – Conducted building walkthroughs and classroom observations to ensure effective implementation of procedures and offer teacher support. Oversaw the Leader in Me (LIM) program receiving an overall school culture score of 80 = effective, from the MRA school culture survey. Ensured all staff received training on the LIM program, developed the Lion Pride Behavior Management System using positive reinforcement and restorative practices.

Normandy Schools Collaborative (July 2017-April 2021)
Coordinator - Alternative Learning
Center for Academic & Social Advancement (C.A.S.A.)

- Responsible for the creation, design, and implementation of the district's 4th -12th grade Trauma Informed Alternative Education program for At-Risk Youth
- Develop school plans and organizational procedures for the health, safety, discipline and conduct of students as established by district policies and procedures
- Supervise the school staff and be responsible for the recruitment, screening, hiring, training, assigning and evaluation of staff both licensed and classified
- Indirectly supervise all support services within the school, including the custodial, nurse, security and food services
- Supervise, administer, and allocate the building's financial budget and make decisions for its use
- Facilitate communication between staff, students and parents for the purpose of evaluating situations, solving problems and/or resolving conflicts
- Institute a uniform discipline policy and develop a set of practices for student behavior utilizing trauma informed and restorative practices
- Develop and provide in-service programs for staff's professional development and growth
- Meet frequently with students regarding attendance, discipline and progress towards graduation
- Mediate student conflict by way of individual meetings and restorative circles
- Identify and integrate appropriate community social services in the alternative and traditional setting
- Represent the District on appropriate community organizations and committees
- Facilitate the district's Discipline Hearing process

Normandy Schools Collaborative (March 2015-June 2017)
Coordinator- Family Engagement & Alternative Learning

- Served as the District Parent Involvement Facilitator, Homeless Coordinator and Foster Care Liaison

- Developed and implemented districtwide residency and enrollment procedures inclusive of Summer Enrollment
- Developed procedures and coordinated the process for the state's Student Transfer Program
- Supervised and worked with Family Engagement Liaisons in each school to assist with family needs
- Worked with external partners and agencies to support and provide wrap around services for students
- Attended district Discipline and Manifestation Hearings
- Worked with district counselors and social workers to address student attendance, discipline, and social emotional needs
- Provided leadership in the department's Strategic Planning process ensuring goals aligned with the MSIP and assisted with the districts CSIP with supports in attendance, graduate rate, and student dropout prevention
- Present proposals and presentations to the district Executive Leadership Team (ELT) and the Joint Executive Governing Board (JEGB)

Hazelwood School District (January 2008-March 2015)
Student Services- Residency & Enrollment, Families in Transition & Foster Care Programs

- Assisted families with sensitive needs that could not be resolved at the school level
- Frequent public contact
- High volume of phone calls and parent communication
- Interpret District policies and procedures to families, community and staff
- Creation of Residency and Enrollment processes and forms
- De-Escalation of parent concerns
- Staff Trainings
- Process department purchase orders and reconcile credit card statements
- Monitor the Director's schedule and voicemail and assist with meeting scheduling and travel arrangements
- Cover the Administration Building's receptionist duties as needed

Affiliations & Trainings

- The Opportunity Trust - School Board Member Fellowship (2023-2024 Cohort)
- The Opportunity Trust - School Culture Bootcamp (Spring 2023)
- Innovate - Community Organizer Training Program (2021-2022 Cohort)
- Missouri Alternative Education Network- MAEN - Board Member, Region 1 Representative (2020-2021)
- St. Vincent's Home for Children - Continuous Quality Improvement Committee, CQI (2018-2021)

- Normandy Schools Collaborative District Liaison- Beyond Housing
    - Public Advocacy Council (2016-2018)
    - Student Basic Needs Committee (2016-2017)
    - Community Education Committee (2016-2017)

Education

- Charles Sumner High School
- St. Louis Community College
- National Louis University- Human Services/Psychology

Lauren Ray

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OBJECTIVE: To perform and develop critical technical training and experience in leadership and change management to allow for upward movement within IT Security organization as well as look for opportunities to enhance team leadership and culture for the betterment of the organization.

EDUCATION:

St. Teresa's Academy, Kansas City, Missouri — May, 2001
Saint Louis University, St. Louis, Missouri
Bachelor of Science in Business Administration — December, 2005
Major in Leadership and Change Management

WORK EXPERIENCE:

Remediation Engineer Spectrum (Charter) Maryland Heights, MO March 2023 – Current

- Communicate with Director/ VP level application owners to gather scope for manual pen testing compliance requirements.
- Facilitate scope validation calls with technical owners and members of attack and penetration.
- Troubleshoot and add applications to Qualys Web Application scanning module.
- Update application roles in Kenna and verify Qualys reporting.
- Track all application IDs in CMDB for manual penetration testing and Qualys web application scans for team prioritization and leadership reporting.
- Obtained Qualys certification.
- JIRA coordinator for all Attack and Penetration testing and project efforts assigned by other Security teams or leadership.
- Document process and clearly articulate changes to align with CMDB and manual Penetration Testing requirements to meet compliance objectives.

Remediation Engineer Spectrum (Charter) Maryland Heights, MO March 2021 – March 2023

- Communicate with Director/ VP level application owners to facilitate proper remediation of vulnerabilities discovered by internal stakeholders for blue assets for log4j vulnerability and various HIGH VRR scores.
- Distribute communications to upper leadership for Risk Registry (VMR) process awareness.
- Identify remediation teams that execute actions for remediation.
- Track remediation of assets and software vulnerabilities until remediation is accomplished.
- Obtained Security+ certification.

Risk Assessor Spectrum (Charter) Maryland Heights, MO November 2018- March 2021

- Liaison for customer billing operations vertical to evangelize and improve IT Security posture across the business and IT organizations.
- Complete SRB (Software Reviews) for IT Security to approve/ reject new software introduced at Charter.
- Perform document reviews for CMDB and proof of concept applications to determine impact to Charter organization and end users.
- Work with business and IT system experts to assess the security posture of CMDB applications.
- Led 2020 PCI obligation for Risk Management.

Business Analyst IT Spectrum (Charter) Maryland Heights, MO November 2017 – November 2018

- Work with enterprise team to define gaps in IT Ordering onboarding process and create/ build new ITO onboarding requirements in Aha using Alteryx and Tableau to support project integrity.
- Backfill/ support program managers for PI Planning, intake process, and communications to drive Digital Marketing initiatives.
- Developed standardized training guide for new contractors/ FTE in IT Ordering now part of the IT PMO guide.
- Worked with 3rd party vendors and internal business units to generate and create training material for new hires/ contractors as needed using Chalk, Aha, Word, Power Point, Visio, Excel, WebEx Teams, and taped recordings.
- Build relationships with cross- functional teams (Scrum masters, TPOs, POs, and PMs) and leaders across IT Ordering and Digital Marketing organizations to deliver improved communication/ standardization.

Business Data Analyst II Spectrum (Charter) Maryland Heights, MO April 2015 – October 2017

- Prepare and present BRFs to leadership for changes to billing system.
- Implement government statute requirements in billing system for automation and billing accuracy.
- Work closely with other Spectrum business units to ensure project requirements are understood and executed for implementation deadlines (ie: Agent Transfers)
- Develop and update operational playbooks, processing documents, flow charts, and job aids for Billing Operations and Billing Technology
- Contribute and build ESM/ SMB standardization processes for bulk accounts.
- PO reconciliation and various Service Now requests for employees and contractors.

Project Manager U.S. Bank Olivette, MO October 2014 – February 2015

- Analyze system reports to improve first line of defense processing and minimize bank risk including and not limited to the BASEL II report.
- Participate/ conduct meetings for audit findings to determine root cause and assist in management responses.
- Work with other departments and business lines to ensure functions of support operations are updated and congruent with existing procedure requirements.
- Develop procedure enhancements, maps, and employee training for remediation to CAS, CQA, Control Team audits or self- identified department opportunities.
- Track, follow up, and provide feedback for new/ existing support operation computer applications.
- Use Metro2, CDIA, CFR, and CFPB guides and requirements to ensure initial compliance within RPS support operational functions are satisfied prior to change control requests/ prioritization.

Credit Bureau Reporting Sup U.S. Bank Olivette, MO September 2013- September 2014

- Ensure accurate reporting to CRAs via eOscar, ICS, and RMS databases by identifying root cause issues prior to quarterly audits.
- Work with middle management, other supervisors, and CRAs to ensure day to day processing meets federal compliance standards of CFPB, FCRA, FDCPA, and FTC
- Review federal compliance standards with processors to ensure congruent processing is achieved.
- Use agility in responding to credit bureau reporting inaccuracies from various departments and Senior management upon request.
- Collaborated with Upper Management on a daily basis to report credit bureau reporting deficiencies and staffing issues

Account Processor III U.S. Bank Olivette, MO April 2013- September 2013

- Review, process, analyze high volume of card holder's/attorney's financial requests.
- Change account information, record critical transactions initiated via authorized parties, maintain compliance standards, and disseminate priority documents to required departments.
- Participate in/create daily reports for management and supervisor review.

Interviewer NASS/NOC USDA Olivette, MO December 2012- May 2013

- Use specialized software to input agricultural data from 6 regions of United States
- Communicate with farmers to determine yields and amount of agriculture maintained.
- Answer specialized questions about reports disseminated by USDA.
- Work with supervisors and team leaders to present accurate data analytics for annual reports of production for US market valuation.

Quality Controller IRS Kansas City, MO February 2012- July 2012
February 2010- May 2011
February 2008- July 2010

• Review and correct tax forms for businesses and individual tax payers input by Data Transcribers
• Create relationships with Data Transcribers' Managers to ensure quality was performed daily by recommending coaching, additional training, termination, degrade individual standards, etc.
• Work within the department to ensure quality goals are meet for corporate level managers, write reports distributed to corporate management for productivity standards
• Ensure that RPS had correct deposit by performing manual audits using embedded quality systems within IRS computer system

Mortgage Loan Processor/ Closer Commerce Bank Kansas City, MO Oct. 2011- May 2012

- Verify Title information, credit reports, RESPA docs, payments, document underwriting, URLA for home loans, and employment information for processors
- Set up files from loan origination for processors and developed new process to keep track of files to be processed using MS Excel
- Use Empower software to determine work queue for purchased or refinanced homes.
- Work with processors and closers for accurate loan processing in "huddle meetings" from other Commerce Bank branches

Mortgage Processing Clerk National Bank of Kansas City August 2011- Sept. 2011
• Verify client's mortgage, HOI, work status, mandatory RESPA documents, Title Docs, and Flood Certifications
• Perform general clerical duties; stacking files, faxing, correspondent for lender to client for third party authorization
• Detail oriented data entry with ability to navigate through three software systems for analysis and updating procedures while maintaining a high volume of processed files to be moved to underwriting for accurate closing dates on purchasing/ refinancing homes

Office Manager Arize Financial Group Overland Park, KS July 2010- Jan. 2011
• Make first contact with client after initial application has been processed and accepted;
Key Holder for opening office operations, order supplies, communicate with vendors for servicing supplies and influence efficient team work and delegate priorities for each department
• Determine legitimacy of documentation that clients submit for Loan Modification.
• Perform mortgage audits, hiring/ firing duties, manage office personnel

Accounts Payable UPS Express Critical Overland Park, KS Oct. 2007- April 2008
• Made payments to airlines for cargo invoices using Keypoint and Oracle software with a high volume of completion
• Worked in alliance with accounting employees to determine package logistics, tariff rates, and care of material being shipped
• Prepared daily Savings Reports for Accounting Manager to compare actual vs listed amounts on invoices

Customer Service Representative GE Money Merriam, KS Aug. 2007- Sept. 2007
• Processed phone requests of customers and negotiated waivers to aid in good retention
• Used persuasive language to communicate data from credit card bills
• Used First Data Resource system when main system would be compromised

Data Transcriber Internal Revenue Service Kansas City, MO Feb. 2007- July 2007
• Input taxes and checks paid to IRS into computer pipeline for analysis in the RPS department
• Generated high volume of deposits for money orders and checks payable to IRS
• Used teamwork to facilitate organizational and department goals for IRS/ RPS department

Administrative Assistant Truman Medical Center Kansas City, MO April 2006- Aug. 2006
• Made appointments for patients in OB / GYN clinic
• Created a relationship with doctors for schedule efficiency
• Made follow up calls to customers for better customer satisfaction and ensure low turnover

HONORS/ ACTIVITIES:
- Officiating member of E.G.Y.P.T developing Kansas City, MO inner city youth for theater, social, individual positive development 2001- 2010

- Received award from Student Educational Services for Excellence in Academia, 2001- 2003
- Perform community service for Kansas City Missouri School District with grade school students
- Served on the committee for Colin Powell's America's Promise to help develop ideas and activities for inner city children after school 2003-2009
- Student government representative for Black Student Alliance for Grand Forest Apartments in 2002- 2003
- Internship with Democratic National Party as Executive Assistant 2004
- Member of Women in Leadership at Saint Louis University 2001- 2005
- Named "Accounting Superstar" for the month of February 2008 at UPS Express Critical
- Selected by management to help train new class of interview processors at NASS/NOC USDA in 2013
- Received MVP Bronze Shield Award in Support Department September 2013 and August 2014
- Received MVP Silver Shield Awards in Support Department September 2014
- Received Collaboration award for time study completed for determining FTE needed supplied to Upper Management November 2013
- Received Accountability award for completion of CAS (Corporate Audit Services) and Credit Bureau Disputes department supervision from Upper Management June 2014
- Responsible for aspects of Credit Bureau Disputes Enhancements project developed by Senior Management June 2014
- Responsible for audit responses supplied to CAS for Credit Bureau Disputes department June 2014
- Proficient with Microsoft Office 2010 (primarily use Visio, Excel, Word, and PowerPoint)
- Active member in Credit Bureau Reporting COE (Center of Excellence) Phase I and Phase II for RPS Collections March 2015
- Active member in COE Reporting sub team for RPS Collections July 2015
- Project lead in conjunction with Reporting and Analytics team to develop automated CBR Dispute responses for ACDVs with the capability to roll out Enterprise-wide May 2014- 2015
- Process and remediate BASEL II reports – U.S. Bank 2015
- Yellow Belt- Six Sigma trained in process improvement and efficiency – September 2015
- Served as CAPS (Center for Advanced Professional Studies) project manager for IT Ordering – April/ May 2018
- Consolidated and organized Chalk space for IT Ordering – March 2018
- Lead Spark Productivity Tool training with Cisco reps for IT Ordering – April 2018
- Women in Cable Technology (WICT) – February 2018 – Current
    - Member of newsletter committee – 2018
    - Developed Marketing and Communications content for WICT templates and networking events – April 2018 – 2019
    - 2019 Spirit Of the Midwest – Volunteer of the Year award winner
    - Social Media chairperson – Board of Directors – 2020
    - Sponsorship chairperson – Board of Directors – 2021; 2022
- Participant in Charter ReBuild program – May 2018
    - House Captain – 2019
    - House Captain – 2020 (event postponed due to pandemic)
    - House Captain – 2021
- ISACA professional member 2019 – Current
- Found over $687k opportunity cost associated with unproductive application developers and escalated process description to ITO leadership – June 2018
- Career profile highlighted in #ShareTheMicInCyber Campaign (Twitter, LinkedIn) – October 2020
- Committee member for Charter Communications IT Security team building event (team captain and event planner) – first ever event of its kind.
- CompTIA Security+ certification obtained; November 2021

- Assisted log4j vulnerability documentation and remediation efforts for Charter Communications – BLUE; December 2021
- Qualys Certified Specialist – March 2023
- Recognized for excellent performance and lasting contribution for Penetration Testing Coordinator position – June 2023
- Contributed to process alignment of Onboarding application IDs in CMDB prior to production release for Attack and Penetration and Vulnerability Management teams.

JOSLYN RICHARDSON, ED.D

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EDUCATION

Ed.D. University of Missouri-St. Louis — May 2021
Doctor of Education in Educational Practice (Social Justice)
Dissertation Title: "A Composite Counterstory Examination of Black Students' Success in Math"

M.A. Truman State University, Elementary Education — May 2009

B.S. Truman State University, Psychology — May 2008

EXPERIENCE

Rivet Education — 2023-Present
Manager, Professional Learning Partner Guide

Washington University, University College, St. Louis — June-August 2023
Course Instructor- Equity in the Math Classroom

Institute for School Partnership at Washington University, — 2021-2023
St. Louis, MO
Math Instructional Specialist and Early Childhood Project Manager

Illustrative Mathematics — March 2023-Present
PreK Math Curriculum Specialist Contractor

Cambium Assessment/Midtown Group — December 2022-February 2023
Instructional Coach

TODOS Mathematics for ALL — 2022-2023
Social Justice Professional Development Designer

School District of University City, St. Louis, MO — 2017-2021
Third and Fourth Grade Teacher**,**
Barbara C. Jordan and Flynn Park Elementary

Hazelwood School District, St. Louis, MO — 2016-2017
First Grade Teacher**,** Arrowpoint Elementary

The American International School in Egypt 2014-2016
Cairo, Egypt
First Grade Teacher

Korea International School, Seoul, South Korea 2012-2014
Learning Support Specialist

Northside Community School, St. Louis, MO 2010-2012
Kindergarten and Second Grade Teacher

HONORS AND AWARDS

The Opportunity Trust 2023-Present
School Board Fellowship

FOCUS St. Louis 2023
Women in Leadership Cohort #77

Power Building Early Childhood Advocacy Fellowship 2022
WePower St. Louis

Dissertation Scholarship
University of Missouri-St. Louis School of Education 2020

Nominated for Teacher of the Year 2018; 2019
Barbara C. Jordan Elementary School

Special Recognition for Student Academic Performance
ELA-4th Grade (University City) 2018
ELA and Math-1st Grade (AIS-Egypt) 2016

PUBLICATIONS AND PUBLIC ENGAGEMENT

Richardson, J. (2023, December). *Using HQIM in Mathematics: Essential Components for Successful Implementation.* Guest speaker on MQI Coaching Webinar, Harvard University. https://www.kaltura.com/index.php/extwidget/preview/partner_id/1633051/uiconf_id/53045652/entry_id/1_7vd78fbw/embed/dynamic

Richardson, J. (2023-2024). Navigating Instructional Materials. *Rivet Education Blog. https://riveteducation.org/navigating-the-instructional-materials-implementation-journey/*

Richardson, J. (2023, March). *When the Math Ain't Mathing*. Guest speaker on The Intentional Instruction Podcast. https://www.drspbrown.com/podcast.html.

Richardson, J. (2023). Math Social Justice Professional Development Content. *TODOS Mathematics for All Professional Development Handbook.*

Richardson, J. (2022, April). Lifting as we climb: Navigating math identity as an educator. *Washington University in St. Louis Institute for School Partnership Blog.* https://schoolpartnership.wustl.edu/11893-2/.

Richardson, J. (2021, October). *Rejuvenating Science and Social Studies***.** Presenter at the Annual MOREnet Conference, *Branson, Missouri.*

Richardson, J. (2020, December). *Conversation Starters: The importance of wellness and self-care during graduate studies.* Web series panelist for the Black Doctoral Network, Online.

PRESENTATIONS

Measurement in Early Mathematics, *Julia Goldstein Early Childhood Center, February 2023*

Number Sense, Counting, and Problem Solving in Early Mathematics, *Julia Goldstein Early Childhood Center, August and October 2022*

Equity Based Practices in K-5 Mathematics, *Pattonville School District, August 2022*

Mathematical Freedom through Play in Grades K-6, *Washington University of St. Louis, STEM District Immersion Spring Network Improvement Convening, April 2022*

Patterns and Assessment in Early Mathematics, *Julia Goldstein Early Childhood Center, April 2022*

Patterns and Relationships in Early Mathematics, *Julia Goldstein Early Childhood Center, February 2022*

Thinking Through a Lesson in Mathematics, *Maplewood-Richmond Heights and Pattonville School Districts, 2021-2022*

Math Identity and the Impact on Teaching and Learning, *Julia Goldstein Early Childhood Center,* August 2021

Professional Development for District Teachers, "Using Google Classroom to Support Virtual Instruction", 2020

Professional Development Presenter for University City School District Fourth Grade Teachers, MySci Science Curriculum, 2017-2018.

Professional Development Presenter, The American International School in Egypt, "Integrating Technology into Math Instruction", 2015

PROFESSIONAL TRAINING

Washington University Course Design Institute (March 2023-April 2023)
Washington University in St. Louis

Adaptive Schools Training (2023)
Special School District of St. Louis

Harvard University MQI Institute for Math Coaches (October-December 2022)
Online

California Action Network for Mathematics Excellence and Equity Lesson Study Facilitator Institute (September-October 2022)
Online

TODOS Mathematics for All Leadership Institute (June 2022)
Online

Teaching to Big Ideas in Grades 3-6 Mathematics (March 2022)
Stanford University, Palo Alto, California

DEI to Anti-Racist Educator Cohort (Fall 2021)
The Education Equity Center of St. Louis

The Art of Coaching Training (Fall 2021)
Elena Aguilar, Bright Morning

Building Inclusive Communities Cohort (2020)
National Conference for Community and Justice, St. Louis, MO

Systems Thinking in Educational Equity Partnership (2019-2020)
Washington University Social System Design Lab, St. Louis, MO

Moving from Equality to Equity and Justice in Mathematics Teaching (2020)
National Council of Teachers of Mathematics

Culturally and Linguistically Responsive Pedagogy, Dr. Sharokky Hollie (2018, 2019)
The Center of Culturally Responsive Teaching and Learning, St. Louis, MO

STEM Teacher Quality Institute (2018)
Washington University, St. Louis, MO

Trauma Informed Educator Training (2018)
Alive and Well, St. Louis, MO

Math Specialists in International Schools Institutes (MSIS):
Embedding Mathematical Practices in Instruction and Assessment (2015)
Barcelona, Spain

Math Specialists in International Schools Institutes (MSIS):
Numbers and Operations (2015)
Madrid, Spain

Building Problem Solving Skills in Grades K-4 (2013)
North Dakota State University

Trained in Singapore Math (Primary Mathematics) Instruction (2010-2012)
Wentzville and St. Louis, MO

Early Childhood Teacher Certification (Birth to Grade 3) (2010)
Missouri Department of Secondary and Elementary Education

Elementary Teacher Certification (1-6) (2009)
Missouri Department of Secondary and Elementary Education

PROFESSIONAL SERVICE AND VOLUNTEER WORK

Black Girls Do STEM 2023-Present
Board Director

National Council of Teachers of Mathematics (NCTM) 2022
Journal Article Reviewer

TODOS Mathematics for All Professional Development Handbook 2022
Chapter Reviewer

Teaching for Equity and Excellence in Mathematics (TEEM) 2021
Journal Article Reviewer

District Distance Learning Curriculum Writer 2020
Fourth Grade Lead, University City School District

District Math Curriculum Writing Team 2020
Fourth Grade Lead, University City School District

University City Education Association 2019-2020
Building Union Representative, Barbara Jordan Elementary
and Flynn Park Elementary

New Teacher Mentor 2019-2020
Barbara C. Jordan Elementary

MySci Science Curriculum 2017-2018
Fourth Grade Team Lead, University City School District

PROFESSIONAL AFFILIATIONS

- Focus St. Louis-Women in Leadership
- WePower
- Erikson Institute Early Math Collaborative

- National Council of Teachers of Mathematics (NCTM)
- TODOS Mathematics for All
- Kappa Delta Pi International Education Honor Society
- Black Doctoral Network (BDN)
- National Association of Multicultural Educators
- National Education Association (NEA)

ADDITIONAL EXPERIENCE

Missouri DESE/ Data Recognition Corporation July- August 2023
ELA (MO LEAP) Blocks Item Writer

MySci Distance Learning Curriculum, St. Louis, MO 2020
Content Creator, Fourth Grade Program

DESE/DRC MAP Test Performance Task Writing, Columbia, MO 2020
4th Grade Math MAP Test Item Writer

Regional Inclusion, Diversity, Equity, & Anti-Bias 2020
Anti-Racism Strategic Planning Meeting, St. Louis, MO
Committee Member

Missouri Educator Gateway Assessment (MEGA) 2019
Framework Review, Columbia, MO
Trained Content Bias Reviewer

UMSL College of Education, St. Louis, MO 2019
Evaluator, Masters Thesis Projects

Private Tutor, Self-Employed 2018-2019

Varsity Tutors, St. Louis, MO 2017-2018
K-6 Private Tutor

Tina-Victoria Headrick

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www.linkedin.com/in/victoriaheadrick | https://victoriaheadrick.wixsite.com/portfolio

PROFESSIONAL SUMMARY

Passionate business strategist promoting an aggressive drive toward organizational change through research, optimization, and systems development. Experience conferring with employees and management to address problems with internal controls and procedures negatively impacting business operations. Focused on reducing costs, streamlining processes, and maximizing resource utilization.

SKILLS

- Research
- Strategy Development
- Analytical Skills
- Microsoft Office
- User Experience Research & Design
- Client Relationship Management
- Team Building Strategy
- Graphic Design

EMPLOYMENT HISTORY

Business Strategy Consultant
Multiple Companies, May 2018 - Present

- Developing and presenting business analysis and plans for clients to assist in the decision-making process.
- Providing advice on operational processes, business development initiatives, organizational changes, and other areas of improvement.
- Conducting strengths, weaknesses, opportunities, and threats (SWOT) analyses to develop strategic plans for corporate level and business units.
- Streamlining operational efficiencies by delivering recommendations for knowledge-based processes and procedures.
- Research, diagnose, develop, and implement customized strategies to meet client needs.
- Identifying opportunities for growth and improvement within existing brands.
- Advising management on initiatives that could be taken to enhance brand identity or image.
- Designing brand guidelines and standards to ensure consistency across all channels.
- Creating content for websites, blogs, social media posts, emails, and other digital channels.

Account Manager
SCORCH Digital Marketing Agency, November 2022 - May 2023

- Worked closely with marketing, advertising, and management teams to plan ideal timing for campaigns.
- Developed successful customer relationships and quickly resolved service requests to increase sales.
- De-escalated customer interactions by providing alternative tactics to solving problems and satisfying customer needs.
- Conferred with management to offer feedback on operations based on customer preferences and purchasing habits.
- Collaborated with the marketing team to develop promotional materials for clients.
- Oversaw multiple accounts and worked diligently to meet and exceed performance goals.

Project Manager
Brand Addition, July 2021 - October 2022

- Communicated with stakeholders regarding project needs and goals.
- Contributed to the planning and development of projects as well as supporting the coordination and management of projects.
- Created project plans with established timelines, assigned to appropriate teams, and managed workflow throughout the construction of the organization.
- Collaborated closely with senior management on long-term strategic planning initiatives related to projects in the development or execution stages.
- Created project plans with established timelines, assigned them to appropriate teams, and managed workflow throughout the construction.
- Monitored milestones and deliverables to stay ahead of schedules and proactively spot potential roadblocks.

Quality Assurance Analyst
Charter Communications, February 2021 - July 2021

- Provide effective Lifecycle Management for all IT Configuration Items and their relationships within the scope of the Configuration Management Data Base (CMDB) - driving efficiencies in support of Charter Spectrum.
- Reviewed On-Boarding Form and Data Flow Diagram (DFD) for new Applications.
- Undertake configuration management team administrative tasks.
- Conducted Audits to validate integrity and adjust non-discovered CIs as identified.
- Assisted other members of the QA team in identifying areas for improvement in processes and procedures.

Business Analyst
The Downing Group, January 2020 - February 2021

- Collaborated and communicated with clients, agile team members, project managers, and stakeholders to ensure timely delivery of project deliverables.
- Analyzed existing applications and evaluated their UX (user experience) effectiveness.
- Created organized and detailed process models, workflows, specifications, diagrams, and charts.
- Developed and maintained wireframe design (basic mock-ups of applications) and specifications.
- Created wireframes, user flows, prototypes, and mockups to visualize design concepts.
- Worked closely with developers throughout the software development life cycle.
- Designed effective navigation structures that improved usability across multiple platforms.

Education

M.B.A., Digital Marketing (*In Progress*) — *Webster University,* May 2025

B.A., Psychology & Business Administration — *University of Missouri, St. Louis,* May 2021

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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. Please complete the following survey. At the end of the form, you will be asked to affirm that the responses are your own and are provided without outside assistance or direction.

Background

1. **Describe your educational and employment history. You may complete this item by attaching a resume.**
   (See resume)

2. **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, I will meet the age requirement.

3. **How did you become aware of the proposed charter public school and the opportunity to serve as a member of its board?**
   I have dedicated several years of service to the Opportunity Trust Board with the shared vision of establishing a high-quality school within our urban community. When the opportunity to join Friendly Academy as a board member arose, it was a clear and easy decision for me. This partnership aligns perfectly with my role as a church leader and my track record of fostering robust and impactful relationships within the community.

4. **Describe any previous experience you have 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 none, please write N/A.**

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I am currently honored to hold the position of board president at R.F. Development Corporation, Friendly Village Senior Housing Corporation, and with Friendly Temple Church. Furthermore, my involvement includes collaborations with the SLPS governance committee and engaging in various educational initiatives aimed at empowering youth and strengthening communities.

5. **Why did you agree to serve on the board?**
   I am deeply dedicated, both on a personal and professional level, to this school initiative. I am confident in my ability to bridge the gap between the educational aspirations of the church and the community within the boardroom. Together, we can closely examine the requirements and work towards fulfilling the shared goal of achieving educational excellence.

Educational Philosophy

6. **What is your understanding of the role of a public charter school board member?**
   An effective Board Member plays a crucial role in providing leadership and backing the school's mission to guide the administration and student body towards success in accomplishing the established goals.

7. **What relevant knowledge and experience will you bring to the board?**
   I bring a wealth of experience in leading long-standing community-based organizations and collaborating with businesses across various aspects, including accounting, procurement, facility maintenance, staffing, and enhancing board effectiveness.

8. **What is your understanding of the school's mission and/or philosophy?**
   We are wholeheartedly committed to embracing the mission of engaging with families, providing comprehensive support, and nurturing the holistic development of individuals. Our aim is to educate and empower individuals to strive for the highest level of achievement with a foundation of love and compassion.
9. **Are you familiar with the school's proposed educational program? How would you describe it?**
   The program includes critical, creative, and hands on learning while interfacing with community partners.

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Defining Success

10. What Are the Characteristics of a Successful School?

I believe it's when everyone in the school—students, faculty and administrators—share a common goal and vision. Everyone in the school believes that all students can achieve and attain high standards. When students are encouraged to rigorously follow grade-appropriate courses of study. Everyone in the school works together, communicates effectively with one another, and collaborates to ensure student success. Students are continuously assessed and are offered support whenever necessary. Teachers make adjustments to their teaching methods to ensure that the community is actively involved in the school. Education is not simply a responsibility for educational professionals.

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

Commit to a vision of high expectations for student achievement, quality instruction, and define clear goals toward that vision. Establish strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels. Assure that we are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.

b. What will be the defining characteristics of the school in four years if it is successful?

Collaborative relationships with staff and the community and established strong communication structures that inform and engage both internal and external stakeholders in setting and achieving district goals. Assure that the board is data savvy; and embrace and monitor data, even when the information is negative, use it to drive continuous improvement.

c. **What steps will the board of education need to take in the first year or two to ensure that this school is successful?** The inaugural year holds significant importance as we embark on a journey of mutual understanding, ensuring the retention of students, families, faculty, and administrators. Our primary focus in the first year will be on fostering a supportive environment, empowering individuals to take the lead while we provide guidance from the sidelines. Clear and effective communication will be a key priority, ensuring that everyone

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comprehends the vision and recognizes their pivotal role in shaping this expanding family.

Conflict of Interest Disclosure

1. **Do you or your spouse know any of the other prospective board members? If so, please indicate the name of the person and the relationship. If so, please indicate the name of the person and the relationship.**
   Not prior to meeting them recently.

2. **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.**
   I met Dr. Tesha Robinson, years ago while considering other educational opportunities.

3. **Do you or your spouse know anyone that plans to do business with the school? If so, please indicate and describe the relationship and the nature of the potential business.**
   As mentioned earlier, I Pastor Friendly Temple Church and partner with potential community partners who are likely to support this school's mission to achieve success.

4. **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").**
   Not to my knowledge.

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5. **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").**
   Not to my knowledge.

6. **Do you anticipate conducting any business with the educational service provider, the school, or both? If so, describe the potential relationship.**
   No, I do not.

7. **Are there any potential ethical or legal conflicts of interest not already addressed that you can foresee in the context of your service on the school's board? If so, explain.**
   I am a board member of The Opportunity Trust, funder of Friendly Academy, Bishop of Friendly Temple Church, and the possible leader of school facility to Friendly Academy. I will recuse myself from related topics.

8. **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 report any questionable activities to the Board for consideration, so the matter can be vetted and addressed.

I affirm that the responses I have provided are true and accurate to the best of my knowledge and that I have prepared them without outside assistance or direction.

DocuSigned by:
Michael Fulton Jones, Sr.
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Michael Fulton Jones, Sr.

Signature Board Member | Printed Name

3/11/2024

Date

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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. Please complete the following survey. At the end of the form, you will be asked to affirm that the responses are your own and are provided without outside assistance or direction.

Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Educational Background:

- Bachelor's Degree in Social Work from Southern Illinois University Edwardsville
- Master's Degree in Social Work from Southern Illinois University Edwardsville
- Master's Degree in Business Administration from Salem International University (Online Program)
- Doctorate Degree in Education with an emphasis on Instructional Leadership from Lindenwood University

Professional Experience:

- Started social work career in adoption and foster care
- School Social Worker for the past 13 years in various capacities within different school districts
- PRN (as needed) Social Worker for a Behavioral Health Unit in the St. Louis Metropolitan area
- Experienced in grant writing and obtaining funding for non-profit organizations
- DEI (Diversity, Equity, and Inclusion) certified professional with 10+ years of experience in community outreach and engagement
- Skilled in strategic planning, operational excellence, and aligning execution to increase ROI and community impact

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- Conducted doctoral research on the perception of school social workers in public schools
- Passionate about social work areas including economic and social justice, diversity, child welfare, education, mental health, and homelessness

Personal Motivation:

- Driven by a natural desire to help others and empower them to find their voice
- Advocacy and giving a voice to those who feel marginalized is a significant motivator
- Lifelong learner with a continuous interest in reading, researching, and implementing innovative ideas

Overall, your educational journey and professional experiences reflect a deep commitment to social work, education, and community service, with a focus on making a positive impact and advocating for those in need.

2. 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 I affirm that I am at least eighteen years old.

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

I became aware of the proposed charter public school and the opportunity to serve as a member of its board through my professional connection with Dr. Robinson, whom I've known for several years through various capacities and school districts. Dr. Robinson reached out to me and informed me about the opening for a school board member position. Given my passion for education and my desire to contribute to initiatives that align with serving the community with compassion and dedication, I was thrilled about the opportunity to join the school board. This chance to actively participate in shaping the educational landscape and fostering positive community impact resonated deeply with me, and I eagerly embraced the opportunity to serve in this capacity.

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4. Describe any previous experience you have 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 none, please write N/A.

While I haven't had direct experience serving on a board of a school district or a not-for-profit corporation, I do have relevant experience serving on a board for a non-profit organization. During my tenure on this board, I gained valuable insights into governance practices, strategic planning, and decision-making processes within a non-profit setting. Additionally, my professional background as a School Social Worker and my involvement in various educational and community outreach initiatives have provided me with a strong foundation in understanding the needs and challenges within the education sector. I am committed to leveraging my skills, passion for education, and dedication to community service to contribute effectively as a member of the proposed charter public school board. My previous board experience, coupled with my expertise in social work and education, equips me with the necessary perspective and capabilities to make meaningful contributions to the board's objectives and mission.

5. Why did you agree to serve on the board?

I agreed to serve on the school board because of my deep-seated passion for education and my commitment to serving the community. The opportunity to contribute to shaping the direction and policies of a charter public school aligns perfectly with my values and aspirations. I firmly believe in the transformative power of education and the importance of ensuring that all students have access to quality educational opportunities. By serving on the school board, I can actively participate in advocating for the needs of students, families, and educators while promoting equity, inclusion, and excellence in education. Additionally, my professional background as a School Social Worker and my extensive experience in various educational and community roles have equipped me with valuable insights and perspectives that I can bring to the board. I see this as an opportunity to make a meaningful difference in the lives of students and the broader community, and I am excited to contribute my skills, knowledge, and passion to this important endeavor.

Educational Philosophy

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

As a public charter school board member, I understand that my role encompasses a range of responsibilities aimed at ensuring the effective operation and success of the school. This includes providing governance and oversight to uphold the school's mission and comply with legal requirements. I recognize the importance of strategic planning in setting long-term goals and priorities, as well as overseeing financial management to ensure resources are allocated efficiently and transparently. Advocacy and community engagement are also crucial aspects of the role, involving building relationships with stakeholders and promoting the school's mission within the community. Additionally, I understand the need for compliance and accountability to uphold standards and meet reporting requirements. Finally, evaluation and continuous improvement are essential, requiring a commitment to assessing outcomes and implementing strategies to enhance educational quality and student success. Overall, as a board member, I am dedicated to contributing to the success of the charter school and supporting its students, families, and staff in achieving their goals.

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

As a board member, I bring a unique perspective shaped by my academic achievements, including a Doctorate in Education with an emphasis on Instructional Leadership. This advanced degree has provided me with specialized knowledge in educational leadership, curriculum development, and instructional best practices. My doctoral research focused on understanding the role of school social workers in public schools, demonstrating my commitment to advancing educational equity and student success.With this expertise, I am well-equipped to contribute to strategic decision-making processes, curriculum development initiatives, and efforts to enhance teaching and learning outcomes within the charter school. My background as a School Social Worker (2 years within a Charter School System) has provided me with firsthand knowledge of the challenges and needs within the education sector, as well as a deep understanding of the social, emotional, and academic well-being of students. Additionally, my experience in grant writing and securing funding for non-profit organizations has equipped me with financial management skills and the ability to navigate budgetary considerations effectively. My dedication to educational excellence, coupled with my practical experience in social work and community outreach, positions me to make informed and impactful contributions to the board's objectives and the overall success of the school.

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

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My understanding is that the school is committed to providing students with a quality and holistic education grounded in love. The mission emphasizes partnering with families to empower students to lead purpose-driven lives and make positive contributions to their families, communities, and the world.

At Friendly Academy, fostering an environment of love is central to the school's philosophy. Friendly Academy is dedicated to creating a nurturing and inclusive learning environment where students are inspired to thrive academically, socially, and emotionally, guided by the principles of love, compassion, and purpose-driven learning.

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

Yes, I am familiar with the school's proposed educational program, which incorporates innovative approaches. This program is designed to provide students with a forward-thinking and holistic education that prepares them for the challenges and opportunities of the future.

Overall, the school's proposed educational program is innovative and forward-thinking, aiming to provide students with a well-rounded education that equips them with the knowledge, skills, and values needed to thrive in an increasingly interconnected and dynamic world. By embracing emerging technologies, fostering entrepreneurship, and promoting service-based learning, the school prepares students to become engaged citizens and leaders of tomorrow.

Defining Success

11. What Are The Characteristics Of A Successful School?

Successful schools are characterized by a combination of key factors that contribute to their effectiveness in providing high-quality education and fostering student success. Central to this success is strong leadership, which provides vision, direction, and support to the school community. These leaders create a positive school culture, establish clear goals and expectations, and prioritize the well-being of students and staff. High-quality teaching practices are also essential, with educators engaging students in rigorous and relevant instruction that meets their diverse learning needs. A safe, inclusive, and supportive environment is crucial, where all students feel valued, respected, and empowered to learn. Effective partnerships with parents, families, and the community further enhance the school's impact, fostering collaboration and support for student achievement. Data-driven decision making and a commitment to continuous improvement ensure that the school remains

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responsive to the evolving needs of students and the community, while a focus on equity and inclusion promotes access and opportunities for all learners. Overall, successful schools embody a holistic approach to education, prioritizing the well-being and academic success of every student.

a What specific steps the board of education will need to take in the first year or two to ensure that this school is successful?

In the first year or two, the board of education will need to take several specific steps to ensure the success of the school:

1. **Establish Clear Goals and Expectations**: The board should work with school leadership to establish clear, measurable goals and expectations for academic achievement, student behavior, and overall school performance. These goals should be aligned with the school's mission and philosophy and communicated to all stakeholders.

2. **Hire and Support Effective Leadership:** The board should hire a strong and visionary school leader, such as a principal or head of school, who can provide effective leadership and direction. They should provide support and resources to help the leader succeed, including professional development opportunities and mentorship.

3. **Recruit and Retain High-Quality Teachers:** The board should prioritize the recruitment and retention of high-quality teachers who are committed to the school's mission and philosophy. This may involve offering competitive salaries and benefits, providing professional development opportunities, and creating a positive and supportive work environment.

4. **Ensure Adequate Resources and Support Services:** The board should ensure that the school has adequate resources, including funding, facilities, and technology, to support teaching and learning. They should also provide support services to meet the diverse needs of students, including counseling, special education, and English language learner services.

5. **Build Strong Parent and Community Partnerships:** The board should actively engage parents, families, and the broader community as partners in education. They should foster open communication, involve stakeholders in decision-making processes, and collaborate on initiatives to support student success.

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6. **Promote a Positive School Culture:** The board should promote a positive school culture characterized by mutual respect, collaboration, and high expectations for all members of the school community. They should celebrate diversity, promote a sense of belonging, and recognize and celebrate achievements.

7. **Ensure Compliance and Accountability:** The board should ensure that the school complies with all applicable laws, regulations, and contractual agreements. They should also hold school leadership accountable for achieving goals and outcomes and for responsible stewardship of resources.

By taking these specific steps, the board of education can lay a strong foundation for the success of the school in its first year or two and beyond.

b What will be the defining characteristics of the school in four years if it is successful?

In four years, if the school is successful, it will be characterized by several defining characteristics. Firstly, it will have achieved high academic achievement, with students consistently demonstrating proficiency and growth across core subjects and performing above-average on standardized assessments. The school will also foster a positive and inclusive culture, where students, staff, and families feel valued, respected, and supported, creating a strong sense of community and belonging. Additionally, the school will be known for its innovative educational practices, including personalized instruction, project-based learning, and the integration of technology, which engage students and foster a love of learning. Furthermore, strong partnerships with parents, businesses, and community organizations will contribute to the school's success, with stakeholders actively involved in supporting student growth and development. The school will prioritize the holistic development of students, providing comprehensive support services and enrichment opportunities that nurture their academic, social, emotional, and physical well-being. Overall, the defining characteristics of the successful school in four years will reflect its unwavering dedication to student success and its positive impact on the lives of students, families, and the community.

c What steps will the board of education will need to take in the first year or two to ensure that this school is successful?

1. Establish Clear Vision and Goals: The board should work collaboratively with school leadership and stakeholders to establish a clear vision and set of goals for the school. These

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goals should be aligned with the school's mission and philosophy and should outline priorities for academic achievement, school culture, and community engagement.

2. Hire Effective Leadership: The board should hire a strong and experienced school leader, such as a principal or head of school, who shares the school's vision and is capable of providing effective leadership. This leader will be responsible for implementing the board's vision and goals, as well as overseeing day-to-day operations.

3. Recruit High-Quality Staff: The board should prioritize the recruitment and retention of high-quality teachers and staff who are committed to the school's mission and vision. This may involve offering competitive salaries and benefits, providing professional development opportunities, and creating a positive and supportive work environment.

4. Secure Necessary Resources: The board should ensure that the school has adequate resources, including funding, facilities, and technology, to support teaching and learning. This may involve securing grants, fundraising, and collaborating with community partners to meet the needs of the school.

5. Establish Partnerships: The board should actively engage parents, families, businesses, community organizations, and other stakeholders as partners in education. Building strong partnerships will help to create a supportive and connected school community and provide valuable resources and support for student success.

6. Ensure Compliance and Accountability: The board should ensure that the school complies with all applicable laws, regulations, and contractual agreements. They should also hold school leadership accountable for achieving goals and outcomes and for responsible stewardship of resources.

7. Plan for Sustainability and Growth: Finally, the board should plan for the long-term sustainability and growth of the school, including strategies for enrollment growth, financial stability, and continuous improvement. This may involve developing a strategic plan, conducting feasibility studies, and seeking opportunities for expansion or replication.

By taking these critical steps in the first year or two, the board of education can lay a strong foundation for the success of the school and create an environment where all students can thrive academically, socially, and emotionally.

Conflict of Interest Disclosure

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

No I do not.

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

As previously stated, I have a professional relationship with Dr. Robinson. We have worked together in several capacities prior to serving as a board member of Friendly Academy.

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

No I do not.

4. 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”).

No I do not know any employees, owners, or agents of any providers.

5. 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”).

No I do not have any direct or indirect ownership, employment, contractual or management interest in the educational service provider.

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

No, I do not anticipate conducting any business with the educational service provider, the school, or both.

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7. Are there any potential ethical or legal conflicts of interest not already addressed that you can foresee in the context of your service on the school's board? If so, explain.

No, there are not any potential ethical or legal conflicts of interest not already addressed that I can foresee in the context of my service on the school's board.

8. 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.

Handling allegations of self-dealing among school board members requires a systematic approach. First, gather evidence through document review and investigation. Maintain confidentiality during this process. If evidence confirms self-dealing, address it directly with the implicated members and consider disciplinary action if needed. Implement preventative measures like clear conflict of interest policies. Communicate transparently with stakeholders throughout. Seek legal advice for complex situations. Prioritize fairness, transparency, and accountability to protect the school's reputation and ensure its commitment to providing quality education.

I affirm that the responses I have provided are true and accurate to the best of my knowledge and that I have prepared them without outside assistance or direction.

DocuSigned by:
Alesha Morrison
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Signature Board Member

Alesha Morrison

Printed Name

3/11/2024

Date

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. Please complete the following survey. At the end of the form, you will be asked to affirm that the responses are your own and are provided without outside assistance or direction.

Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

I embarked on my educational journey at St. Teresa's Academy in Kansas City, Missouri, laying the groundwork for a successful career. Moving forward, I pursued a Bachelor of Science in Business Administration with a major in Leadership and Change Management at Saint Louis University in St. Louis, completing my degree in December 2005.

My professional history reflects a diverse and dynamic trajectory, starting with roles such as Mortgage Processing Clerk and Administrative Assistant, where I honed my skills in areas like Credit Bureau Reporting and Mortgage Loan Processing at U.S. Bank. Transitioning to Spectrum (Charter) in Maryland Heights, MO, I took on pivotal roles such as Business Analyst, Business Data Analyst II, Risk Assessor, and Remediation Engineer. In these positions, I played a significant role in IT security, project management, and compliance initiatives. My responsibilities included coordinating Attack and Penetration testing, facilitating remediation efforts, and achieving certifications such as Security+ and Qualys Certified Specialist.

Throughout my career, I've been dedicated to excellence, earning awards for my contributions, actively participating in professional organizations like ISACA and WICT, and making meaningful contributions to my community. My educational background, combined with a rich employment history, underscores a journey marked by continuous growth, adaptability, and a steadfast focus on information security and business administration.

2. 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

True - Lauren Willis Ray born Oct. 2, 1982

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

As a professional parent, I actively seek progressively balanced educational options for my school- aged child. I heard about Friendly Academy on three different occasions prior to having a conversation with Dr. Tesha Robinson. I was in church and I heard Bishop Jones announce the intention of creating an educational option for elementary kids. A few years later, a promotional slide was in the announcements which allowed for feedback. Within a few days, I saw a tweet on Social Media Platform X to allow input. I anxiously completed the forms and questions to reveal my personal struggles finding an educationally inclusive and balanced atmosphere for my Third Grade son. The recent opportunity came for me to speak with Dr. Tesha Robinson and I expressed my passion for community improvement projects for univested communities. My passionate projects have mutual reflections and characteristics that align with Friendly Academy mission and purpose; this is my personal contribution of establishing a trusted partner for creating generational improvement for the communities I have been a part of my entire life.

4. Describe any previous experience you have 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 none, please write N/A.

N/A

5. Why did you agree to serve on the board?

Personal experience as a parent of a black male. His Third Grade classroom experiences have been discouraging and at one point, insulting. To stand in the gap for children to have access

to all engaging learning experiences to promote their diversity and confidence. It's an honor for me to serve the communities that built my purpose.

Educational Philosophy

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

A public charter school board member plays a crucial role in the governance and oversight of a charter school, contributing to its overall success and adherence to its mission. Overall, our member's roles are multifaceted, involving strategic decision-making, planning, oversight, and engagement with various stakeholders to ensure the charter school's success and fulfillment of Friendly Academy's educational mission.

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

Education has instilled in me a foundation in leadership and strategic thinking. Serving as a Remediation Engineer at Spectrum (Charter), I effectively navigate complex compliance requirements and communicate with stakeholders at Director/VP levels. Coordinating Attack and Penetration testing and overseeing risk assessments demonstrates my commitment to maintaining a secure and compliant operational environment. With a proven track record in governance, as seen in roles like Business Analyst and Risk Assessor, I have experience in policy development and strategic planning—attributes well-aligned with the responsibilities of a public charter school board member. My involvement in professional organizations such as ISACA and WICT reflects my dedication to continuous learning, collaboration, and community engagement.

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

Equipping our (all) children to love yourself, love others, and love learning prepares them in a holistic way to face American challenges and be confident in whatever their racial identity they possess; I believe it sparks self confidence and virtuous action to lead them throughout their life decisions.

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

After completing my application for admission, Third Grade admission is a future state development I want to contribute.

Defining Success

11. What Are The Characteristics Of A Successful School?

A successful school is characterized by a positive and inclusive learning environment where students feel safe, valued, and motivated to excel. Effective leadership, clear communication, and a shared vision among administrators, teachers, and staff contribute to the school's success. Academic excellence is a hallmark, with a rigorous curriculum tailored to meet the needs of diverse learners and foster critical thinking skills. A successful school actively engages parents and the community, fostering strong partnerships to support students both inside and outside the classroom. I believe Friendly Academy will be a successful school promoting a culture of continuous improvement, where educators embrace professional development, adapt to evolving educational trends, and prioritize the well-being of the entire school community.

a What specific steps the board of education will need to take in the first year or two to ensure that this school is successful?

Curriculum Development and Staff Recruitment:

With the educational vision in place, our next priority is the development and implementation of a holistic curriculum. The board must actively work with educators to design a curriculum that seamlessly integrates academic, social, and emotional learning. Simultaneously, recruiting and supporting qualified staff who share the commitment to holistic education is paramount. This will involve carefully selecting educators who are not only proficient in their subject matter but also understand and embrace the holistic approach.

Community Engagement and Resource Allocation:

As the foundational elements take shape, the board should prioritize building strong partnerships with the community. Establishing connections with local organizations, businesses, and parents will create a supportive network essential for holistic education. Simultaneously, securing adequate resources and infrastructure, both financial and physical, is crucial for the successful startup of our education program. Allocating resources strategically to support the holistic curriculum and provide a conducive learning environment reflects our

commitment to the practical realization of the envisioned educational experience.

b What will be the defining characteristics of the school in four years if it is successful?
Academic excellence will be evident, with students achieving not only high standards in traditional subjects but also demonstrating a profound understanding of social and emotional intelligence. The school's inclusive and supportive culture will be palpable, promoting a sense of belonging, respect for diversity, and a commitment to well-being. Partnerships with the community will be robust, enhancing the learning experience, while innovative teaching methods and a cutting-edge curriculum will position the school as a beacon of holistic education. Overall, success will be reflected in the well-rounded growth of students, creating lifelong learners equipped with the skills and resilience for a dynamic future.

c What steps will the board of education will need to take in the first year or two to ensure that this school is successful?
A focus on hiring and retaining qualified educators who are aligned with the vision of Friendly Academy. Concurrently, the board should work collaboratively to establish a comprehensive and dynamic curriculum that integrates academic, social, and emotional learning. Building strong partnerships with the community, including parents, local businesses, and organizations, will foster a supportive environment. Additionally, the board should implement robust assessment and feedback mechanisms to monitor the effectiveness of holistic education practices. Allocating resources judiciously, investing in professional development, and cultivating a positive school culture are pivotal steps to lay a strong foundation for the school's success in the initial years.

Conflict of Interest Disclosure

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

No

2. 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

3. 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

4. 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

5. 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”).

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

No

7. Are there any potential ethical or legal conflicts of interest not already addressed that you can foresee in the context of your service on the school’s board? If so, explain.

No

8. 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 initiate a private and confidential conversation with the board member(s) involved, allowing them an opportunity to provide their perspective on the matter.

Simultaneously, I would consult the school's established policies and procedures for conflict resolution and ethical conduct. If there is a clear violation, I would recommend bringing the matter to the attention of the entire board in an executive session, ensuring confidentiality is maintained. Open communication and transparency would be emphasized to maintain the integrity of the investigative process.

If the situation persists or escalates, I would consider involving external authorities or legal counsel to ensure an impartial and thorough review. Throughout the process, I would

prioritize the best interests of the school and our community, striving to uphold ethical standards and protect the institution's reputation. Clear documentation of the entire process would be maintained to demonstrate transparency and accountability in handling such sensitive matters.

I affirm that the responses I have provided are true and accurate to the best of my knowledge and that I have prepared them without outside assistance or direction.

___Lauren Willis Ray_____

Signature Board Member

__Lauren Willis Ray_____

Printed Name

__2/17/24_____

Date

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. Please complete the following survey. At the end of the form, you will be asked to affirm that the responses are your own and are provided without outside assistance or direction.

Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

I have 15 years of experience in education as a classroom teacher, instructional specialist, coach, curriculum writer, and adjunct professor. I have worked in public, charter, university, and international schools abroad. Please see my CV for additional information on my educational and employment experience.

2. 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

I affirm that I will be at least eighteen years old by January 1 of the year in which the proposed charter public school would open .

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

My associates in The Opportunity Trust informed me that Friendly Academy was seeking board members and slated to open within the next two years.

4. Describe any previous experience you have 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 none, please write N/A.

I am a board director of a St. Louis based non-profit organization called Black Girls Do STEM.

5. Why did you agree to serve on the board?

I agreed to serve on the board because I believe in the mission of the school and believe that it could be a great support for students and families in the community. I also believe that my skillset and unique experiences allow me to support the founding and governance of a school.

Educational Philosophy

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

As a public charter school board member, we play a crucial role in the governance and oversight of Friendly Academy, contributing to its overall success and adherence to its mission. Public charter school board members are involved in strategic decision-making, planning, oversight, and engagement with various stakeholders to ensure the school's success and fulfillment of Friendly Academy's educational mission. Individuals who are selected to serve on the Board of Directors are expected to have a strong commitment to the school community, our students, and the mission of the school.

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

I have expertise or experience in the following areas:

Curriculum selection and adoption, implementation, teaching and learning, coaching, equity and inclusion, mathematics teaching and learning, curriculum based professional learning, and board membership.

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

Friendly Academy seeks to purposefully partner with families, students, and the community to empower students to live purpose-driven lives. They will do this by using their gifts and talents to make a positive difference in their families, their communities, and the world, grounded in love.

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

Friendly Academy's program will integrate hands-on, interactive activities that make learning enjoyable, and promote a sense of curiosity and exploration. Adopting personalized learning will help meet students' needs and provide enrichment opportunities aligned to students' interests. Artificial Intelligence (AI) tools will assist with personalized learning and help streamline teacher instructional tasks as appropriate. Friendly Academy strives to encourage critical thinking and problem-solving through projects and discussion and will integrate entrepreneurship as a tool to enhance the learning experience for students. Friendly Academy teachers will use high quality instructional materials, which is essential to providing a quality and rigorous education to students because they deserve high expectations and instruction that is on grade level. Teachers will receive these materials for internalization before the launch of the school and ongoing professional development and planning time to implement the curriculum with integrity and subsequently fidelity.

Defining Success

11. What Are The Characteristics Of A Successful School?

A successful school is one where students feel welcome and belonging, affirmed in their abilities, and learn to think critically. A successful school is a place where students thrive, achieve, and where their growth is nurtured in various ways.

a What specific steps the board of education will need to take in the first year or two to ensure that this school is successful?

1. Community engagement
2. Staffing and high quality staff training and supports
3. Mission aligned curriculum and instruction setting

b What will be the defining characteristics of the school in four years if it is successful?

In four years, Friendly Academy will be one where students feel welcome and that they belonged, affirmed in their abilities, and learn to think critically. The school will be on the cusp of leading in academic excellence, as indicated by multiple evaluation measures (qualitative and quantitative). The school will have strong partnerships the community businesses and organizations, and parents to support student learning and growth.

c What steps will the board of education will need to take in the first year or two to ensure that this school is successful?
Establish a healthy working relationship with the Head of School

- Academic oversight: Ensuring the school's academic program is successful
- Financial oversight: Providing fiscal oversight and fundraising oversight
- Strategic vision: Providing the strategic vision for the school
- Compliance: Ensuring the school;s program and operation are faithful to the terms of its charter and ensuring compliance
- Establish and determine evaluation measures of student outcomes with the assistance of the executive

Conflict of Interest Disclosure

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

Denitria Neal-a colleague in a fellowship at The Opportunity Trust

2. 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.

3. 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.

4. 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

5. 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

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

N/A

7. Are there any potential ethical or legal conflicts of interest not already addressed that you can foresee in the context of your service on the school’s board? If so, explain.

N/A

8. 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 affirm that the responses I have provided are true and accurate to the best of my knowledge and that I have prepared them without outside assistance or direction.

__Joslyn Richardson_____

Signature Board Member Printed Name

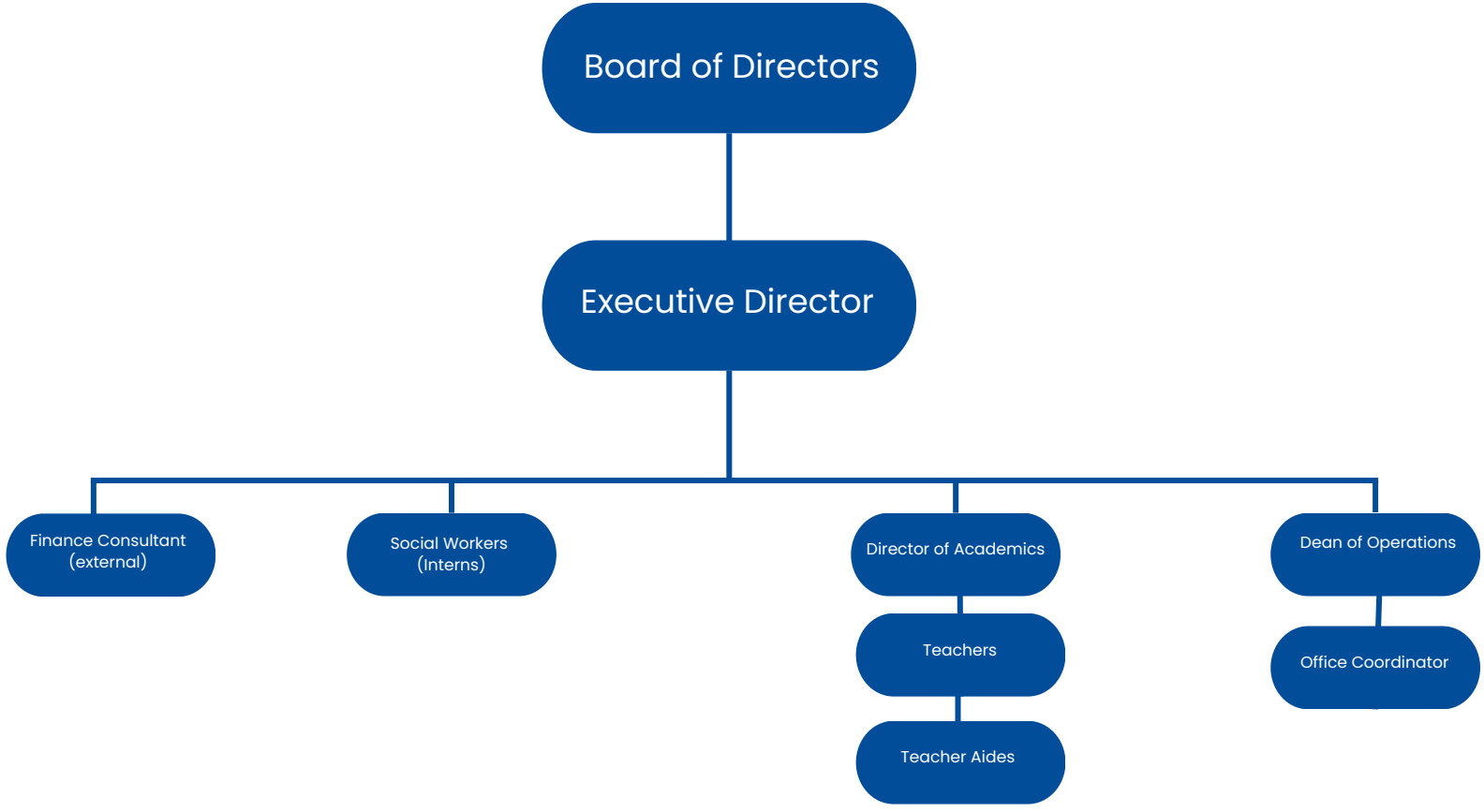
3/9/2024

Date

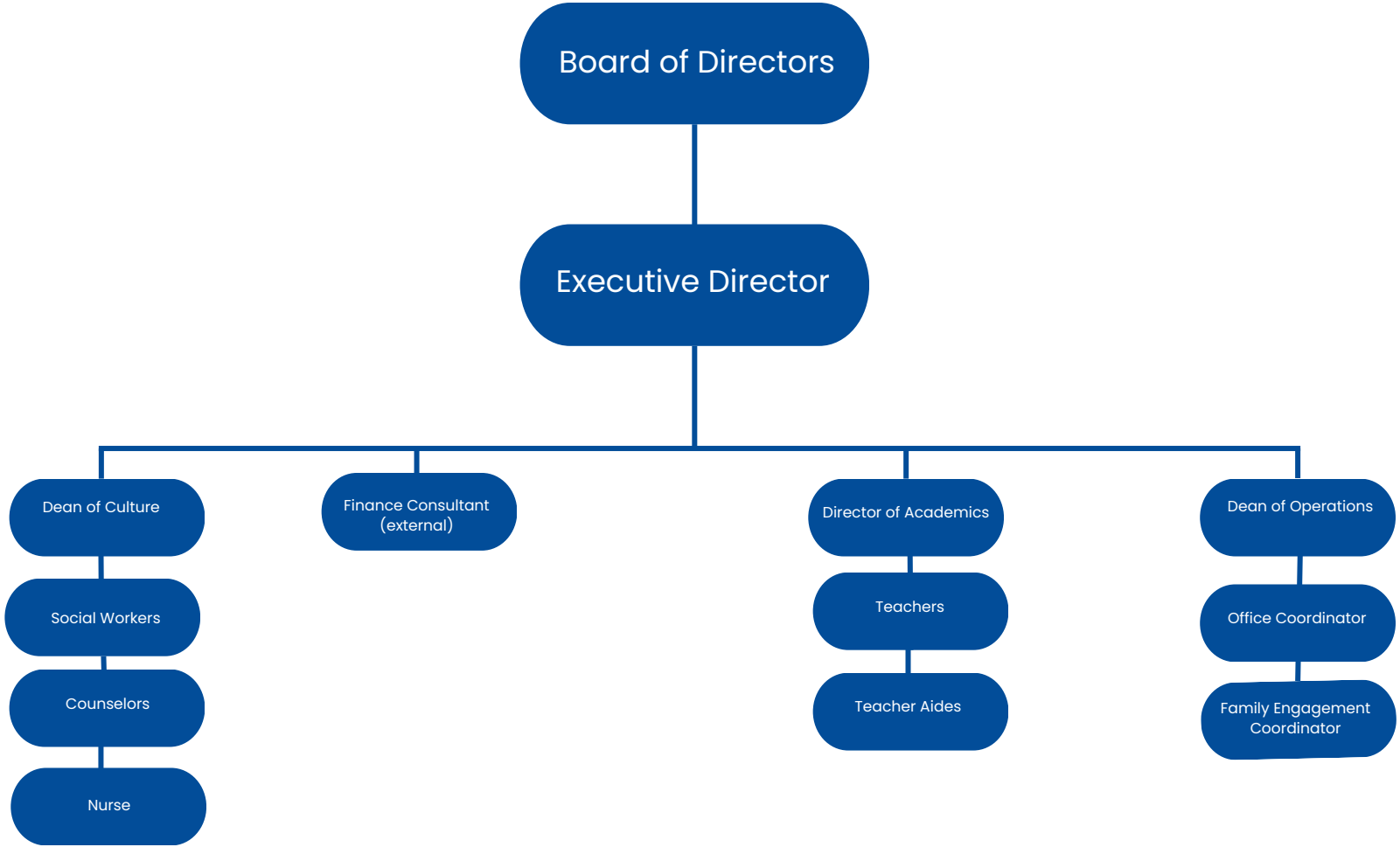
Appendix B.2.1

Organizational Chart

ORGANIZATIONAL CHART: YEAR 1



ORGANIZATIONAL CHART: YEAR 5



Position: Executive Director
Organization: Friendly Academy
Location: St. Louis, MO
Work Model: In-person/Hybrid
Salary: $125,000 - $145,000

The Opportunity

Friendly Academy is a new K-5 charter school in St. Louis, MO. Friendly Academy's mission is to equip students with a quality and holistic education rooted in love. Partnering with the community and families, Friendly Academy empowers all students to live purpose-driven lives by using their gifts and talents to make a positive difference in their families, their communities, and the world.

We are looking for an Executive Director who will be responsible for the successful leadership and management of the organization according to the goals outlined in the school's charter application. Friendly is seeking an Executive Director who will make the commitment to lead with love and integrity and sustain healthy relationships with our partner organizations. This is an opportunity to be a part of a founding team of innovative educators aiming to impact the educational landscape in St. Louis positively.

Who You Are

- *Passionate Educator:* You possess a passion and ability to build and sustain the Friendly K-5 model in a high-need, urban environment. You've had successful and innovative experiences as an educator, with a pattern of increasing responsibility in education and administration. Your past experiences and actions reflect a commitment to the Friendly mission, vision, and core values.
- *Great Communicator:* You are reflective, self-aware, and adaptable to the communication and work styles of others. A critical thinker and problem solver, you take initiative while being able to make difficult decisions.

- *Collaborator and Relationship Builder:* You believe in the power of collaboration and would be able to build a collaborative culture with Friendly's strategic partners, community, staff, families and students. You demonstrate exceptional written and verbal communication skills.
- *Operational Excellence:* You demonstrate strong financial intelligence and long-term vision for fiscal stewardship and allocate resources according to school and board goals.

Responsibilities

Executive Leadership & Management (50%)

- Collaborate with the Board of Directors in developing a vision and strategic plan to guide the district, as well as align on organizational priorities and key initiatives
- Develop an operational plan which meets the expectations of stakeholders, Board, and funders, and incorporates goals and objectives that work towards the strategic direction of the district
- Supervise key operational staff and oversee the efficient and effective day-to-day operation of the school
- Provide the collaborative leadership necessary to implement the school's mission and culture with staff, scholars, families, and community members focused on strong academic achievement, equity, respect, and high expectations for behavior (aligned with the Friendly model) that allows scholars to take risks and strive to reach goals
- Represent the school at community activities to enhance the district's community profile
- Identify and evaluate the risks to the organization's people (teachers, staff, management and volunteers), property, finances, goodwill, and image and implement measures to control risks to be in compliance with local and state laws

- Reports on activities, organizational development progress, and student achievement to our sponsor, DESE, and other applicable state and federal reporting agencies

Fund Development/External Relations Management (20%)

- Work with staff and the Board (Finance Committee) to prepare a comprehensive budget and participate in securing adequate funding for the operation of the school
- Administer funds appropriately, monitor the monthly cash flow of the organization, and provide the Board with comprehensive, regular reports on the revenues and expenditures of the organization
- Secure initial facility, recruit founding faculty, and establish necessary partnerships during pre-opening
- Ensure compliance with all applicable state and federal laws and help secure local grants

HR Management (15%)

- Determine staffing requirements for organizational management and program delivery
- Oversee the implementation of the human resources policies, procedures and practices
- Recruit, interview and select staff that have the right technical and personal abilities to help further the district's mission
- Implement a performance management process for all staff which includes performance monitoring on an on-going basis and conducting an annual performance review
- Coach and mentor staff as appropriate to improve performance

Instructional Management and Planning (15%)

- Oversee and monitor the planning, implementation and evaluation of the organization's curricula, programs and services
- Ensure that the curricula, programs and services offered by the school contribute to the organization's mission and reflect the priorities of the Board
- Coach, evaluate and support the Director of Academics to ensure mission alignment in:
    - Curriculum and pedagogy
    - Professional development and teacher onboarding
    - Faculty, parent, and student engagement
    - Culture and Wellness Team

Qualifications

- Must have Master's Degree in Education, Education Administration, Public Administration, or Business Administration
- A minimum of 5 years of work experience in nonprofit, charter school, or public school administration/leadership
- Relevant experience with school and organizational leadership and educational innovation (required)
- Proven success in working with parents, teachers, and students to achieve educational equity in low-income, minority communities
- Ability to communicate effectively with diverse groups, the Board and the community
- Aligned with Friendly's innovative model of public education and commitment to the school's success
- Experience with school operations, including finances, fundraising, facilities, health and safety, and other operational management

Compensation & Benefits

- Competitive salary based on experience and qualifications.
- Comprehensive benefits package including health, dental, and vision insurance.
- Retirement plan options.
- Opportunities for professional development
- Monthly Wellness Day (PTO)

Location

- St. Louis, MO

Employment Status
This is a full-time, exempt, at-will position. The Executive Director reports directly to the Board of Directors.

Friendly Academy does not discriminate on the basis of race, color, religion, gender, sex (including pregnancy, sexual orientation, or gender identity or expression), citizenship, ethnic or national origin, age, disability, military status, veteran status, genetic information or any legally protected status in any of its employment practices, educational programs, services or activities. Reasonable accommodations may be made to enable individuals with disabilities to perform essential duties.

This job description is intended to accurately reflect the duties, responsibilities and requirements of the position. It is not intended to be and should not be construed as an all-inclusive list of all the responsibilities, skills, or working conditions associated with the position. The Board reserves the right to modify, add, or remove duties and assign other duties as necessary.

Position: Director of Academics
Organization: Friendly Academy
Location: St. Louis, MO
Work Model: In-person
Salary: $75,000 - $90,000

The Opportunity

Friendly Academy is a new K-5 charter school in St. Louis, MO. Friendly Academy's mission is to equip students with a quality and holistic education rooted in love. Partnering with the community and families, Friendly Academy empowers all students to live purpose-driven lives by using their gifts and talents to make a positive difference in their families, their communities, and the world.

We seek a Director of Academics to guide our founding academic team and uphold our high educational standards. This role offers the chance to partner with the Executive Director to choose High Quality Instructional Material (HQIM) and significantly influence the academic trajectory of new and innovative school.

Who You Are

- Educational Innovator: With extensive experience in K-5 educational leadership, you are adept at implementing effective educational strategies and programs.
- Strategic Planner: Your excellent organizational and planning skills enable you to establish clear academic goals that align with our mission.
- Collaborative Communicator: Your experience includes fostering partnerships with staff, parents, and community stakeholders, and you are skilled in clear and effective communication.
- Visionary Leader: You are capable of articulating and implementing academic visions and strategies to diverse audiences.

Responsibilities

- Academic Leadership (35%): Direct the development and execution of academic programs, ensuring alignment with our mission. Lead in curriculum adoption and assessment practices.
- Feedback and Teacher Development (30%):
    - Conduct daily observations and execute feedback meetings for teacher and instructional leader development, supporting the implementation of action steps.
    - Provide real-time feedback during instruction and contribute to teacher reviews.
    - Plan and deliver high-quality professional development focused on Friendly Academy's curricular systems and key pedagogical/
    - Organize and lead grade-level or content-area team meetings.
- Staff Development (20%): Oversee hiring, training, and evaluation of academic staff, ensuring professional growth and alignment with our academic objectives.
- Curriculum and Assessment (15%):
    - Manage organization-wide curriculum and assessment work, including lesson planning, assessment revisions, collaborative scoring, and network analysis.
    - Facilitate assessment cycles, ensuring scheduling, quality assurance of materials, and preparation of teachers and students.

Qualifications

- Master's Degree in Education, Educational Leadership, or a related field
- At least 5 years of experience in an educational leadership role, ideally in a K-5 setting.
- Proven track record in leading academic programs and elevating student outcomes.
- Comprehensive knowledge of curriculum development, pedagogical theories, and best educational practices.

- Exceptional organizational, leadership, and communication skills.
- Alignment with Friendly Academy's philosophy and commitment to educational excellence.

Compensation & Benefits

- Competitive salary based on experience and qualifications.
- Comprehensive benefits package including health, dental, and vision insurance.
- Retirement plan options.
- Opportunities for professional development
- Monthly Wellness Day (PTO)

Location

St. Louis, MO

Employment Status

Full-time, exempt position. Reports to the Executive Director.

Compensation & Benefits

- $125,000 - $145,000k per year
- 403(b) Plan
- Benefits (including but not limited to medical, dental, vision, and short & long-term disability)

Location

- St. Louis, MO

Friendly Academy does not discriminate on the basis of race, color, religion, gender, sex (including pregnancy, sexual orientation, or gender identity or expression), citizenship, ethnic or national origin, age, disability, military status, veteran status, genetic

information or any legally protected status in any of its employment practices, educational programs, services or activities. Reasonable accommodations may be made to enable individuals with disabilities to perform essential duties.

This job description is intended to accurately reflect the duties, responsibilities and requirements of the position. It is not intended to be and should not be construed as an all-inclusive list of all the responsibilities, skills, or working conditions associated with the position. The Board reserves the right to modify, add, or remove duties and assign other duties as necessary.

Position: Dean of Operations
Organization: Friendly Academy
Location: St. Louis, MO
Work Model: 12M Employee
Salary: $65,000-$75,000

The Opportunity

Friendly Academy is a new K-5 charter school in St. Louis, MO. Friendly Academy's mission is to equip students with a quality and holistic education rooted in love. Partnering with the community and families, Friendly Academy empowers all students to live purpose-driven lives by using their gifts and talents to make a positive difference in their families, their communities, and the world.

We are looking for a Dean of Operations who will be responsible for the successful leadership and management of the organization according to the goals outlined in the school's charter application. Friendly is seeking a Dean of Operations who will make the commitment to lead with love and integrity and sustain healthy relationships with our partner organizations. This is an opportunity to be a part of a founding team of innovative educators aiming to impact the educational landscape in St. Louis positively.

Who You Are

- *Passionate Educator:* You possess a passion and ability to build and sustain the Friendly K-5 model in a high-need, urban environment. You've had successful and innovative experiences as an educator, with a pattern of increasing responsibility in education and administration. Your past experiences and actions reflect a commitment to the Friendly mission, vision, and core values.
- *Great Communicator:* You are reflective, self-aware, and adaptable to the communication and work styles of others. A critical thinker and problem solver, you take initiative while being able to make difficult decisions.

- *Collaborator and Relationship Builder:* You believe in the power of collaboration and would be able to build a collaborative culture with Friendly's strategic partners, community, staff, families and students. You demonstrate exceptional written and verbal communication skills
- *Operational Excellence:* You demonstrate strong financial intelligence and long-term vision for fiscal stewardship and allocate resources according to school and board goals.

What You'll Do

- Lead all non-instructional functions of a school allowing the school leader/principal and other instructional staff to drive superior student achievement
- Be the subject matter expert for school operations, responsibilities include successfully executing systems, processes and policies in all non-instructional areas
- Finance & Purchasing: School-site partner of the network Finance & Accounting Team, with responsibility for procurement, cash receipts, deposits, effective implementation of financial policies, and assistance to the Principal with budget management
- Student Information & Reporting: Coordinates with leadership team members with regard to all data analysis and reporting; and ensures confidentiality and security of files and all information pertaining to students, parents, staff, and community
- Student Recruitment & Enrollment: Manages the enrollment cycle at the school site with support from the School Success Team, including student recruitment, lottery management, waitlist management, and parent/student orientations

Qualifications

- Experience managing school operations (not required)
- Demonstrated ability to think strategically, anticipating future outcomes, and determine thoughtful solutions
- Ability to manage multiple projects simultaneously, adjust priorities, and work autonomously
- Ability to build strong interpersonal relationships and work effectively in fast-paced, collaborative environment

Compensation & Benefits

- Salary for this role ranges from $65,000-$70,000
- 75% of healthcare premium cost for employee
- Employer paid life insurance
- 403b plan up to 3% employer match
- Voluntary Benefits
- Flexible PTO Schedule

Qualifications

- Experience managing school operations (not required)
- Experience managing facilities (not required)
- Demonstrated ability to think strategically, anticipating future outcomes, and determine thoughtful solutions
- Ability to manage multiple projects simultaneously, adjust priorities, and work autonomously
- Ability to build strong interpersonal relationships and work effectively in fast-paced, collaborative environment

Compensation & Benefits

- Competitive salary based on experience and qualifications.
- Comprehensive benefits package including health, dental, and vision insurance.
- Retirement plan options.
- Opportunities for professional development
- Monthly Wellness Day (PTO)

Location

- St. Louis, MO

Employment Status

This is a full-time, exempt, at-will position. The Dean of Operations reports directly to The Executive Director

Friendly Academy does not discriminate on the basis of race, color, religion, gender, sex (including pregnancy, sexual orientation, or gender identity or expression), citizenship, ethnic or national origin, age, disability, military status, veteran status, genetic information or any legally protected status in any of its employment practices, educational programs, services or activities. Reasonable accommodations may be made to enable individuals with disabilities to perform essential duties.

This job description is intended to accurately reflect the duties, responsibilities and requirements of the position. It is not intended to be and should not be construed as an all-inclusive list of all the responsibilities, skills, or working conditions associated with the position. The Board reserves the right to modify, add, or remove duties and assign other duties as necessary.

Position: Dean of Culture
Organization: Friendly Academy
Location: St. Louis, MO
Work Model:
Salary: $55,000-$65,000

The Opportunity

Friendly Academy is a new K-5 charter school in St. Louis, MO. Friendly Academy's mission is to equip students with a quality and holistic education rooted in love. Partnering with the community and families, Friendly Academy empowers all students to live purpose-driven lives by using their gifts and talents to make a positive difference in their families, their communities, and the world.

We are looking for a Dean of Culture. This role is vital in shaping and maintaining a positive school culture that aligns with our values. As the Dean of Culture, you will be instrumental in supporting teachers, students, and parents to uphold high behavioral standards and fostering a nurturing and disciplined school environment.

Who You Are

- Cultural Leader: You have experience in leading school culture initiatives and are passionate about creating a positive and inclusive school environment.
- Behavioral Specialist: Skilled in behavioral management, you are adept at handling crisis interventions and acute behavioral issues in an educational setting.
- Collaborative Supporter: You are a resource for teachers in instructional practice, particularly in discipline, student relationships, classroom management, and school culture.
- Proactive Communicator: Excellent communication skills, with the ability to engage effectively with students, parents, and staff.

Responsibilities

- Behavioral & Crisis Management (30%):

- Support teachers in maintaining high and consistent behavioral expectations.
    - Serve as the point person for behavioral crisis intervention and acute behavioral issues.
    - Supervise School Counselor and Social Worker
- Instructional and Cultural Support (20%):
    - Act as a resource to teachers, assisting in creating and implementing individual behavior plans.
    - Lead staff efforts to ensure excellent student attendance and punctuality.
    - Participate in home visits to highlight the responsibilities of parents, teachers, and students.
- School-Wide Behavior Plan (20%):
    - Help reinforce the effective use of a school-wide behavior plan, manage incentives and rubric systems.
    - Serve as the point person for discipline/culture issues.
- Physical and Cultural Environment (15%):
    - Ensure the physical environment of the school supports culture and student achievement.
    - Be highly present and visible during school hours to reinforce exceptional school culture.
- Monitoring and Modeling (15%):
    - Proactively monitor classrooms and hallways, support positive culture, and manage behavioral pull-out and in-school suspensions.
    - Model the school's values and standards for professional behavior.
- Coordination and Supervision (10%):
    - Coordinate Restorative Circles and culture messages at School Wide Morning Boost.
    - Supervise key school times (breakfast, lunch, transitions, dismissal), ensuring a professional school culture.

Qualifications

- Bachelor’s (Master’s Degree Perferred)in Education, Counseling, or related field.
- Experience in a leadership role related to school culture or student behavior.

- Demonstrated success in behavioral management and school culture initiatives.
- Excellent interpersonal, leadership, and communication skills.
- Alignment with Friendly Academy's mission and educational philosophy.

Compensation & Benefits

- Competitive salary based on experience and qualifications.
- Comprehensive benefits package including health, dental, and vision insurance.
- Retirement plan options.
- Opportunities for professional development
- Monthly Wellness Day (PTO)

Location

St. Louis, MO

Employment Status

Full-time, exempt position. Reports to the Executive Director.

Location

- St. Louis, MO

Friendly Academy does not discriminate on the basis of race, color, religion, gender, sex (including pregnancy, sexual orientation, or gender identity or expression), citizenship, ethnic or national origin, age, disability, military status, veteran status, genetic information or any legally protected status in any of its employment practices, educational programs, services or activities. Reasonable accommodations may be made to enable individuals with disabilities to perform essential duties.

This job description is intended to accurately reflect the duties, responsibilities and requirements of the position. It is not intended to be and should not be construed as an all-inclusive list of all the responsibilities, skills, or working conditions associated with the position. The Board reserves the right to modify, add, or remove duties and assign other duties as necessary.

Position: Teacher
Organization: Friendly Academy
Location: St. Louis, MO
Work Model: In-person
Salary: $55.000-$65,000

The Opportunity
Friendly Academy, an emerging K-5 charter school in St. Louis, MO, is on a mission to provide students with a quality, holistic education rooted in love. We aim to partner with the community and families to empower students to use their gifts and talents positively in their families, communities, and the world. We are seeking dedicated teachers to join our founding team and contribute to shaping an educational environment filled with love, integrity, and purpose-driven learning. This role is a chance to make a significant impact in the educational landscape of St. Louis.

Who You Are

- Passionate Educator: You have a strong desire to work in a high-need, urban environment, and have a history of innovative teaching experiences. Your commitment to education is aligned with Friendly Academy's mission, vision, and core values.
- Effective Communicator: You possess excellent communication skills, both written and verbal, and are able to adapt to the diverse needs of students, families, and colleagues.
- Collaborative Team Member: You believe in the power of teamwork and are skilled in building relationships with colleagues, students, and the school community.
- Innovative Practitioner: You have a flair for implementing creative and effective teaching methodologies and are committed to continuous professional growth.

Responsibilities

- Instructional Excellence and Classroom Management (60%): Deliver engaging, rigorous, and differentiated instruction aligned with Friendly Academy's curriculum. Assess and track student progress, adapting teaching methods to meet individual student needs. Create a positive, structured learning environment that reflects Friendly Academy's values and promotes student engagement and high expectations for behavior.
- Community Engagement (20%): Actively participate in school community events, parent-teacher conferences, and other activities that enhance the school's relationship with families and the community.
- Collaboration (20%): Work closely with other faculty members to plan, coordinate, and implement instructional goals and initiatives. Participate in professional development and team meetings.

Qualifications

- Bachelor's Degree in Education
- Valid teaching certification for the state of Missouri.
- Minimum of 2 years teaching experience, preferably in a charter or urban public school setting.
- Strong understanding of curriculum standards and effective instructional strategies.
- Demonstrated ability to work effectively with diverse populations.
- Aligned with Friendly Academy’s educational philosophy and commitment to excellence in education.

Compensation & Benefits

- Competitive salary based on experience and qualifications.
- Comprehensive benefits package including health, dental, and vision insurance.
- Retirement plan options.

- Opportunities for professional development
- Monthly Wellness Day (PTO)

Location
St. Louis, MO

Employment Status
Full-time, exempt position. Teachers report to the Director of Academics.

Friendly Academy does not discriminate on the basis of race, color, religion, gender, sex (including pregnancy, sexual orientation, or gender identity or expression), citizenship, ethnic or national origin, age, disability, military status, veteran status, genetic information or any legally protected status in any of its employment practices, educational programs, services or activities. Reasonable accommodations may be made to enable individuals with disabilities to perform essential duties.

This job description is intended to accurately reflect the duties, responsibilities and requirements of the position. It is not intended to be and should not be construed as an all-inclusive list of all the responsibilities, skills, or working conditions associated with the position. The Board reserves the right to modify, add, or remove duties and assign other duties as necessary.

Appendix B.2.3

Prospective Executive Director Resume

TESHA ROBINSON, PhD

9313 Marbarry Dr. Fairview Heights, IL 62208 • (618) 954-2255 • dr@tesharobinson.com • tesharobinson.com

PROFESSIONAL SUMMARY

Proactive leader with a history of applying innovative strategies to solve critical problems in education. Uniquely talented in integrating social-emotional learning into high-quality instructional practices. Focus on strong academic outcomes, data-driven systems, and program development. Committed to applying my non-traditional background and leadership skills to promote academic excellence and equity.

EDUCATION

Doctor of Philosophy in Education April 2013
Specialization in Leadership in Educational Administration
Capella University, Minneapolis, MN

Master of Social Work May 2009
Specialization in School Social Work
Saint Louis University, St Louis, MO

Bachelor of Liberal Arts in Psychology May 2007
Southern Illinois University Carbondale, Carbondale, IL

PROFESSIONAL EXPERIENCE

Opportunity Trust, St. Louis, MO
Innovative Schools Resident July 2023 - Present

- Enlist a coalition of supporters and co-creators
- Design and pilot a new school model
- Write and submit a charter school proposal to earn sponsor and state approval
- Lead recruitment and onboarding of founding families and staff
- Grow charter school operational capacity for high student performance and sustainability

Collinsville Unit School District #10, Collinsville, IL
Assistant Principal July 2020-June 2023

- Evaluate departments of teachers with Charlotte Danielson's Framework
- Help facilitate Professional Learning Communities (PLCs)
- Serve on the district PBIS and curriculum committee
- Effectively assisting with leading and supervising over 2000 students and 120 Certified Staff
- Facilitate Professional Development during teacher institute days
- Implementing new evidence-based discipline referral and digital procedures

Superintendent Internship (student services) January 2021- January 2022

- Assisted with developing a plan and budget for COVID educational relief funds
- Spearheaded the implementation of a social-emotional learning platform for the middle/high school
- Implemented an alternative program to improve student behavior and graduation rates
- Co-lead TAOEP grant for student credit recovery program

East Saint Louis School District #189, East St. Louis, IL
Assistant Principal September 2019-July 2020

- Led senior class of 2020 in graduation eligibility and graduation activities during the onset of COVID
- Partnered with Gear Up and Upward Board for College and Career Readiness activities

- Supervised and evaluated the senior team with Charlotte Danielson's Framework Model
- Served on the Student Learning Objective (SLO) approval team for teacher evaluation
- Used data platform to make decisions for boosting student academic and behavioral success

Evening and Summer School Principal November 2018-September 2020

- Served as the primary administrator for the operation, facilitation, and evaluation of the program
- Created and implemented a Competency-Based Education program to increase academic success
- Obtained approval from the Community College Board and Educational Testing Service (ETS) to become a HiSET testing site
- Recruited students who have a credit deficit and students who dropped out of high school
- Increased the district's graduation rate by 3 percent in one semester

School Social Worker (intermittent) August 2014-September 2019

- Enhanced academic performance for students through conducting one on one and group therapy sessions
- Conducted evaluations to determine eligibility for special education services (BASC-3, ABAS III, Vineland-III, and Social Developmental Studies)
- Wrote and reviewed student goals and progress reports for Individualized Education Plans (IEP) to ensure compliance with all Special Education regulation
- Led the development of the District's Crisis Intervention Plan

Principal (temporary position) November 2016-July 2017

- Provided leadership for approximately 110 students and 30 teachers and staff
- Supervised and evaluate teaching staff with Charlotte Danielson's Framework model
- Developed action steps/plans for improvement for teaching based on evaluations
- Increased parental involvement in parent-teacher conferences by 18 percent
- Secured partnership with an institution to enhance the curriculum with art integration

St. Louis Public Schools, St. Louis, MO

School Social Worker August 2010- August 2014

- Conducted home visits to produce an ecological assessment and build a parent/school partnership
- Increased student attendance by 20% after implementing 90x90 attendance improvement program
- Analyzed attendance data to determine student tier levels for 550 students in 9th-12th grade

LICENSE/CERTIFICATIONS

Illinois Superintendent, Illinois General Administrative, Illinois School Social Worker

FELLOWSHIPS

National Principal Academy Fellowship June 2023 – Present

Relay GSE, New York, NY

Develop leadership skills in culture and instruction. Receive in-depth training in areas such as Centering Equity, Instructional Rigor, Coaching, Data-Informed Instruction, Strategic Planning

Catalyst Fellowship November 2022 – May 2023

The Opportunity Trust, St. Louis, MO

Collaborate with courageous leaders to imagine, build, and test new approaches to teaching and learning that shape education blueprints for the future

Appendix B.2.4
Year 1 - 5 Staffing Schedule

Friendly Public Schools Staffing Schedule A						
	Position	**Year 1 2025-2026**	**Year 2 2026-2027**	**Year 3 2027-2028**	**Year 4 2028-2029**	**Year 5 2029-2030**
Administration	Executive Director	1	1	1	1	1
	Director of Academics	1	1	1	1	1
	Dean of Operations	1	1	1	1	1
	Dean of Culture	0	1	1	1	1
Student Support Staff	School Social Worker	0	1	1	1	1
	School Counselor	0	1	1	1	1
	Nurse	0	0	0	1	1
*Two part-time social work practicum students in year 1	Teacher Assistant	2	4	7	9	15
Operations Staff	Office Coordinator	1	1	1	1	1
	Family Engagement/Recruitment Coordinator	0	1	1	1	1
Core Instructional Staff	(Core/Encore) Teachers	5	9	13	17	20
	Sped Teachers	1	2	2	3	4
	Total Employees:	12	23	30	38	48
	Total Student Enrollment:	100	175	250	325	400
	Staff to Student Ratio:	1:8	1:7	1:8	1:8	1:8

Timeline	Priority	Details
Begin July 2023, ongoing thereafter	Build community locally and nationally	Friendly's leaders will proactively build relationships with key connectors and candidates through a variety of methods, including: ● Leveraging national network of contacts and supporters ● Developing an informal Recruitment Advisory Board of supporters who can lend strategic guidance and contacts ● Leading impactful professional development for teachers and leaders so they can experience Friendly's quality of development offerings, including at the school site, the Missouri Charter Public School Association Annual Conference, Teach for America Professional Development days, and area colleges and universities with teacher prep programs ● Connecting with mission aligned organizations nationally and locally ● Attending community and networking events ● Sponsoring open houses, happy hours, and similar events

Began July 2023, ongoing thereafter	Target high-potential candidates	Friendly will also proactively connect with highly recommended candidates by: ● Reaching out directly to candidates who have been referred as high potential ● Actively soliciting referrals from strong connectors to candidates in their networks
Began July 2023, ongoing thereafter	Train every staff and Board member in recruitment systems and strategies	Identifying growth-oriented leaders and teachers will be every team member's responsibility, and they will be trained in: ● Identifying high-potential candidate that align to Friendly core values, instructional approach, and role-specific competencies ● Engaging candidates effectively and communicating core values so that candidates can make an informed decision to pursue a role ● Using Friendly's candidate tracking system to ensure follow-up by the appropriate team member
Began July 2023, ongoing thereafter	Advertise locally and nationally	Friendly will cast a wide net via targeted advertising, including: ● Posting job descriptions on local and national job boards, and tracking and following up on source that yield strong candidates

		● Using newsletters and email campaigns to reach out to potential candidates ● Maintaining strong social media presence ● Attending job fairs at local universities, community centers, and more

Friendly Academy Lottery Policy

Friendly will be a nonsectarian school, meaning we will not charge tuition nor discriminate, for admission on the basis of race, ethnicity, religion, national origin, sexual orientation, disability, gender, income level, or proficiency in the English language per RSMo 160.405.4.(1) and RSMo 160.415.11. Friendly requires all student records to be received from the previous school before the student begins. This includes test scores, grade reports, transcripts, IEP or 504 information, discipline records, medical records, etc. This is to ensure the child is set up for success, enrolled in the correct classes, and the school is prepared for emergencies and supports as required. **Additionally, families must complete the entire registration packet and attend an orientation before their student attends.**

At Friendly Academy, we strive to be a valuable resource for all students in St. Louis City. In the event that we have more applicants than available seats, our lottery policy prioritizes students who meet the preferences outlined below. We're committed to ensuring every student has the opportunity to thrive. Pursuant to RSMo 160.410, the enrollment process at Friendly Academy will be open to:

- all students who reside within the boundaries of the St. Louis Public School District
- non-resident students who transfer from an unaccredited district
- those eligible under the terms of judicial settlements or through urban voluntary transfer programs as defined by RSMO 167.131
- Students who leave the limits of St. Louis city cannot remain enrolled at Friendly, unless they are McKinney-Vento

If the number of applicants exceeds capacity, a lottery will be held. Friendly will hold the lottery on the second Friday of March, during session 4. If the number of applicants for the exceeds capacity, Friendly will enroll students randomly, with preference for eligible new student given in the following order:

1. Children of faculty, staff, and board members
2. Siblings of students currently enrolled as of the lottery data

3. Students who qualify for free and reduced lunch
4. Families associated with with our community partners

Should a lottery be required, all completed and accepted applications submitted during the enrollment period will be publicly drawn in random order until the capacity is reached. Lotteries will be randomized by a computer and certified by a third-party public official or outside firm to attest to the lottery's fairness. Additional applicants after the lottery will be added to a "waiting list," which will rank applications that were submitted during the enrollment period. Applications received after the enrollment period will be added to the bottom of the waiting list. Additional seat capacity after the lottery will be offered on a first-come, first-serve basis to eligible students. In order to have the most accurate student counts and data regarding special education needs, Friendly will request information and records pertaining to the students services to ensure the school is adequately prepared to service the student.

Friendly will accept applications through Recruit and Enroll software. Families can apply via mobile phone or computer. Families will be able to access this through the school's website and social media. The Front Office Manager and Dean of Operations will have access to the applications. When applications are received, the Front Office Coordinator will follow up with the family to greet them, and explain the enrollment process and timeline. Applications must include release of records and supporting documentation *(e.g., proof of residency, immunizations).*

In order to prepare for students who receive special education, Friendly will request information about special education services on the enrollment form (not on the application). Within 72 hours, Friendly will request student records from the receiving school (as required by RSMo 160.261) from any school the student has attended within the past 12 months. To determine the number of students who might be categorized as "at-risk" students, Friendly will keep direct certification forms in the front office for parents to complete to determine eligibility for free and reduced lunch.
If the school is not able to reach a family with two weeks of enrollment and not able to secure their seat, then Friendly may open the spot up to another student on the waitlist.

When a family is contacted on the waitlist, they have 72 hours to get back with the school before offering the spot to another family. Friendly staff always leave a voicemail and send a text when attempting to reach a family. All of these attempts will be logged into the SchoolMint software to ensure there is a record in the case of any issues or concerns.

Appendix B.5.1
Letters of Support

Terrance L. Cauley
5415 Page Ave.
St. Louis, Mo. 63112

Dear Missouri Public School Commission,

On behalf of Friendly Academy, we wish to submit this letter of support to advance the mission of Friendly Academy. As the Sr. Director of Youth, Family and Clinical Services department of Better Family Life, Inc., I can whole heartedly state that we understand and appreciate the value of community wholeness through evidenced based collaborative impact. The establishment of Friendly Academy as an educational anchor in our neighborhood will be a welcomed compliment to the ongoing revitalization already in process on the basis of such practices.

It is clear that the developers of Friendly Academy's curriculum have devised a curriculum that is derived from the latest scholarly research which emphasizes trauma informed practices, notions of mindfulness and social emotional wellbeing. Along with care for student social wellbeing. Friendly's approach to education places even greater stress on academic rigor through its commitment to personalized learning by meeting students where they are and advancing beyond by at least 1.5 years of growth.

We believe that the addition of Friendly Academy to our community will immensely enhance the lives of our families. The stated plan for extended partnerships through service learning and external resource engagement is exactly the kind new millennium education that transforms and sustains growing communities like ours.

From the moment the doors of Friendly Academy are opened. Dr. Robinson and her team will have all of Better Family Life, Inc's 41 years of experience in the work of community transformation and self-determining resource creation available at that their request. We sincerely value the mission of Friendly Academy and hope to see this application approved.

Respectfully,

Terrance L. Cauley

Sr. Director of Youth, Family & Clinical Services

Better Family Life, Inc.

NIA EDUCATION GROUP
Helping leaders become their greatest selves

Nia Education Group
Ian P. Buchanan, EdD, CEO/Founder
11202 Crystal Pointe Ct.
St. Louis, MO 63146
ian@niaeducationgroup.org
www.niaeducationgroup.org
314.302.6028

January 22, 2024

Missouri Charter Public School Commission -

I am pleased to endorse Friendly Academy, a school committed to providing a quality education and an emotionally safe space for students to flourish. Over the past 25 years, I have served in various teaching and leadership capacities in the St. Louis PreK-12 ecosystem. In addition, I have served as an executive leadership coach for dozens of principals, executive directors, and superintendents. Also, since 2021, I have supported our region by reviewing charter school applications - including the recently approved Believe STL Academy.

I say all of this to say one thing: I have a unique insight into the education ecosystem in our region, and, based on what I have read about the Friendly Academy's mission, vision, goals, core values, and core pillars, I am convinced that Friendly Academy will fill a void in our current ecosystem and will be a value add to our community. Our region needs Friendly Academy.

Over the past two years, I have served as a thought partner, critical friend, and counsel for Friendly Academy founder Dr. Robinson, so I am intimately familiar with her proposed K-5 model. In my many interactions and conversations with Dr. Robinson, she has proven to be an education leader with experience, deep knowledge, measurable results, passion, and vision. It is because of Dr. Robinson's impressive school design and her leadership that I fully endorse Friendly Academy and ask that you consider supporting the proposal as well.

Respectfully,

Ian P. Buchanan

Dr. Ian P. Buchanan
CEO/Founder
Nia Education Group

Cindy Zavaglia
858 Rolfe Drive
St. Louis, MO 63122
cindyzavaglia@gmail.com

January 13, 2024

Dear Missouri Public School Commission:

As a career educator serving for more than two decades in both private and public schools, I am delighted to support the Friendly Academy charter application. In 2016, I joined Bishop Mike Jones, Senior Pastor of Friendly Temple Church, and a group of others who had a vision to open a school on the northside of the city of St. Louis. Throughout the years, the contours of the school have undergone several iterations, but the commitment to provide a quality education and an emotionally safe environment for students, families, and school personnel has remained unchanged. Under Bishop Jones' leadership, Friendly has led many community revitalization projects that have made a positive impact on the city, but it is evident that our goal of restoring the area and attracting families to return to it will not be successful without including excellent school options for the children of those families. Friendly Academy embodies many of the hopes we have long held for the creation of a school uniquely designed to love and serve our neighbors.

A distinctive feature of Friendly Academy is its commitment to partner with families and the community. Personally, I began a doctoral program for the express purpose of researching how Friendly could initiate mutually beneficial school-home partnerships and work collaboratively with communities to achieve better outcomes for students. By prioritizing these school-home-community partnerships, it is the intention of Friendly Academy to educate the whole student and prioritize faculty and family wellness. In collaboration with community partners such as Friendly Temple Church, Friendly Academy will be able to provide not only an excellent education to our students, but also access to ongoing professional and personal support for our faculty, and connections to wrap-around services for our families, all with the goal of helping every adult flourish so every child can flourish.

To succeed, Friendly Academy will need robust school-home-community partnerships and strong school leadership. I met Dr. Tesha Robinson years ago along our journey to establish a school in the city, and I was immediately impressed by her passion and professionalism, as well as her vision for, commitment to, and prior success with students in underserved communities. I believe that it is the right time to launch Friendly Academy in the city of St. Louis and that Dr. Robinson is the right person to lead us.

Part of my research has included interviews with families interested in a different educational option for their children, and from what I learned, Friendly Academy could be the fulfillment of a long-held dream for many in the community. My hope is that the Missouri Public School Commission will approve Friendly Academy's charter application and support the positive impact Friendly Academy will have on the community. Thank you for your time and consideration.

Sincerely,

Cindy Zavaglia
BA, McKendree University
MA, Washington University in St. Louis
PhD candidate in Education and Social Change, Bellarmine University

ceam
Reimagining Education.

January 15, 2024,

Re: Letter of Support for Friendly Academy

Dear MO Charter Public School Commission,

I hope this letter finds you well. On behalf of the Children's Education Alliance of Missouri (CEAM), I am writing to express our support for the approval of Friendly Academy, a proposed charter school that embodies the values aligned with our mission.

One aspect of Friendly Academy's model that particularly resonates with our organization is the emphasis on partnering with families and communities. Collaboration between schools, families, and communities is integral to the success of any educational institution. By actively involving parents and community members in the educational process, Friendly Academy will foster an environment where students can thrive academically and personally.

CEAM is dedicated to championing the rights of families to choose the education that best suits their children's unique needs and aspirations. Friendly Academy's innovative approach is commendable, and it will provide families with a valuable choice in pursuing the best possible education for their children. We anticipate that Friendly Academy will contribute significantly to the educational landscape, providing a nurturing and stimulating environment for students to excel.

In conclusion, CEAM is proud to offer our support for the approval of Friendly Academy. We look forward to witnessing Friendly Academy's positive impact on the students, community, and education sector.

Respectfully,

Cici Tompkins

Director of Outreach, CEAM

address
1310 Papin Street
Suite 106
St. Louis, MO 63103

phone
314.454.6544

web
www.ceamteam.org

January 30, 2024

To Whom It May Concern,

I am writing to express my support for the approval of Friendly Academy.

As an educator, nonprofit founder, and parent living in south St. Louis City, I have seen firsthand the need for high-quality educational experiences and opportunities for our young people. I strongly believe that Friendly Academy possesses the edge and resources necessary to move the needle on equitable education for students in St. Louis, and I am looking forward to seeing the school approved, opened, and in service to children and families in a community that desperately needs what Friendly Academy seeks to offer.

Understanding the compounding effects of generational poverty and violence in north St. Louis specifically, students and their families deserve opportunities for healing-centered engagement in a supportive environment with folks who are committed to helping them achieve their highest potential. Friendly Academy's holistic approach that centers around love, wellness, and partnerships affords students enriching experiences to grow in their self-identity development and forge strong bonds amongst one another and within their communities that will lay a solid foundation for the future paths each student will walk in life after elementary school.

As the 2023 Illinois Teacher of the Year, I have traveled the state of Illinois for the past year meeting with educators, administrators, students, and families learning about the unique spaces in which they attend school. Having visited over 70 educational sites, none possess the promise and potential that Friendly Academy proposes in its innovative approach to meet students where they are developmentally with a focus on entrepreneurship. All students, no matter their geographic location, deserve the opportunity to attend a school such as Friendly Academy that utilizes innovative approaches that will lead to equitable and improved academic, social, and emotional outcomes. From an educator perspective, Friendly Academy's focus on educator well-being will be integral in its mission to providing students with high-quality, excellent educators who choose to stay in service year after year because they feel valued and supported.

I ask that you fully consider supporting this proposal in the best interest of students, families, educators, and the greater St. Louis City community.

All my best,

Briana Morales
2023 Illinois Teacher of the Year
Founder, (Sister)Hood of Hope, Inc.

Friendly Temple Church

5515 Dr. Martin Luther King Drive | Saint Louis, Missouri 63112
Office: (314) 367-9700 | Fax: (314) 361-1800 | Friendlytemple.org
"One Church - Impacting Communities"

November 1, 2023

Dear Missouri Charter Public School Commission,

We, Friendly Temple Church and friends, are eager to partner with Friendly Academy in establishing high-quality educational opportunities for a community that is underserved and often times overlooked. We have been pursuing this type of educational opportunity for many years, frankly this would be an answer to our prayers and hard work toward this goal.

The fact is, this partnership brings daylight to the doorstep of many families within our family network seeking learning options, by offering them a choice of high-quality education in their own community.

Considering our long-standing commitment to youth education and childcare services, this school would help secure and sustain the work accomplished to date. In addition, it would assist us in continuing our community development initiatives by offering this school to coincide with housing development in the northern corridor of St. Louis.

Consequently, we are asking that you approve this opportunity to educate families and rebuild hope while continuing to restore faith in a bright future.

If you have questions, please do not hesitate to contact my executive office at (314) 367-9700 or email me directly at PastorMFJones@FriendlyTemple.org.

Sincerely,

Bishop M.F. Jones, Sr.
& Senior Executives

Robbyn Wahby
Missouri Charter Public School Commission
1306 Papin Street
St. Louis, MO 63103

To The Missouri Public Charter School Commission:

This letter is a confirmation of The Opportunity Trust's partnership with Friendly Academy and our financial commitment to supporting the school in its efforts to launch a tuition-free and high-quality K- 5 option for all families residing in St. Louis City. Both The Opportunity Trust and Friendly Academy seek to:

- Create schools that prepare children to thrive
- Prioritize areas of St. Louis that have a history of divestment
- Knowledge-share with other schools to promote mutual improvement and innovation
- Create a pipeline of new teachers and future leaders

In support of Friendly Academy and the goals outlined in its charter application prospectus, The Opportunity Trust has committed to contribute $2000 per seat over 3 years contingent upon annual progress toward growth and student outcome milestones.

Grade	**2025-2026**	**2026-2027**	**2027-2028**
K	50	75	75
1	50	50	75
2	-	50	50
3	-	-	50
Total Students	100	175	250
Total Investment	$200,000	$150,000	$150,000

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,

Amelia Corl

Amelia Corl
Chief of Staff, The Opportunity Trust

Code of Conduct

Friendly Academy's Approach to Addressing Challenging Behaviors

Our paramount concern is the safety and well-being of our Friendly Academy Community both emotionally and physically. This dedication spans across our classrooms, school premises, park excursions, and field trips. Friendly Academy meticulously adheres to all pertinent state and federal regulations regarding school safety, including RSMO 160.261 and the Missouri Safe Schools Act. Our educators proactively instill conflict resolution skills, establish clear expectations, reinforce positive behavior, and redirect inappropriate conduct. When addressing misbehavior that threatens our community's safety, our primary objective is restorative rather than punitive measures, all while remaining fully compliant with the law. As an initial response, all staff members employ logical consequences whenever feasible. We strongly believe that consequences are just one facet of addressing challenging behavior; Friendly Academy places a strong emphasis on teaching alternative behaviors when determining the next steps following a student's misconduct. Consequently, preserving the dignity of all students, rather than resorting to shaming or blaming, is at the heart of our restorative approach to discipline.

When a behavior disrupts the learning environment or poses a threat, whether emotional or physical, we consider various factors to determine the appropriate response to the misbehavior. These factors encompass the incident's context, whether the behavior is an isolated occurrence or a recurring pattern, the presence of malice or ill intent, the impact of any disabilities on the student's behavior, and whether the student is already following a specific behavior plan. Friendly Academy is firmly committed to adhering to both state and federal laws concerning student discipline and interventions.

Prohibition of Corporal Punishment

Friendly Academy prohibits the utilization of corporal punishment within our school. Corporal punishment encompasses any form of physical discipline administered by an adult to a child with the intention of behavior correction or attitude adjustment. Similarly, parents/guardians are not allowed to employ any form of corporal or physical punishment toward a student while on school premises. In the event of such incidents, Friendly

Academy may be legally compelled to contact the Department of Child Protective Services to ensure the child's best interests are safeguarded. Additionally, Friendly Academy faculty, staff, and administrators are under a legal obligation to report any evidence, whether verbal or physical, of child abuse.

Mandatory Reporting

All faculty members at Friendly Academy are designated as mandated reporters and are obligated to promptly report any suspicions of truancy, child abuse, or educational neglect to the Child Abuse and Neglect Hotline of the Missouri Department of Social Services, in accordance with RSMo 210.115. Our teachers and staff members are available for making reports 24/7, 365 days a year. In non-emergency situations, Friendly Academy faculty can submit reports online. In cases of emergency or life-threatening circumstances, teachers will immediately dial 911 and subsequently report the incident to the Child Abuse and Neglect Hotline.

Bullying Policy

Friendly Academy is fully committed to cultivating a safe and supportive environment for all students, staff, and community members. Aligned with our mission to love others, we uphold the principle that every individual deserves respect and dignity, and we categorically denounce any form of bullying. This policy delineates our strategy for preventing and addressing bullying within our school and community.

Definition of Bullying:

"Bullying" encompasses acts of intimidation, unwanted aggressive behavior, relational aggression, or harassment that are either repetitive or substantially likely to recur. Such behavior causes a reasonable student to fear for their physical safety or property, significantly interferes with a student's educational performance or opportunities, or severely disrupts the orderly operation of the school. Bullying may manifest in various forms, including social exclusion, physical actions, gestures, oral communication, cyberbullying, electronic communication, written communication, and threats of retaliation for reporting such incidents. Social exclusion is when a child feels isolated or excluded due to the manipulation of peer relationships and social status.

Bullying is categorically prohibited on school property, during school events, and on school buses. "Cyberbullying" encompasses bullying, as defined in this policy, carried out through the transmission of communications via electronic devices, such as telephones, wireless devices, computers, or pagers.

Preventing Bullying:

Friendly Academy is committed to proactively preventing bullying. We firmly believe that prevention is the most effective means of establishing a safe and respectful environment for all students. To this end, we will implement the following measures:

- Education: Our staff will provide positive, preventative education on topics such as friendship, self-esteem, conflict resolution, and more, all in alignment with Friendly Academy's core values of love and community. Students, staff, and parents will receive education and training on recognizing bullying, understanding its effects, and strategies for prevention. Families will also receive information about the available Concious Discipline curriculum in each classroom.
- Supervision: Staff members will closely supervise students throughout the school premises, including hallways, classrooms, and playgrounds. Students will be monitored during restroom breaks as necessary.
- Policies and Procedures: Friendly Academy will establish clear policies and procedures for addressing bullying, encompassing reporting protocols and consequences for those involved in bullying incidents.
- Support: Students who have experienced bullying, as well as those responsible for the bullying, will receive ongoing support through a curriculum developed by the School Social Worker. Support may come from the school social worker, social work intern, teachers, and administrators.
- Community Engagement: Friendly Academy will collaborate with parents, community members, and external agencies (e.g., Friendly Temple, Better Family Life) to promote a safe and respectful school environment. We will maintain communication with partners offering care before and after school, regarding

students affected by bullying and the interventions in place to support them.

Reporting Procedures: We strongly encourage students, parents, and staff to promptly report any suspected incidents of bullying. Follow these steps:

- Students can report bullying to their teacher, school social worker, or any staff member they feel comfortable speaking with. An anonymous mailbox outside the School Social Worker's office is available for students to leave notes.
- Parents or guardians should report any suspected bullying incidents to the Director of Academics or the school social worker. Families will be informed about anonymous methods to report bullying that directly reaches the School Social Worker. Staff members who observe or suspect any bullying behavior should report it to the school social worker and/or student support services.
- Faculty observing or suspecting bullying behavior should report it to the school social worker or Director of Culture.

Investigating and Responding to Reports of Bullying:

- Upon receiving a report of bullying, the following steps will be taken:
- The school social worker or Director of Culture will investigate the incident within 24-48 hours of receiving the report.
- The School Social Worker will maintain communication with the parents or guardians of both the target of bullying and the alleged bully(s) at the outset and conclusion of the investigation.
- Interviews will be conducted separately for the target of bullying and any witnesses.
- The alleged bully(s) will be informed of the allegations and provided an opportunity to respond. The names of students involved in the investigation will be kept confidential.
- The investigation will be documented and shared with the leadership team.
- If the investigation confirms that bullying has occurred, appropriate disciplinary action will be taken.

Consequences for Bullying:

At Friendly Academy, we take bullying very seriously and will respond promptly and decisively. The consequences for engaging in bullying behavior may include the following measures:

- Classroom Adjustment: Students involved in bullying incidents may be separated within the classroom environment, such as switching desk seats or carpet placements.
- Intervention by School Social Worker: The School Social Worker will initiate contact with the parents or guardians of both the target of bullying and the bully.
- Conflict Resolution: The School Social Worker will conduct conflict resolution sessions with the target of bullying and the bully.
- Restorative Discipline: This can include students participating in a circle or mediation with a support staff or school leader.
- Mandatory Parent Meetings: Parents or guardians may be required to attend meetings.

Suspension from school may be enforced, and expulsion will be used as a last resort.

Friendly Academy is fully committed to establishing a safe and loving environment for all students. We firmly believe that every individual has the right to be treated with respect and dignity, and any form of bullying is not tolerated. This policy, developed in collaboration with families, outlines our approach to preventing and addressing bullying within our schools and community.

Suspension & Expulsion Procedure:

According to RSMo 167.171, Friendly Academy's Board of Directors, by general rule and for the causes provided in section 167.161, may authorize the summary suspension of students Director of Academics or Dean of Culture for a period not to exceed ten school days and by the Executive Director for a period not to exceed one hundred and eighty school days. In case of a suspension by the Executive Director for more than ten school days, the student, the student’s parents or others having custodial care may appeal the decision of the Executive Director to the Friendly Board or to a committee of Board members appointed by the Board President. No student shall be suspended unless:

- The student shall be given oral or written notice of the charges against them
- If the student denies the charges, they must receive an oral or written explanation of the underlying facts.
- The student must have an opportunity to present their side of the incident.
- In cases of suspensions exceeding ten school days, the suspension will be stayed until the board renders its decision, except when the Executive Director deems the student's presence poses a risk to individuals or property or disrupts the academic process. In such cases, the student may be immediately removed from school, and a hearing notice will be provided as soon as possible.

Friendly Academy will notify families, the student, and relevant juvenile or family court divisions, as per RSMO 167.161, prior to such hearings. Suspensions and expulsions are considered as a last resort after exhausting the in-school discipline system or when it is deemed inappropriate.

Notification:

Following RSMo 167.115, Friendly Academy will notify the appropriate division of the juvenile or family court in the event of a suspension exceeding ten days or an expulsion for any student under the court's jurisdiction. Additionally, any crimes occurring on school premises will be reported to law enforcement authorities in compliance with the law.

Discipline of Students with Special Needs:

Friendly Academy strives to meet the unique needs of its students, offering necessary support for academic, emotional, and social growth. In addition to the discipline procedures applicable to all students, specific procedures are in place for students with disabilities. Students with an Individualized Educational Plan (IEP) including a Behavior Intervention Plan (BIP) will be disciplined following the BIP. If the BIP proves ineffective or raises concerns for the student's safety or others, the matter will be referred to the Director of Support Services for potential guideline adjustments.

Confinement & Restraint:

Friendly Academy educators and staff avoid secluding or confining students, as defined by DESE Rule 160-5-1-.35, except in emergency situations while awaiting law enforcement or Emergency Medical Services (EMS). Physical restraint is employed only in emergencies where students pose immediate harm to themselves or others, do not respond to behavioral interventions, verbal directives, or other de-escalation techniques. Chemical, mechanical, or prone restraint, as defined by DESE Rule 160-5-1-.35, is strictly prohibited. Faculty cease physical restraint when the student no longer poses a threat, cannot be safely restrained, or displays severe distress. Guardians are notified of any physical restraint within one school day, and immediate notification occurs if law enforcement or EMS are involved.

Threats of Violence:

Employees at Friendly Academy who receive information regarding threats of violence, whether suicidal or homicidal, will report such information to the Dean of Culture and and school social worker. The student making the threat will not be left unattended. The Dean of Culture will conduct an investigation; if necessary, a trained professional will administer a risk assessment. Based on the risk level identified through the assessment, the Dean of Culture will respond according to policy. Families will be immediately notified if law enforcement or EMS intervention is required.

Records:

The Office Manager, with the support of the Dean of Operations, ensures the maintenance of records for any incidents involving school violence, violent behavior, offenses on school property, school transportation, or school activities reported to law enforcement officials. Records also document any offenses resulting in out-of-school suspensions exceeding ten school days.

Appendix C.1.1
Five Year Operational Budget

Friendly Academy

FIVE-YEAR OPERATIONAL BUDGET

		25-26 Year 1 Budget	26-27 Year 2 Projected	27-28 Year 3 Budget	28-29 Year 4 Budget	29-30 Year 5 Budget
Revenues						
5100	Local (generate by completing "Local Revenue Worksheet")	$ 200,000	$ 278,131	$ 374,229	$ 320,328	$ 416,426
5200	County (generate by completing "County Revenue Worksheet")	-	-	-	-	-
5300	State (generate by completing "State Revenue Worksheet")	1,176,602	2,059,054	2,941,506	3,823,958	4,706,410
5400	Federal (generate by completing "Federal Revenue Worksheet")	144,523	243,431	333,916	426,038	519,856
5600	Non-Current Revenue	-	-	-	-	-
5800	Received from other LEAs	-	-	-	-	-
5899	**GRAND TOTAL REVENUES**	**1,521,125**	**2,580,616**	**3,649,652**	**4,570,323**	**5,642,692**
Expenditures						
1100	Regular Programs	813,144	1,234,744	1,602,520	1,986,490	2,308,363
1191	Summer School (Regular)	-	-	-	-	-
1192	Juvenile Program	-	-	-	-	-
1200	Special Programs	213,367	392,213	574,458	791,237	1,245,008
1300	Career Education Programs	-	-	-	-	-
1400	Student Activities	-	-	-	-	-
1600	Adult/Continuing Education Programs	-	-	-	-	-
1900	Payments to Other Districts	-	-	-	-	-
1999	TOTAL INSTRUCTION (K-12 Only)	1,026,511	1,626,957	2,176,977	2,777,728	3,553,372
2100	Support Services - Pupils	-	166,350	170,082	244,478	250,005
2200	Support Services - Instructional Staff	3,600	7,208	9,315	11,723	14,731
2300	Support Services - General Administration	25,500	26,138	26,791	27,461	28,147
2400	Support Services - School Administration	28,000	28,450	28,911	29,384	29,869
2500	Operation and Maintenance of Plant Services	217,837	288,811	706,765	825,366	944,636
2550	Pupil Transportation	70,000	125,563	183,859	244,993	309,068
2560	Food Services	53,000	95,581	139,016	184,732	233,063
2998	TOTAL SUPPORT SERVICES	397,937	738,099	1,264,739	1,568,137	1,809,518
3000	Community Services					
4000	Facilities Acquisition and Construction Services	-	-	-	-	-
5000	Long and Short Term Debt	-	-	-	-	-
9998	TOTAL NON-INSTRUCTIONAL AND SUPPORT	-	-	-	-	-
9999	**GRAND TOTAL EXPENDITURES**	**1,424,448**	**2,365,056**	**3,441,717**	**4,345,864**	**5,362,889**
Total Revenue Over/(Under) Total Expenses		**96,677**	**215,560**	**207,935**	**224,459**	**279,802**
Beginning Balance, July 1		**1,500**	**98,177**	**313,737**	**521,672**	**746,131**
Ending Balance, June 30		**$ 98,177**	**$ 313,737**	**$ 521,672**	**$ 746,131**	**$ 1,025,933**
Fund Balance (% of expenses)		**7%**	**13%**	**15%**	**17%**	**19%**
Days of Cash		**25.16**	**48.42**	**55.32**	**62.67**	**69.83**

LOCAL REVENUE WORKSHEET			Year 1 Projected	Year 2 Projected	Year 3 Projected	Year 4 Projected	Year 5 Projected
Code	Detail						
5113		**Prop C**	$ -	$ 128,131.08	$ 224,229.38	$ 320,327.69	$ 416,426.00
5140		**Earnings on Investments**					
	5141	Earnings from Temporary Deposits					
5150		**Food Service - Pupils**					
	5151	Sales to Pupils					
5160		**Food Service - Adults**					
	5161	Sales to Adults					
	5165	Food Services - Non-Program					
5170		**Enterprise Sources**					
	5171	Admissions					
	5172	Bookstore Sales					
	5173	Student Organization Membership Dues and Fees					
	5179	Other Pupil Activity Income	0	0	0	0	0
5180		**Community Services**					
	5181	Community Services					
5190		**Other Revenue from Local Sources**					
	5191	Rentals					
	5192	Gifts - New School Venture Fund					
	5192	Gifts - Charter School Growth Fund					
	5192	Gifts - The Opportunity Trust	200,000	150,000	150,000	0	0
	5192	Local fundraising					
	5195	Prior Period Adjustment					
	5196	Net Receipts from Clearing Accounts					
	5198	Leasehold Improvement Loan					
5199		**Local Revenue - Subtotal**	**$ 200,000**	**$ 278,131**	**$ 374,229**	**$ 320,328**	**$ 416,426**

STATE REVENUE WORKSHEET

Code	Detail			Year 1 Projected	Year 2 Projected	Year 3 Projected	Year 4 Projected	Year 5 Projected
5310		**Foundation Formula, State Aid**						
	5311	=11694*FWADA*.985-[5319 - Classroom Trust Fund]	Basic Formula - State Monies	$ 1,176,007	$ 1,994,794	$ 2,849,706	$ 3,704,618	$ 4,559,530
	5312	=Home to school costs only	Transportation	$ -	$ -	$ -	$ -	$ -
	5314		Early Childhood (3 & 4 Year Old) Special Education					
	5317		Career Ladder/Excellence in Education Act					
	5319	=425*ADA	Basic Formula - Classroom Trust Fund		$ 63,219	$ 90,313	$ 117,406	$ 144,500
	5322		Career Education/At-Risk - State					
	5324		Educational and Screening Program Entitlement/Parents as Teachers					
5330		**State Revenue**						
	5332		Career Education - State					
	5333		Food Service - State	$ 595	$ 1,041	$ 1,488	$ 1,934	$ 2,380
	5337		Adult Education & Literacy (AEL) - State					
	5338		Adult Education Special Literacy Grant					
	5353		Job Development/Customized Training					
	5358		Safe School Initiative Grant					
	5359		Career Education Enhancement Grant					
	5362		A+ Schools Grant					
	5364		eMINTS/METS Classrooms					
	5366		MO Department of Natural Resources (DNR) Energy Loans					
	5367		MO School Age Children's Health Services Grant					
	5369		Residential Placement/Excess Cost					
	5371		Readers for the Blind					
	5372		State Emergency Management Agency (SEMA) Funds					
	5376		Select Teachers As Regional Resource					
	5377		MO Department of Natural Resources (DNR) Energy Grant					
	5381		High Need Fund - Special Education					
	5382		Missouri Preschool Project					
	5397		Other State Revenue					
5399			**State Revenue - Subtotal**	**$ 1,176,602**	**$ 2,059,054**	**$ 2,941,506**	**$ 3,823,958**	**$ 4,706,410**
			Per FWADA Funding	$ 11,694.00	$ 11,694.00	$ 11,694.00	$ 11,694.00	$ 11,694.00
			Growth		0.0%	0.0%	0.0%	0.0%
			FWADA	102.10	178.67	255.24	331.81	408.39
			ADA	85.00	148.75	212.50	276.25	340.00
			Food Service - State - Per Pupil	$7.00	$7.00	$7.00	$7.00	$7.00
			Growth		0.0%	0.0%	0.0%	0.0%

FEDERAL REVENUE WORKSHEET Code	Detail			Year 1 Projected	Year 2 Projected	Year 3 Projected	Year 4 Projected	Year 5 Projected
5410-19		**Grants-in-Aid -- Unrestricted, Direct**						
	5411		Impact Aid					
	5412		Medicaid	$ 10,000	$ 15,000	$ 20,000	25,000	$ 30,000
	5413		Federal Disaster Assistance					
	5416		Federal Housing					
	5417		Federal Flood Counseling					
	5418		Reserve Officer Training Corps (ROTC)					
5420-59		**Grants-in-Aid - Restricted, Federal Through State**						
	5421		Child Development Associate (CDA) Grant					
	5427		Perkins Basic Grant, Career Education					
	5431		Perkins Tech Prep Grant, Career Education					
	5435		Workforce Investment Act (WIA) - Federal					
	5436		Adult Education & Literacy (AEL) - Federal					
	5441		Individuals with Disabilities Act (IDEA)	$ 8,075	$ 14,131	$ 20,188	$ 26,244	$ 32,300
	5442		Early Childhood Special Education - Federal					
	5445		School Lunch Program	$ 27,625	$ 49,552	$ 72,559	$ 96,685	$ 121,971
	5446		School Breakfast Program	$ 12,750	$ 22,870	$ 33,489	$ 44,624	$ 56,294
	5447		Special Milk Program					
	5448		After-School Snack Program					
	5451		Title I, ESEA - Improving the Academic Achievement of the Disadvantaged	$ 60,563	$ 105,984	$ 151,406	$ 196,828	$ 242,250
	5452		Title I, Part C - Migrant Education					
	5453		Title I, Part B - Student Reading Skills Improbement Grants					
	5454		Title I, Part F - Comprehensive School Reform					
	5455		Title V, ESEA - Innovative Education Programs					
	5456		Title Iv, LIFT Grant					
	5459		Twenty-First Century Grant					
5460-79		**Other Federal Restricted, Through the State**						
	5461		Title IV, Part A, ESEA - Safe and Drug Free Schools and Communities	$ -	$ 10,000	$ 10,000	$ 10,000	$ 10,000
	5462		Title III, ESEA - English Language Acquisition and Academice Achievement					
	5463		Education for Homeless Children and Youth	$ 25,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000
	5465		Title II, Part A & B, ESEA - Teacher and Principal Traning and Recruitment Fund/Mathmatics and Science Partnerships	$ 510	$ 893	$ 1,275	$ 1,658	$ 2,040
	5466		Title II, Part D, ESEA - Enhancing Education Through Technology					
	5472		Child Care Development Fund Grant					
	5473		National and Community Service Trust Act of 1993					
	5475		AIDS Education Grant					
	5476		Title I, Part B - Even Start Family Literacy					
	5477		Federal Emergency Management Agency (FEMA) Funds					
	5478		Vocational Rehabilitation					
5480-89		**Other Grants-in-Aid-Restricted, Federal**						
	5481		Department of Health Food Service Program					
	5482		Workforce Investment Act (WIA)					
	5483		Head Start					
	5484		Pell Grants					
	5486		Impact Aid, Restricted Purpose					
	5489		Facilities Infrastructure Improvement Grant					
	5492		Title I, Part B - Rural Education Initiative					
	5497	**CSP**	Other Federal Revenue					
5499			**Federal Revenue -- Subtotal**	**$ 144,523**	**$ 243,431**	**$ 333,916**	**$ 426,038**	**$ 519,856**
			Funding rates per capita					
			Individuals with Disabilities Act (IDEA)	$ 950.00	$ 950.00	$ 950.00	$ 950.00	$ 950.00
			Title I, ESEA - Improving the Academic Achievement of the Disadvantaged	$ 750.00	$ 750.00	$ 750.00	$ 750.00	$ 750.00
			Title II, Part A & B, ESEA - Teacher and Principal Traning and Recruitment Fund/Mathmatics and Science Partnerships	$ 60.00	$ 60.00	$ 60.00	$ 60.00	$ 60.00
			Title III, ESEA - English Language Acquisition and Academice Achievement	$ 18.00	$ 18.00	$ 18.00	$ 18.00	$ 18.00
			School Lunch Program	$ 325.00	$ 333.13	$ 341.45	$ 349.99	$ 358.74
			School Breakfast Program	$ 150.00	$ 153.75	$ 157.59	$ 161.53	$ 165.57
			Counts					
			Individuals with Disabilities Act (IDEA)	9	15	21	28	34
			Title I, ESEA - Improving the Academic Achievement of the Disadvantaged	80.75	141.31	201.88	262.44	323.00
			Title II, Part A & B, ESEA - Teacher and Principal Traning and Recruitment Fund/Mathmatics and Science Partnerships	8.50	14.88	21.25	27.63	34.00
			ADA	85.00	148.75	212.50	276.25	340.00

Appendix C.1.2
Cash Flow for Pre-Opening Year

FRIENDLY ACADEMY	Planning Year Budget
Revenues	
Title V, ESEA - Innovative Education Programs (CSP - Federal)	
Charter School Growth Fund	
The Opportunity Trust	125,000
Leasehold Improvement and Building Purchase Loan	
Total Revenues	**125,000.00**
Expenses	
Admin, Finance, Governance	
Financal Model and Budget Planning	6,000.00
Travel	2,500.00
School Based	
Professional Development	2,500.00
Kindergarten Readiness	5,000.00
Summer Pilot	5,000.00
Recruitment, Enrollment, Marketing	
Recruitment Advertising	2,500.00
Staffing, Personnel	
Dr. Tesha Robinson	100,000.00
Facilities	
Leasehold Improvements	
Total Expenses	**123,500.00**
Total Revenue Over/(Under) Total Expenses	**1,500.00**

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Total
Revenues													
The Opportunity Trust	$ 125,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GRAND TOTAL REVENUES	**$ 125,000**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 125,000**
Expenditures													
Salary for Operations + PreLaunch	$ 8,333	$ 8,333	$ 8,333	$ 8,333	$ 8,333	$ 8,333	$ 8,333	$ 8,333	$ 8,333	$ 8,333	$ 8,333	$ 8,333	
Financal Model and Budget Planning	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	$ 500	
Summer Professional Development	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,250	$ 1,250	
Kindergarten Readiness Kits	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,500	$ 2,500	
Recruiting/Advertising	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	
Travel	$ -	$ -	$ -	$ -	$ -	$ -	$ 417	$ 417	$ 417	$ 417	$ 417	$ 417	
Summer Pilot	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 5,000	
GRAND TOTAL EXPENDITURES	**$ 9,042**	**$ 9,042**	**$ 9,042**	**$ 9,042**	**$ 9,042**	**$ 9,042**	**$ 9,458**	**$ 9,458**	**$ 9,458**	**$ 9,458**	**$ 13,208**	**$ 18,208**	**$ 123,500**
Total Revenue Over/(Under) Total Expenses	$ 115,958	$ (9,042)	$ (9,042)	$ (9,042)	$ (9,042)	$ (9,042)	$ (9,458)	$ (9,458)	$ (9,458)	$ (9,458)	$ (13,208)	$ (18,208)	
Cumulative Cash	$ 115,958	$ 106,917	$ 97,875	$ 88,833	$ 79,792	$ 70,750	$ 61,292	$ 51,833	$ 42,375	$ 32,917	$ 19,708	**$ 1,500**	

Appendix C.1.3
Cash Flow for Opening Year

Friendly Academy

Year 1 Cash Flow

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Total
Revenues														
5100	Local (generate by completing "Local Revenue Worksheet")	$ 16,667	$ 16,667	$ 16,667	$ 16,667	$ 16,667	$ 16,667	$ 16,667	$ 16,667	$ 16,667	$ 16,667	$ 16,667	$ 16,667	
5200	County (generate by completing "County Revenue Worksheet")	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
5300	State (generate by completing "State Revenue Worksheet")	$ 98,050	$ 98,050	$ 98,050	$ 98,050	$ 98,050	$ 98,050	$ 98,050	$ 98,050	$ 98,050	$ 98,050	$ 98,050	$ 98,050	
5400	Federal (generate by completing "Federal Revenue Worksheet")	$ 12,044	$ 12,044	$ 12,044	$ 12,044	$ 12,044	$ 12,044	$ 12,044	$ 12,044	$ 12,044	$ 12,044	$ 12,044	$ 12,044	
5600	Non-Current Revenue	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
5800	Received from other LEAs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
5899	**GRAND TOTAL REVENUES**	**$ 126,760**	**$ 126,760**	**$ 126,760**	**$ 126,760**	**$ 126,760**	**$ 126,760**	**$ 126,760**	**$ 126,760**	**$ 126,760**	**$ 126,760**	**$ 126,760**	**$ 126,760**	**$ 1,521,125**
Expenditures														
1100	Regular Programs	$ 67,762	$ 67,762	$ 67,762	$ 67,762	$ 67,762	$ 67,762	$ 67,762	$ 67,762	$ 67,762	$ 67,762	$ 67,762	$ 67,762	
1191	Summer School (Regular)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
1192	Juvenile Program	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
1200	Special Programs	$ 17,781	$ 17,781	$ 17,781	$ 17,781	$ 17,781	$ 17,781	$ 17,781	$ 17,781	$ 17,781	$ 17,781	$ 17,781	$ 17,781	
1300	Career Education Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
1400	Student Activities	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
1600	Adult/Continuing Education Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
1900	Payments to Other Districts	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
1999	TOTAL INSTRUCTION (K-12 Only)	$ 85,543	$ 85,543	$ 85,543	$ 85,543	$ 85,543	$ 85,543	$ 85,543	$ 85,543	$ 85,543	$ 85,543	$ 85,543	$ 85,543	
2100	Support Services - Pupils	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
2200	Support Services - Instructional Staff	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	$ 300	
2300	Support Services - General Administration	$ 2,125	$ 2,125	$ 2,125	$ 2,125	$ 2,125	$ 2,125	$ 2,125	$ 2,125	$ 2,125	$ 2,125	$ 2,125	$ 2,125	
2400	Support Services - School Administration	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333	$ 2,333	
2500	Operation and Maintenance of Plant Services	$ 18,153	$ 18,153	$ 18,153	$ 18,153	$ 18,153	$ 18,153	$ 18,153	$ 18,153	$ 18,153	$ 18,153	$ 18,153	$ 18,153	
2550	Pupil Transportation	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	
2560	Food Services	$ 4,417	$ 4,417	$ 4,417	$ 4,417	$ 4,417	$ 4,417	$ 4,417	$ 4,417	$ 4,417	$ 4,417	$ 4,417	$ 4,417	
2998	TOTAL SUPPORT SERVICES	$ 33,161	$ 33,161	$ 33,161	$ 33,161	$ 33,161	$ 33,161	$ 33,161	$ 33,161	$ 33,161	$ 33,161	$ 33,161	$ 33,161	
3000	Community Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
4000	Facilities Acquisition and Construction Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
5000	Long and Short Term Debt	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
9998	TOTAL NON-INSTRUCTIONAL AND SUPPORT	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
9999	**GRAND TOTAL EXPENDITURES**	**$ 118,704**	**$ 118,704**	**$ 118,704**	**$ 118,704**	**$ 118,704**	**$ 118,704**	**$ 118,704**	**$ 118,704**	**$ 118,704**	**$ 118,704**	**$ 118,704**	**$ 118,704**	**$ 1,424,448**
	Total Revenue Over/(Under) Total Expenses	$ 8,056	$ 8,056	$ 8,056	$ 8,056	$ 8,056	$ 8,056	$ 8,056	$ 8,056	$ 8,056	$ 8,056	$ 8,056	$ 8,056	
	Cumulative Cash	**$ 9,556**	**$ 17,613**	**$ 25,669**	**$ 33,726**	**$ 41,782**	**$ 49,838**	**$ 57,895**	**$ 65,951**	**$ 74,008**	**$ 82,064**	**$ 90,120**	**$ 98,177**	

Beginning cash (from planning year) **$ 1,500**

Budget Contingency Plan

Purpose

Friendly recognizes that the 85% of charter school closures nationally are driven by financial performance. And sound financial performance is driven by a school's enrollment AND their ability to match program and expense levels to the resulting available revenue. Ultimately, a high-quality school demonstrates all of: student achievement, compliant and efficient operations, and strong financial performance. This appendix addresses Friendly's planning to ensure that the school can provide all of these qualities even if initial enrollment falls below that planned in this charter application.

Approach

To develop a contingency plan, Friendly created an alternate 5-year pro forma financial model that assumes enrollment shortfalls of 30% in Years 1 and 2, 20% in Years 3 and 4, and 15% in Year 5. We then adjusted expense drivers to match this reduced enrollment and tested the resulting sustainability of this smaller model.

Results

Friendly's resulting contingency budget achieves a fund balance of 4% in Year 1, growing to 14% by Year 5, with annual net margins ranging from 3-5%. These sustainable results are achieved largely by reducing the number of teaching and instructional support staff in proportion with the smaller student population assumed. We also delay the addition of certain support FTE's (counselor and social worker) by one school year, which aligns with the smaller student population. After these structural changes, we made some small adjustments to supplies and materials to achieve the resulting sustainability with a smaller student population.

Unique to Friendly's application, the relationship with a local facility-provider allows the school access to below-market-rate facility use in the first two years of the model. As proposed in the application, this cost savings allows the school to provide extraordinary staff support to students during the first two years. However, in a contingent budget scenario, it also allows the school to build to sustainability with fewer students while still providing robust personnel support for Friendly's students. We are confident that this contingent financial plan would also result in a successful, high-quality school.

Appendix C.1.5

Memorandum of Understanding with Friendly Temple Church

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FRIENDLY ACADEMY

MEMORANDUM OF UNDERSTANDING

I. Purpose of agreement

To create a partnership between Friendly Temple Church and Friendly Academy, a proposed charter school in the metropolitan area of St. Louis City. The partnership aims to maximize the services and resources offered to students and families, enhancing the mission of equipping students with a quality and holistic education rooted in love.

II. Scope and duration

Friendly Temple Church shall provide access to the necessary facilities and resources needed for the operation of this charter school. Friendly Temple Church will also provide support to participating families and students by offering wrap-around services, including but not limited to, before and after school activities and tutoring.

The term of the partnership shall run in perpetuity or until it is terminated as outlined in a partnership agreement to be prepared at a later date.

III. Relationship between Parties

Friendly Temple Church shall serve as a community partner of Friendly Academy. Friendly Academy shall be governed by a board of directors.

IV. Common responsibilities

Recognizing that it is important for the people we serve that we collaborate effectively, all parties to this agreement commit to the following:

a) Communication –The partners are committed to open and transparent communication with each other about strengths and limitations in the collaboration. All organizations agree to communicate responsively and participate actively in the collaborative group.

b) Confidentiality – To facilitate open communication within the group, all partners agree to treat information disclosed about other organizations as confidential unless the information is already in the public domain.

c) Implementation – The partners are committed to helping to secure and/or investing time, resources, financial and human capital to ensure that activities, tasks and objectives consistent with the mission of this collaborative are carried out to ensure successful, efficient and execution.

V. Resource commitment to the collaboration

The partners recognize the need to use resources in the spirit of collective impact. The collaborative group does not have the authority to commit the resources of any of its members.

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However, the partners are committed to working together to establish a formal, structured and organized way to attract and deploy financial resources to fulfill the mission, comprehensive strategy and discrete objectives of the collaborative.

VI. Amendment, termination and extension

Each participating organization retains the right to withdraw from the collaboration upon giving the other participating organizations at least 60 days' advance written notice of its decision to withdraw, with the withdrawal becoming effective immediately from receipt of said notice of withdrawal ("Withdrawal Effective Date")

On the Withdrawal Effective Date, said withdrawing organization shall cease attending all meetings, and surrender any and all documentation arising from this collaborative agreement to the remaining organizations herein. Said withdrawing organization is expressly prohibited from performing any act which directly or indirectly disparages and/or competes with the business expectancy of this collaborative agreement and any organization which is a party hereto further, said withdrawing organization shall refrain from utilizing any business insight or information, whether written or oral, gained through this collaboration agreement to compete directly or indirectly with the collaborative work or business endeavors as set forth in this agreement. The withdrawal of any participating organization from the collaboration shall result in the remaining members carrying out the work of the collaborative by amendment to any and all existing definitive documents related to its formation or enter into a new agreement to guide the continuing work of the remining partners. Upon the withdrawal effective date, this collaborative agreement shall continue in full force and effect with respect to the remaining parties to this collaborative agreement.

This agreement may be extended or amended only through unanimous agreement of the partners. The decision to amend or extend the agreement, and language describing the agreed upon changes, shall be documented in writing, including the date of the amendment/extension, and the signatures of the leaders of each participating organization.

VII. Use of intellectual property and Confidentiality

Each party shall retain ownership of their own intellectual property and brand. Each party agrees to respect the other party's trademarks and brands. Each shall refrain from using the brands, intellectual property, organization's name and/or logo in external communications without the express written permission of the authorized representative.

Any intellectual property and brands created by this collaborative agreement will be the property of the Collaborative and cannot be used without unanimous consent of the parties to this collaborative agreement.

Any and all information provided by one party ("Disclosing Party") to this collaborative agreement to another party of this collaborative agreement ("Receiving Party") shall remain strictly confidential and shall not be disclosed by the Receiving Party to any third party who is not a party to this collaborative agreement without the express written consent of the

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Disclosing Party, which consent may be withheld in the sole discretion of the Disclosing Party. Each party to this agreement understands that the work product arising from the collaboration agreement ("Collaborative Property") shall be held in strict confidence and shall not be disclosed to any third party without the express written consent of all parties hereto. Collaborative Property shall include but is not limited to any and all discussions between the parties, work product created by the parties collectively, financial statements, business contacts, and jointly created intellectual property, written and oral information arising from the collaboration meetings between the parties hereto and know how collectively developed by the parties.

VIII. Authorization

This agreement was unanimously adopted by designated representatives of the partners upon the date specified below. The signature of the chief executive officer of each participating organization below, represents the full commitment of their organization to participate actively in the collaboration and implement fully all elements in this agreement.

This collaborative agreement may be executed in one or more counterparts, each of which shall be deemed an original and all of which taken together shall constitute one and the same instrument.

(Signatures appear on the following page.)

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WITNESS the following duly authorized signatures as of the date hereinabove stated:

FRIENDLY TEMPLE CHURCH

DocuSigned by:
Michael Fulton Jones, Sr.
D3CB1DE12B384AD...

3/12/2024

Name: Date
Title:

FRIENDLY ACADEMY

DocuSigned by:
Tesha Robinson
92FDA3B82CCB4C7...

3/12/2024

Name: Date
Title:

Friendly Academy
Conflict of Interest Policy

Article I
Purpose

The purpose of the conflict of interest policy is to protect the interest of Friendly Academy (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[1/] 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.

1/ A "key employee" is an employee of the Organization who meets the three following tests: (a) $150,000 Test: receives reportable 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.

Article IV
Records of Proceedings

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.

Article V
Compensation

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.

Article VI
Conflict Statements

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
Reviews

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.

Article VIII
Use of Outside Experts

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 Friendly Academy (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 Organization 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.

Financial Management Policies
Last Updated 2/1/2024

Overview

Friendly Academy, functioning as an independent local Educational Agency (LEA) with a fiscal year concluding on June 30th, entrusts the Director of Operations (DOO) with the responsibility of developing and managing the budget, under the oversight of the Executive Director (ED). Collaboratively, during the budgeting process, the DOO and ED will develop specific components of the budget based on school needs and planned activities. The involvement of Joule Growth Partners (JGP) – an experienced charter school back-office finance provider – further supports this process, providing assistance in the design of the budget.

By February 1st each school year, the ED submits a draft of the annual budget and statement of cash to the Finance Chair Committee for thorough review. Subsequently, this draft is shared with the entire Board of Directors. The Finance Chair, in conjunction with the Finance Committee, diligently reviews the budget for accuracy and presents an overview to the Board of Directors. The Finance Committee actively engages in suggesting changes and cost-saving measures deemed necessary.

In compliance with RSMo 160.405.1, the entire Board must collectively review and vote for the approval of the budget. This process is to be completed by May 31st each year, with the Board Secretary documenting this approval in the meeting minutes. This record, in turn, undergoes scrutiny during the audit process. In adherence to RSMo 160.405.5(4), Friendly Academy is committed to engaging an independent audit firm to provide annual audit services. This comprehensive approach ensures financial transparency, accuracy, and compliance with regulatory standards.

During the preoperational year, the ED and the DOF begin drafting a prospective budget with JGP. The budget will go up for approval during the January board meeting so key personnel decisions and purchases can begin. This is imperative for key hires during recruiting season. Once funding is confirmed by the Department of Elementary and Secondary Education (DESE), JGP will help guide budget revisions with the DOF and ED. The ED, DOF, with the support of JGP, ensures that Friendly's budget 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.[1] Each month, financial

[1] Friendly Schools will adhere to all relevant budgeting and financial statues, rules, regulations and codes as outlined by the Missouri Financial Accounting Manual: https://dese.mo.gov/financial-admin-services/school-finance/accounting-manual/fy-2023-missouri-financial-accounting-manual

statements will be generated by JGP which will be submitted to the Board Finance Committee for review. Financial statements will include: Cash Flow, Balance Sheets, Statements of Activity, Grant Reports, and Check transaction statements. The Finance Committee chair will then present a summary of the financial reports 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/services purchased are reflected in the budget or otherwise approved by the ED. If necessary, significant *(value of $20,000 or more)* purchases arise beyond the budget, the ED and the DOF will review the budget and make a recommendation to the Finance Committee regarding the best course of action. Upon committee review and approval, modifications to the budget must be approved by the Board of Directors. The Finance Committee will develop a policy for handling emergency situations and determine a dollar amount for an emergency fund with the ED. In keeping with state law (RSMo 160. 415.7(6)), invoices for services, equipment, or other purchases over $25,000 require board notification and approval.

Internal Controls

Document Control: Accounting system documents are signed and dated upon recording.

Financial Data Security: Accounting software is accessible only to the ED, DOF, and JGP. Each individual will have their own username and password. User access will vary depending on their role within the organization.

Processing Controls: Controls identify errors before they are posted to the general ledger. Common processing controls include source document matching, clerical accuracy of documents, and general ledger account code checking.

Reconciliation Controls: 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 and/or source documents.

Restricted Access: Only authorized personnel have access to valuable and moveable assets. This includes: ED, DOF, and JGP. Users' access will vary depending on role.

Records Retention: All records are maintained as long as the IRS regulations require, federal grant requirements, audit requirements, and other legalities as needed.

Grants and Federal Programs: The DOF will work with JGP to ensure all Federal Programs and Grants are allocated, tracked, monitored, and expensed according to federal or grant guidelines.

Cash Flow

Deposits: All cash transactions are recorded in writing, signed, and dated by the ED on behalf of Friendly Academy. The DOF is responsible for depositing cash in Friendly STL's bank account. Deposits are made within 72 hours of a cash receipt. Undeposited cash is kept on school premises in a secure location with limited access. Cash would be kept in this safe location for purposes of school events or extracurricular activities like a basketball game. The school will never keep more than $500 on-site at any time. A copy of the validated deposit slip is returned to Friendly's DOF within 24 hours of the deposit. Checks received are endorsed for "for deposit only", and deposits are made ensuring dual control *(ED initially reviews and signs, DOF processes deposit).* Similar to cash, undeposited checks are kept in the safe in the DOF's office. The only individuals with access to the safe are the ED and DOF.

Expenditures: As a network wide rule, cash is not used to make purchases except for small outlays from petty cash. In no circumstance, will a check be made payable to "Cash". The only individuals who have the ability to sign checks are: Board President, Board Treasurer, Executive Director, and DOF. All invoicing processing (physical and online), payments, and payroll with JGP minimizes check and credit card expense transactions. All expenditures are documented and accounted for with daily receipts. Any authorized check or credit card receipt over $5,000 drafted on Friendly Schools, Inc bank account must be pre-approved and signed by the DOF. Any purchase over $10,000 must be approved by the ED. Any purchase over $25,000 must be approved by the Board Chair. All purchases over $1,000 require a purchase order (PO) approved by the DOF. The requestor must submit the quote to the DOF who will complete the PO for the ED. The PO should include the vendor information, description of expense, quantity, and total cost. The ED will then review and sign the PO which then can be distributed to the vendor. The DOF will file the purchase order according to standard accounting procedures by JGP. Once the items are received and reviewed for verification by the requestor, the vendor invoice number is added to the PO. A copy of the vendor invoice will then be shared with the Dean of Operations for processing with JGP.

JGP will set up the school's online accounts payable platform designed to maximize efficiency around invoice processing and archiving. JGP 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.

Petty Cash: Petty cash is maintained in a safe in the Dean of Operations office. The amount within the safe shall never exceed $500. Any payments made from petty cash are documented digitally in the Petty Cash Spreadsheet. This spreadsheet indicates the date, amount, person(s) involved, and reason for payment. Receipts from purchases will be stored with petty cash and will be given to the DOO within 48 hours of the transaction. Petty cash is not used to cash checks.

External Checks

Audit: As required by the State of Missouri, Friendly will be audited annually by an independent certified public accountant in conformance with the Generally Accepted Accounting Principles (GAAP). The Board, along with the ED, will select the auditing firm. The Audit is made public pursuant to RSMo 165.121 and included in the Annual Secretary of the Board Report (ASBR), as required by RSMo 162.821. The ASBR is submitted to the State Board of Education, The Missouri Charter Public School Commission, and can be accessed by the general public. Additionally, Friendly files all necessary federal and state tax returns.

Conflict of Interest: Every year, Friendly's Executive Leadership Team and Board of Directors complete a conflict-of-interest survey to determine any potential areas of concern or conflicts as defined by Missouri law. Included in Friendly Academy's Bylaws, a conflict of interest policy must be adopted by the Board. There shall be no transaction or purchase which constitutes a legal conflict of interest. JGP will provide management and oversight around Request for Proposals (RFP) when contracting with external vendors and individuals to ensure vendor contracts do not create a conflict of interest. This includes but is not limited to: food services, insurance, janitorial, food service, technology, and technology systems.

Designation of Financial Institution: Friendly Schools, Inc currently utilizes JP Morgan Chase Bank for its designation of funds. Friendly Schools, Inc has already created a separate account for Friendly Academy. The Board will adopt a resolution as part of the bylaws that includes this information. The ED must receive authorization from the Board prior to opening any future financial accounts for business operations or to hold assets.

Record Keeping

Student Information System: The DOO will be responsible for selecting a Student Information System. The SIS will store student enrollment, registration, attendance, discipline, scheduling, assessments, transcripts, transportation, food service, special education status, and English proficiency. The DOO is responsible for reporting data to the state and federal authorities. Both Lumen and other options have the ability to track and store data from multiple years to ensure compliance with the state. Team members involved with Special Services will be responsible for managing the special services portal of the SIS and integrated special education compliance and management system that tracks student's eligibility, Independent Education Plans (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.

Payroll: The DOO will work with JGP to ensure employees are paid accurately and on-time in accordance with Fair Labor and Statistics and other local, state, and federal laws. JGP utilizes the online software system Gusto to manage payroll and together they ensure that payroll is processed accurately and on-time, maintain employee files, handle HR and personnel issues if they arise, and work alongside finance teams to ensure grants are effectively utilized and tracked if necessary.

School Accounting: In partnership with JGP, Friendly will adhere to the guidelines of the Missouri Department of Elementary and Secondary Education. JGP will provide accounting functions while working alongside Friendly's Dean of Operations to maintain records and source application of funds. JGP also provides support with tracking accounts payable and receivables, closing monthly accounts, providing financial information for IRS Form 990, analysis of monthly financial statements, preparation of finance presentations, attendance at monthly Board and/or Finance committee meetings, management of federal and state grants, and assisting with the budgeting and auditing process. All records must contain information relating to grant or subgrant awards, assets, income, outlays or expenditure, liabilities, off balance sheet obligations, and more. All incomes (including grants, awards, donations, and program funds) will be administered according to state and federal guidelines, including Code of Federal Regulations, Uniform Grant Guidance (OMNI), ESSA (pursuant to RSMo 160.405.4(4)), and the Education Department General Administrative Regulations (EDGAR). Audit records will be public record and made available for parents and community members to review on the school's website.

Insurance

The Friendly Academy team will conduct a rigorous vetting process through a bid for insurance once the charter is approved. Members of the board will review the coverage annually as required by RSMo 160.405.(4).

Coverage will be in compliance with RSMo 160. 405(4) which will include:

- Directors' and Officer' 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 pursuant with RSMo 160.405.14(1) for the ED 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. This will cover the DOF as well and they will maintain an insurance policy pursuant with RSMo 160.405.4(8).
- Include evidence to support the budget expense assumptions related to insuring the school such as copies of broker or agency estimates

Policies and Procedures for Contracted Services

As a recipient of public funds, Friendly Academy is dedicated to serving as a responsible and effective steward of all contracted services. For detailed information on our policies and procedures related to contracted services, refer to Appendix C.4.1 for Policies and Procedures for Contracted Services. This appendix provides comprehensive insights into our commitment to transparency, accountability, and the judicious use of public resources in managing contracted services. These policies and procedures are in place to ensure that all procurements are:

- Adhere to all state and federal laws
- Outcome of free and open competition including transparent and consistent RFP specifications and bid materials, and advertisements placed in appropriate media as required
- Maintain transparency in transactions for all purchases, both above and below the Board-approved purchasing threshold
- Are well documented, including evidence of open competition; criteria for decision-making that provide for a reasonable choice, with cost being the primary decision criterion; identifies what is allowable by law and budget; identifies the allocation of costs

Friendly will follow procurement procedures and policies pursuant to RSMo 160. 415.8 and RSMo 160.405.4.(1).

Liability Insurance

Final determinations regarding service contracts, including insurance, are awaiting charter approval and will be finalized through a rigorous competitive bid process. Friendly has already identified Miller Insurance Group and earmarked funds to secure suitable coverage. It is noteworthy that Friendly is committed to ensuring that our finance consultant is adequately insured and bonded for security. For a comprehensive overview, please refer to Appendix B.1.6: Liability Insurance Estimate. Once a Dean of Operations is hired, they will maintain an insurance policy pursuant with RSMo 160.405.4.(8) and RSMo 160.405.14.(2). The Dean of Operations will also secure a surety bond pursuant with RSMo 160.405.14.(1).

Transportation

In pursuit of its mission to provide equitable access to an excellent education for all students, irrespective of personal transportation availability, Friendly has planned to offer transportation services to all students residing in its priority zip codes. Additionally, transportation will be provided for students with Individualized Education Programs (IEPs) necessitating accommodations, as well as for students experiencing homelessness. More information on transportation for students experiencing homelessness can be found in Appendix A.5.1 - McKinney-Vento Plan.

Friendly is committed to aligning its level of service for grades K-5, offering transportation to all students residing beyond a half-mile radius from the school. In budgeting considerations, Friendly has taken a conservative approach, estimating a 10% state transportation reimbursement rate. It is important to note that state transportation aid is specifically provided for students

residing outside a one-mile threshold. We will organize carpools for students who reside within a mile of our school. To accommodate these factors, Friendly's budget assumes that 80% of all students will require transportation services.

For more detailed information, please refer to Appendix C.4.2:Transportation Quote.

Food Services

Friendly anticipates serving a population in which 85%-100% of students qualify for Free and Reduced Lunch (FRL) and anticipates this percentage to stay consistent through the first five years making the school eligible for the Federal CEP program. Friendly has not identified a food service provider for students yet. Friendly will adhere to all nutritional quality standards and guidelines for individual food items.

Appendix C.4.2
Transportation Quote

January 17, 2024

Friendly Academy
Tesha Robinson

Dear Ms. Robinson:

We appreciate the opportunity to provide a quote for your busing needs. Your students will be professionally serviced by our experienced staff.

Attached is our quote for daily home to school transportation during the 2025-26 school year/

We are looking forward to working with you this year!

Some facts about First Student

- We carry $5,000,000 of liability insurance and will provide a Certificate of Insurance upon request
- We offer competitive pricing on any of our offered services
- We have set industry standards for standard for maintaining the most reliable, safest equipment in the transportation industry
- We have the highest safety ratings as issued by the United States Department of Transportation

Sincerely,

David Chan

David Chan
Regional Charter Sales Consultant
First Student
Office: 630-452-0804
david.chan@firstgroup.com

SCHEDULE OF SERVICE AND FEES

Scope of Work: 2025-2026 school year

First Student is prepared to provide a yellow type D school bus vehicle(s) capable of accommodating up to 47 passengers per bus

Cost: Daily route transportation is as shown below for the routes indicated on the following pages
- $450.00 per bus based on 5 hours of service gate to gate

Includes: Travel from First Student bus terminal to route and back for all shifts; all maintenance; general cleaning; back-up buses and drivers, and insurance (proof of insurance can be provided prior to commencement of the work upon request)

Routes: Routes and times may change over time based upon mutual agreement

Appendix D.1.1
Pre-Opening Plan

Team Member	SECTION	Area of Review	3-6 months	1 Jul	1 Aug	1 week	Date Complete d	Epicenter	Walkth rough	Other	Additional detail on evidence	Status Explanation
Operations Lead	Student Enrollment	Student Application	X					X			Documentation application is available (link on website, description of how it is shared with families)	
Robinson	Management	Administrative and staff Plan with Titles	X					X			Administrative Staff Plan	
Operations Lead	Student Enrollment	Documents pertaining to the lotteries held	X					X			Documentation of notice of lottery and procedures followed for lottery	
Operations Lead	Student Enrollment	Student enrollment procedures, including application deadlines, capacity by grade level,	X					X			Enrollment policy and manual	
Operations Lead	Student Enrollment	Enrolment Procedures to identify students with disabilities, English Language Learners, homeless	X					X			Copy of enrollment procedures	
Operations Lead	Facilities, Fixtures and Equipment	All required insurances coverage stipulated in the charter is obtained		X				X			Certificates of Insurance	
Robinson	Finance	Payroll		X				X			Contract with a payroll company or evidence of employment of or	
Board Chair	Finance	Board policy on payroll deduction		X				X			Finance Policy	
Operations Lead	Finance	Electronic Fund Transfer (EFT) Enrollment Forms have been submitted to DESE.	X					X			Verification from Leadership of completion	
Operations Lead	Finance	Necessary state documents to generate payment have been submitted (Vendor Input Form)	X					X			Verification from Leadership of completion	https://dese.mo.gov/sites/default/files/vendorach.pdf
Board Chair	Governance	Management Contract (if applicable)	X					X			Current Management Contract	
Board Chair	Governance	Board policies on contracted services	X					X			Board adopted policies on contracted services	
Board Chair	Governance	Board Contract with School Leader with clear expectations for leader	X									
Board Chair	Governance	Board members visit another high performing charter school board meeting as part of board development	X							X	List of meetings board members attended and/or report out from board members on observations in meeting minutes	Suggested best practice
Robinson	Management	Title I Plan approved by board		X				X			Copy of Title I plan approved by board	
Robinson	Management	Appropriate staff signed up for appropriate DESE listservs	X			X				X	verification from leadership	https://dese.mo.gov/communications/listservs
Robinson	Management	Appropriate Staff have access to MOSIS	X			X				X	Verification from leadership team that PIN code has been received from Charter School office and MOSIS access request form has been submitted	
Robinson	Management	Appropriate Staff have access to DESE Web portal (web apps and MCDS). And MCPSC staff have been given appropriate level access.	X			X				X	Verification from leadership team the ePeGs Security Form and the DESE Web System User ID request forms have been submitted	https://dese.mo.gov/sites/default/files/dac_forms/MO5003067.pdf https://dese.mo.gov/sites/default/files/dac_forms/MO5002377.pdf
Robinson	Operations	Request LEA/attendance center from DESE	X							X	verification from leadership form submitted to DESE to generate	https://dese.mo.gov/sites/default/files/dac_forms/MO5003067.pdf
Robinson	Curriculum & Instruction	Master schedule and staffing plan developed (annual calendar, school schedule, staffing plan)			X			X			all items uploaded to Epicenter	
Robinson	Curriculum & Instruction	School calendar is made available to the staff and public		X				X			all items uploaded to Epicenter	
Robinson	Finance	Board policy financial procedures including cash management, signatures on check, storage of	x					X			Finance Policy	
Robinson	Finance	Staff handbook includes procedures for procurement, reimbursements, use of petty cash,			X			X			Staff Handbook	
Robinson	Finance	Retirement Plan		X				X			Evidence of enrollment in appropriate retirement plan	
Robinson	Finance	Financials evidence the school will be able to operate throughout the school year	X	X	X			X			Budget, Monthly Financials	
Operations Lead	Facilities, Fixtures and Equipment	Appropriate Facilities that meet the requirements of the school are secured	X					X			Proof of Facility/signed lease etc. upload	
Operations Lead	Operations	Student Information System in place and staff trained		X				X			Evidence of SIS and documentation of staff training	
Operations Lead	Operations	If providing transportation for all students appropriate contracts and plans are in place		X							tranportation contract and pickup/dropoff schedule	
Robinson	Curriculum & Instruction	School class schedule is finalized and made available to the staff and parents/students				X		X			all items uploaded to Epicenter	
Operations Lead	Operations	Detailed plans for responding to emergencies (fire drills, emergency evacuation, etc.)		x				X			Emergency Plans Emergency Drill Schedule	
Robinson	English Language Learners	Ell Student Service Plan (Lau) has bee adopted by the board				X		X			plan uploaded to epicenter	
Board Chair	Governance	Evidence of Board meetings		X				X			Meeting minutes from last board meeting, no longer than 60 days before	
Board Chair	Governance	The school's charter application, agreement and performance contract are posted on school's		X						X	Link to documents	
Board Chair	Governance	Names and contact information of board members are on school's website		X						X	Website link	
Board Chair	Governance	Board adopts policies concerning students health records (access, storage, management		X				X			Board policy	
Board Chair	Governance	Board adopts policies on transporation services for students with disabilities and for homeless		X				X			Board policy	
Board Chair	Governance	Board policy on the administration and consumption of medication at school		X				X			Board policy	
Board Chair	Governance	Board approved personnel policies		X				X			Board policy	
Board Chair	Governance	Board meeting Calendar provided to MCPSC		X				X			uploaded to EpiCenter	
Robinson	Management	Staff policies and procedures for serving special education students is available to staff			X			X			Special Education Policy and Procedures and Description of how policy	
Robinson	Management	Staff policies and procedures concerning students health records is available to staff			X			X			Student Health Record Policy and Procedures and Description of how policy and procedures was shared with staff (handbook)	
Robinson	Management	School's Plan for when teachers are absent		X				X			School's plan for contracting with substitute teachers and process for teachers to request leave	
Robinson	Operations	Parent and student handbook includes policies and procedures for administration and			X			X			Parent and Student Handbook	
Robinson	Operations	Employment Polices have been established and are available to teachers and staff			X			X			Staff Handbook and Evidence copies of the handbook and policies have	
Robinson	Parent/ Community	Student and parent (guardian) handbook containing specific policies on discipline (suspension and expulsion), promotion, rights of the students, rights to attend board meetings, and grievance procedures is completed (board approved)		X				X			Parent and Student Handbook	
Robinson	Parent/ Community	Student and parent handbooks is made available to parents, potential parents, students				X		X			Description of how Parent and student handbook was shared with parents, potential parents and students (website link, copy of email	
Robinson	Parent/ Community	Parent and student handbook includes policies and procedures for transportation				X		X			Parent and Student Handbook	
Robinson	Parent/ Community	School policies and procedures concerning students health records is available to parents in				X		X			Parent and Student Handbook	
Robinson	Parent/ Community	MOCAP requirement in handbook and posted on landing page of website										
Robinson	Special Education	Provisions have been made for assessing and serving students with disabilities		X				X			Contracts with staff certified to provide specialized instruction and related	
Operations Lead	Facilities, Fixtures and Equipment	Available space meets the requirement for the number of students to be served (classrooms,		X					X			
Operations Lead	Facilities, Fixtures and Equipment	Space is accessible to all students		X				X	X		Assurance that the school is ADA compliant or if not, how the school will	
Operations Lead	Facilities, Fixtures and Equipment	Permits and certification for zoning on file at school		X				X			Permit and certification documents	
Operations Lead	Facilities, Fixtures and Equipment	Permits and certification for land use on file at school		X				X			Permit and certification documents	
Operations Lead	Facilities, Fixtures and Equipment	Permits and certifications related to building use/occupancy		X				X			Permit and certification documents	
Robinson	Management	Organizational Chart				X		X			Updated organization chart with specific names and designated "senior	
Robinson	Curriculum & Instruction	The number of hired teachers is adequate and their assignments match the staffing plan			X			X			Copy of staff roster including teaching assignments by grade level or	
Robinson	English Language Learners	Appropriate Staffing to serve English Language Learners enrolled			X			X			Signed contract(s) with certified ENGLISH LANGUAGE LEARNER staff to	
Operations Lead	Operations	Student Health Services				X			X		Evidence that health services are available as required including locked	

Team Member	SECTION	Area of Review	3-6 months	1 Jul	1 Aug	1 week	Date Completed	Episcopter	Walkthrough	Other	Additional detail on evidence	Status Explanation
Robinson	Special Education	Appropriate teaching staff to serve Special Education Students enrolled			X			X			Signed contracts with special education teaching staff that meets licensing	
Robinson	Special Education	Appropriate staff to meet the services outlined in IEPs of enrolled Special Education Students			X			X			Signed contract(s) with certified SPECIAL EDUCATION STAFF, speech and	
Robinson	Special Education	Compliance plan approved by board (RPDC Consultant can be used as a resource for this item)			X			X			Copy of approved Compliance Plan	
Operations Lead	Facilities, Fixtures and Equipment	Fire and Safety Inspection Completed				X		X			Documentation from Fire Marshal	
Operations Lead	Facilities, Fixtures and Equipment	Health Inspection Completed				X		X			All relevant state and local health permits/documentation	
Operations Lead	Facilities, Fixtures and Equipment	Systems are in place for student drop-off and pick-up				X			X		Plans for drop-off and pick-up	
Operations Lead	Operations	Food Service arrangements have been made and appropriate inspections completed			X			X			food service license/health permits	
Operations Lead	Operations	Supplemental Transportation Service for students with Disabilities whose IEP requires transportation and for homeless students			X			X			Copy of agreement with supplemental transportation services-transportation plan or federal plan requirements	
Operations Lead	Operations	Background checks for all vendors who interact with students or visit the building (includes but not limited to transportation and food service)			X			X			vendor provides assurance that drivers and delivery folks have had criminal background checks	
Operations Lead	Operations	Appropriate Safe School signage (school zone/speed limits, crosswalk, etc.)				X			X		Evidence that the appropriate municipal department has been contacted to install school zone/speed limits, crosswalks and safe school signs	
Operations Lead	Operations	Detailed plans for prepare and responding to emergencies are posted in the school and in each classroom				X			X		walk through	
Operations Lead	Operations	Complaint Resolution Process is in place and shared with staff, parents and students			X			X			Parent and Student Handbook Staff Handbook	
Operations Lead	Operations	procedures for pick up and drop off				X			X			
Robinson	Curriculum & Instruction	Needed instructional materials and supplies are ordered or on hand		X					X		Evidence of actual materials on hand or evidence materials have been ordered and will be delivered in time for school opening	
Operations Lead	Facilities, Fixtures and Equipment	Floor plan submitted to local polic department			X			X			certification in EpiCenter	
Operations Lead	Facilities, Fixtures and Equipment	Space is clean, well lit, furniture is in place, equipment installed and ready for students to				X			X		walkthrough	
Operations Lead	Operations	Criminal back ground checks and family registry checks on all hired employees			X			X			Verification Letter	
Robinson	Operations	Procedures are in place for creating, storing, securing and using student academic, attendance,		X				X			Evidence of SIS and Policies that align with FERPA	
Robinson	Student Enrollment	Student records, including records for students with special needs, have been received or			X	X			x		documentation of records request	
Robinson	Student Enrollment	Locked storage and/or secured electronic storage for student academic, attendance, discipline,				X			X		walk through	
Robinson	Student Enrollment	Locked and separate storage OR secured and separate electronic storage of all student health				X			X		walk through	
Operations Lead	Operations	Per Statute the American Flag is displayed on school grounds				X			X			
Robinson	Student Enrollment	Student roster is available to teachers				X			X		Student Rosters	
Robinson	Student Enrollment	Students enrolled are entered into MOSIS				X			X		Assurance document	
Robinson	Parent/ Community	Background checks for all volunteers				X		X			Verification Letter	
Robinson	Student Enrollment	Student Residency Report				X		X			All students enrolled have provided proof of residency	
Robinson	Curriculum & Instruction	Needed instructional materials and supplies are appropriately distributed to classrooms at				X			X	X	Classroom walk through or photographs of classrooms	
Board Chair	Governance	IRS tax exempt status	X					X			IRS Tax Exempt Letters	
Board Chair	Governance	Evidence of Non-profit status demonstrated in the Articles of Incorporation	X					X			Articles of Incorporation	
Board Chair	Governance	Board Membership		X				X			List of current members of the school board of directors, including	
Board Chair	Governance	Missouri Ethics Commission reports filed	X					X			Verification Letter	The new charter school LEA must register with the Missouri Ethics
Board Chair	Governance	Current Bylaws		X				X			Updated and ratified bylaws	
Board Chair	Governance	Criminal back ground checks and family registry checks on all board members completed		X				X			Verification Letter	
Robinson	Student Enrollment	Student enrollment statistics, including number currently enrolled (by subgroups), number of	X	X	X	X		X			Board minutes and regular enrollment updates	
Robinson	Operations	Teacher Certification			X				X		Copies of all valid Missouri teacher's licenses listing certification areas or proof that an individual is in the process of obtaining or proof of compliance with statutory exemption-certification of MOSIS screen 18 submitted	

Friendly Academy Closure Plan

Immediate Priorities

Action	Deadline	Team Member
Establish Transition Team and Assign Roles A team to close down the school's business and smoothly transition students and staff. Team overview (at minimum): 1. Friendly Board President 2. Friendly Executive Director 3.Friendly Director of Academics 4.Friendly Director of Operations 5. Front Office Team Member	Within 1 week of decision to close	Board President
Assign Transition Team Action Item Responsibilities Share contact information of the transition team amongst all members, set calendar for meetings, and assign dates for completion of each charter school closure action item. Then, the transition team will: • Establish a plan to enroll students in a high-performing school of their choice. The plan will solicit school/family input, establish clear deadlines for key activities, and continue until every student has been enrolled in a new school. • Designate a School Closure Coordinator to give families, staff, and other stakeholders access to a direct line of support through the transition (Principal + Front Office)	Within 1 week of decision to close	Board President + ED

Friendly Academy Closure Plan

Press Release Draft and distribute a press release which includes the following: • History of the school • Cause(s) for school closure • Expression of support for students, families, and staff • Contact information for the School Closure Coordinator	Within 1 week of decision to close	Friendly Director of Operations
Notification Letter: School Community Distribute letter to faculty, staff, and parents (pursuant to RSMo 160.405.1(15)) outlining: 1. Reason(s) for closure 2. Initial timeline for transition 3. Contact information for School Closure Coordinator	Within 1 week of decision to close	Friendly Director of Operations
Notification Letter: State & Local Agencies Send a letter to local LEA's (informing them for the purpose of enrolling Friendly Students) and to the State Board of Education which includes: 1. Notification materials distributed to faculty, staff, and parents 2. Reason(s) for school closure 3. Copy of any termination agreement(s) if applicable	Within 1 week of decision to close	Friendly Director of Operations

Ongoing Items

Action	Deadline	Team Member
Instruction Continue the current educational program per Friendly's charter contract until the end of the school year.	Ongoing	Executive Director + Director of Academics
MAP Testing and EOC Assessments Administer all necessary MAP tests and EOC assessments scheduled for that year in accordance with	Ongoing	Executive Director + Director of Academics

regulations and policies.		
Board Communication Make conspicuously and publicly available all copies of Board meeting agendas, minutes, financials, and other documents outlined in the checklist (include supporting attachments).	Ongoing	Board President
Maintain Insurance for Friendly's Assets and Personnel Pursuant to RSMo 160.405.1(15), ensure that any assets in the care of the school are protected against theft, misappropriation, and deterioration by: • Maintaining existing insurance coverage for the facility and other assets until disposal, sale, transfer, or termination of lease. • Negotiating facility insurance with entities that may take possession of the school facility (lenders, mortgagors, bond holders, etc.) • Maintaining existing directors and officers liability insurance until final dissolution of the school.	Ongoing	Friendly Director of Operations
Financial Condition Report(s) From the month of the closure decision until the final closure, Friendly will prepare the following financial documents for the previous month by the close of the current month: • Current month end balance sheet • Current month income statement • Cash flow statement projecting the necessary in and outflows to operate the school year through the closure date and accounting for the disposition of assets	Ongoing	Friendly Director of Operations

Friendly Academy Closure Plan

Preparation to Close Tasks

Action	Deadline	Team Member
Establish Reserve Funds Reserve and define the acceptable use of funds to support orderly closure of the school. These funds may be used to pay the following entities: • Teachers and staff • Employment taxes and federal taxes • Audit preparation • Private creditors • Overpayments from DESE	Within 30 days of decision to close	Executive Director + Friendly Director of Operations Officer
Transition Letter: Parents/Guardians Friendly will follow the initial notification with a letter detailing the transition plan. Notification will include but not limited to: • Date of the last day of regular instruction • Cancellation of any planned summer programs • Date(s) of any planned events or experiential learning trips • Contact and enrollment information for charter, parochial, public, and private schools in the area • Information on obtaining student records before closure • Date for upcoming family closure meeting • Contact information for School Closure Coordinator	Within 30 days of decision to close	Principal
Employees and Benefits Provider Friendly will enclose information regarding the termination of employment and/or contracts, including an official termination date, in the Transition Letter for faculty and staff. Friendly will also: • Notify benefits providers of the pending termination of all employees • Notify payroll processor of the school's pending closure	Within 30 days of decision to close	Friendly Director of Operations

• Notify employees and providers of the termination date for all benefit program contacts • Terminate all benefits programs as the last date of service in accordance with applicable law and regulations		
Transition Letter: Staff/Faculty Friendly will outline transition plans and timelines for staff in a letter including information about: • The Board's commitment to transition staff • The Board's commitment to transition all students into a positive new educational setting • Any anticipated new employment assistance provided by the Board • Timeline for compensation and benefits • Timelines for outstanding professional development issues • COBRA • Processing of year-end tax documents (W-2s, 1099s, etc) • Pertinent licensure information • Date for upcoming staff/faculty closure meeting • Contact information for School Closure Coordinator	Within 30 days of decision to close	Friendly Director of Operations
Faculty/Staff Meeting Friendly will convene an all staff meeting to discuss the following: • Commitment to continuing the school operations during closure transition • Plan to assist students and staff during the transition • Reason for closure • Timeline for transition details • Compensation and benefits timeline • Contact information for the School Closure Coordinator	Within 30 days of decision to close	Friendly Director of Operations

Friendly Academy Closure Plan

Institutional Partners Friendly will notify the following institutional partners of closure: • Public School Retirement System or Provider • All other organizational and/or institutions with which the school has partnered	Within 30 days of decision to close	Friendly Director of Operations
Contractors/Vendors Friendly will notify all active contractors and vendors about the school closure, cessation of operations, and: • Instruct contractors and vendors to remove any property from the school (copy machines, water coolers, and other rented property) • Retain records of past contracts as proof of full payment • Maintain telephone, gas, electric, water, insurance, and Directors and Officers liability insurance long enough to complete all closure procedures.	Within 30 days of decision to close	Friendly Director of Operations
Creditors/Debtors Friendly will notify all creditors and debtors and calculate the total for accrued and unpaid for each. Friendly will also: • Solicit a final accounting of the schools' accrued and unpaid debt from each creditor; compare the figures provided with the school's calculation of the debt and reconcile; and, where possible, negotiate a settlement of debts consummated with a settlement agreement reflecting satisfaction and release of the existing obligations. • Contact all debtors to demand payment, and if collection efforts are unsuccessful, consider turning the debt over to a commercial collection agency. Records regarding such collection or dispute by debrots will be retained.	Within 30 days of decision to close	Friendly Director of Operations
Engage Final Audit The Board of Directors will choose an independent auditor (subject to DESE approval) to conduct a final	Within 30 days of decision to close	Board President

audit of school operations. Friendly will submit a signed and dated copy of the engagement letter to DESE along with an estimated timelines for the start and completion of the audit.		

Post-Closure Tasks

Action	Deadline	Team Member
Final Report Cards Friendly will send all families copies of final report cards, notice of where else student records were sent, and contact information for the institution.	Within one week after the last day of instruction	Executive Director
Archival and Transfer of Student Records Friendly will ensure that complete student records (academic, health, behavior, special education etc) are archived and transferred to each student's new school, pursuant to RSMo 160.405.1(15) Record will include: • Final grades • Materials associated with IEP • Immunization Records • Family information • Behavior Records	Within one week after the last day of instruction	Executive Director
Payroll and Employment Verification Reports Friendly will provide a list of all payroll reports(including taxes, retirement, and contract adjustments) and an employment verification report to each employee (pursuant to RSMo 160.405.1(15)) including: • A signed dated letter from the payroll provider assuring timely and completed processing of payroll documentation (W-2, 1099s, etc) • An employment verification report including dates of employment, position(s) held, and salary history	Within one week after the last day of instruction	Friendly Director of Operations
Itemized Financial Records Friendly will review, prepare, and make available (pursuant to RSMo 160.405.1(15)):	Within one week after the last day of	Friendly Director of Operations

• Fiscal year-end financial statements • Cash Analysis • List of compiled bank statements for the year • List of investments • List of payables (and determination of when a check used to pay the liability will clear the bank) • List of petty cash • List of all payroll reporting including taxes, retirement, or adjustments on employee contracts • List of all accounts, which will be closed once transactions have cleared • List of all unused checks, which will be voided	instruction	
Final Reports Friendly will plan for the disposition and cooperate with any remaining oversight requirements of the sponsor, DESE, or the State Board of Education.	Within one week after the last day of instruction	Executive Director
Inventory and Plan for Disposition of Assets Friendly will plant or the disposition of all assets, property, and inventory, segregating assets purchased with Missouri State and Federal Dollars. Within 60 days of the last day of instruction, Friendly will: • Note source codes for funds and price for each purchase • Establish fair market value, initial and amortized for all fixed assets • Ensure that all Friendly liabilities and obligations are paid and discharged to the extent possible by the school's assets • Return unobligated Missouri State dollars to DESE • Donate all other assets, pursuant to Friendly's incorporating documents.	Within one week after the last day of instruction	Friendly Director of Operations
Archiving Corporate Records and Operations The Friendly Board of Directors will maintain all corporate records related to: • Employees (background checks, personnel files) • Loans, bonds, mortgages, and other financing • Contracts • Leases	Within one week after the last day of instruction	Board President

• Assets and assets sales • Grants (records relating to federal grants must be kept in accordance with 34 CFR 8042) • Governance (minutes, by-laws, policies) • Accounting/Audit, taxes and tax status • Employee benefit programs and benefits • Any items provided for in the closure action plan		
Submit Final Audit Friendly will submit a final closeout audit(by an independent CPA firm or Missouri State Auditor, as determined by the statute), which documents the disposition of all liabilities.	Within one week after the last day of instruction	Friendly Director of Operations