

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:**May 2016**

CONSIDERATION OF CHARTER SCHOOL APPLICATION
RENEWAL FOR HOPE LEADERSHIP ACADEMY

STATUTORY AUTHORITY:

Sections 160.400 and 160.405, RSMo

Consent
ItemAction
ItemReport
Item

DEPARTMENT GOAL NO. 1:

All Missouri students will graduate college and career ready.

SUMMARY:

In 1998, the Missouri General Assembly authorized establishment of charter schools. Renewal charter applications are submitted every five years. Section 160.405.9 RSMo requires the State Board of Education to vote to renew the charter after the sponsor has demonstrated compliance with state and federal law.

The Department of Elementary and Secondary Education received a request for a renewal of a charter school application approved by the University of Central Missouri (UCM). Hope Leadership Academy currently serves 120 students in grades K-4. Financial data and the 2014 and 2015 APR of 75% reflect a Local Education Agency (LEA) in good standing with the sponsor. The charter LEA has requested that UCM renew its charter for a term of five years beginning July 1, 2016, and ending June 30, 2021.

PRESENTERS:

Chris Neale, Assistant Commissioner, and Curt Fuchs, Coordinator of Educational Support Services, Office of Quality Schools, will assist in the presentation and discussion of this item.

RECOMMENDATION:

The Department recommends that the State Board of Education authorize Hope Leadership Academy to continue operations pursuant to the charter renewal granted by the University of Central Missouri, effective July 1, 2016 for a five year period.



HOPE LEADERSHIP ACADEMY PERFORMANCE DATA

May 2016

Missouri Department
of Elementary and Secondary Education

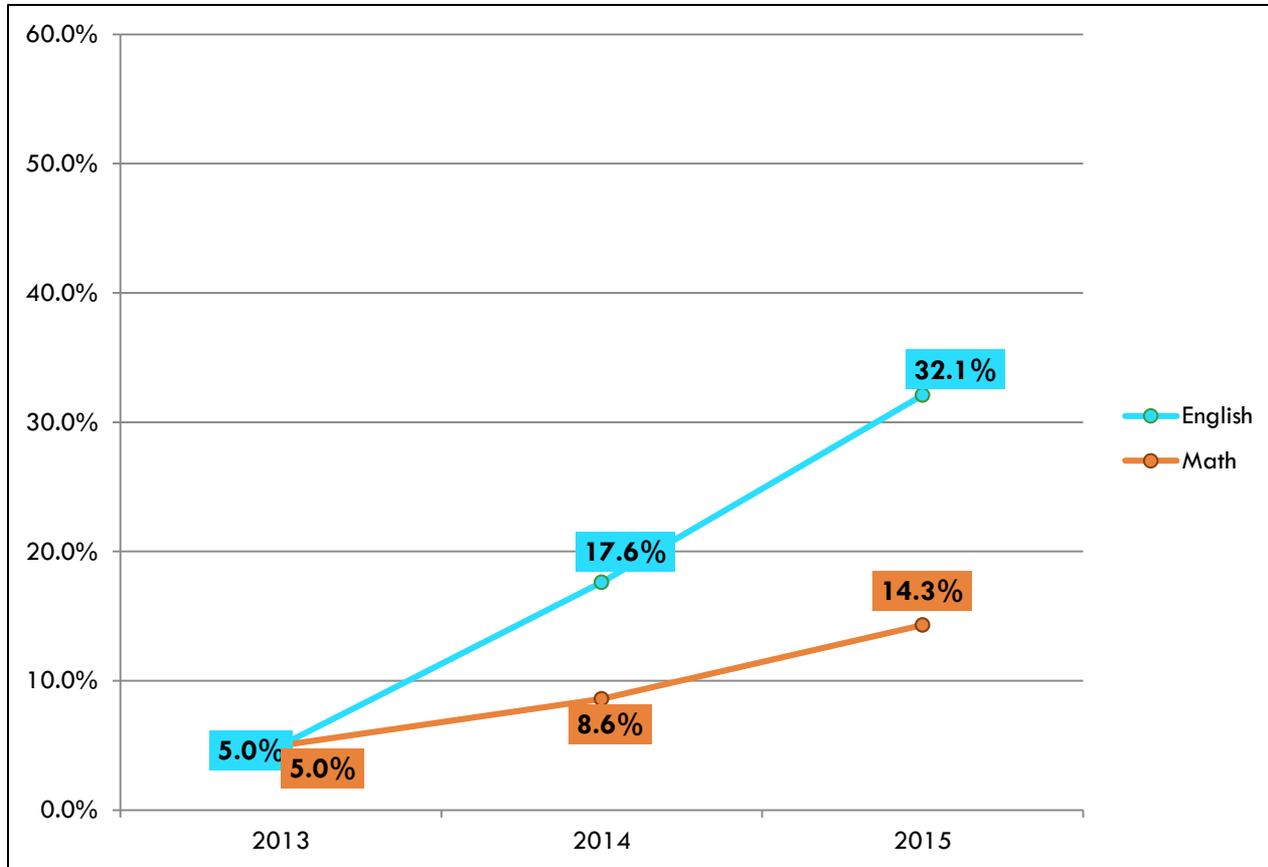
APR Data

2

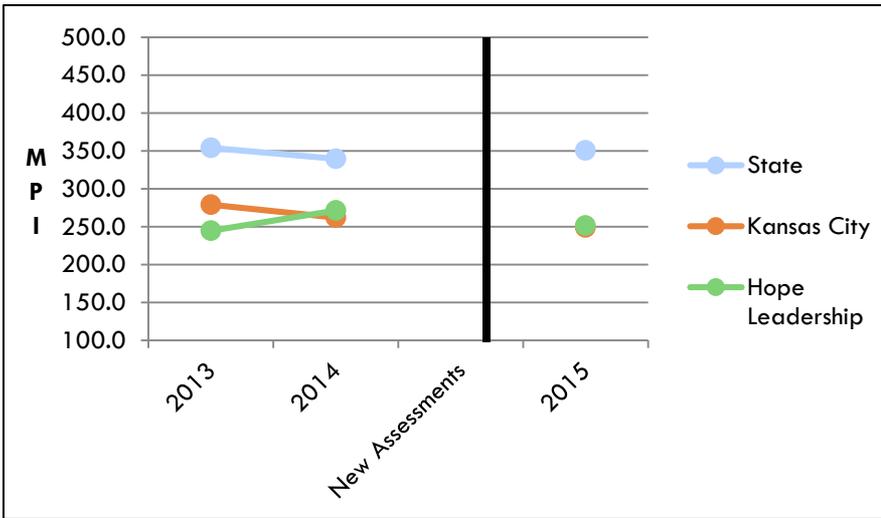
- Hope Leadership Academy
 - Kansas City
 - University of Central Missouri - Sponsor
 - Grade Span K-4
 - Students – 120
 - 2014 APR – 75.0%
 - 2015 APR – 75.0%



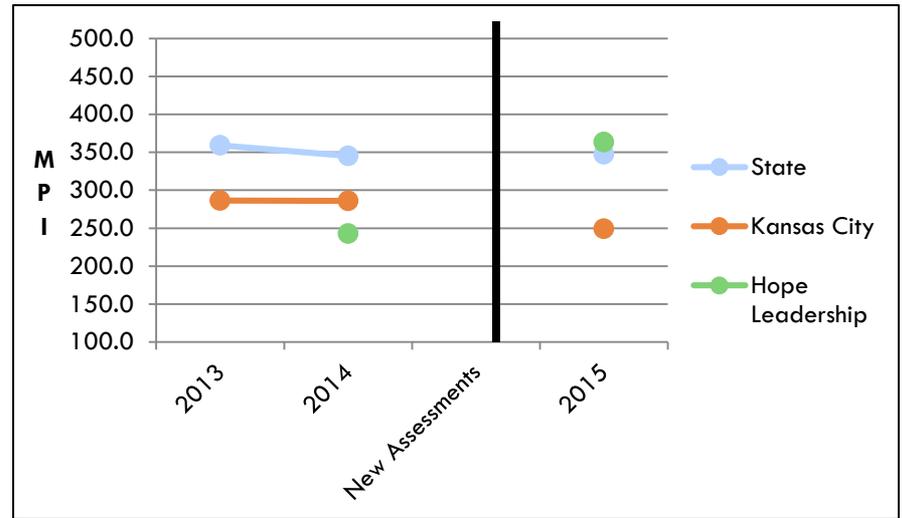
Percentage of Proficient & Advanced



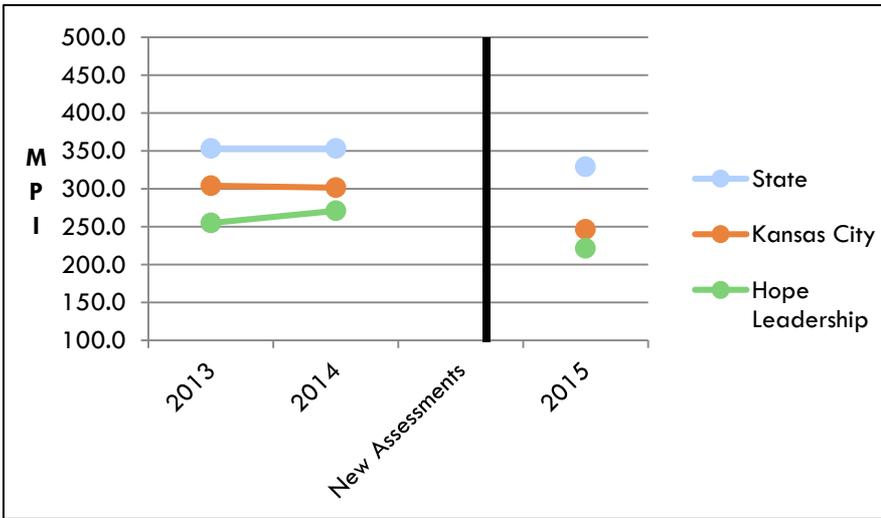
3rd Grade English Language Arts



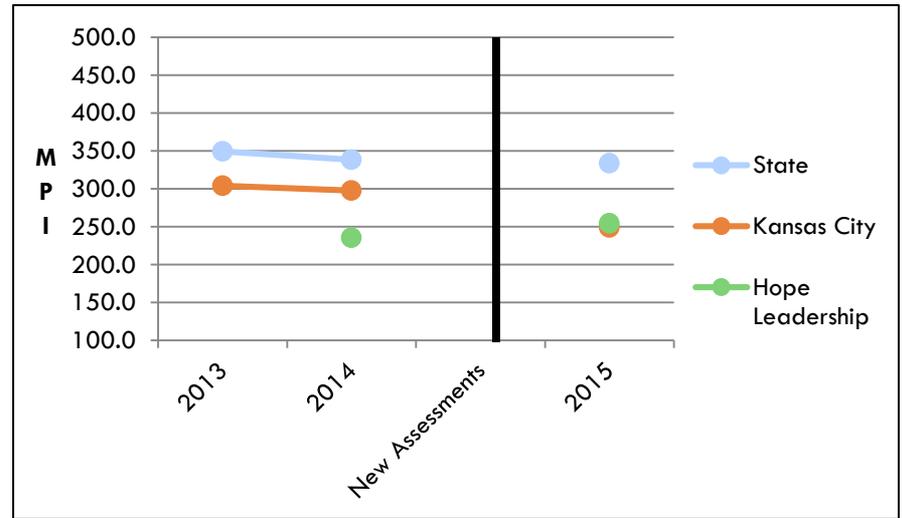
4th Grade English Language Arts



3rd Grade Mathematics



4th Grade Mathematics



Contact Us

dese.mo.gov

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MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF QUALITY SCHOOLS – EDUCATIONAL SUPPORT SERVICES

CHARTER SCHOOL RENEWAL APPLICATION for schools with or more than 70% APR

SCHOOL / LEA NAME: <i>Hope Leadership Academy</i>	COUNTY-DISTRICT CODE: <i>048-925</i>
NAME OF LEA CONTACT PERSON: <i>Sean Saunders</i>	LEA CONTACT PHONE NUMBER: <i>816-921-1213</i>
SPONSOR NAME: <i>University of Central Missouri</i>	APPLICATION FORM DUE DATE: JANUARY 1
NAME OF SPONSOR CONTACT PERSON: <i>Vici Hughes</i>	SPONSOR CONTACT PHONE NUMBER: <i>660-543-4744 or 660-543-4723</i>

DIRECTIONS

Charter schools desiring to renew their charter must submit this application electronically by responding to the following sections. The application cover page must be signed by the authorized representative and then scanned into an electronic document.

The body of the application may be recreated in a word processing format with all appropriate section numbers and subparagraphs. Responses to each section should follow that order. Appendices and reference material are to be included at the end of the application.

The pages must be numbered and a minimum of a 12-point font should be used. The document should be submitted in a PDF format.

EMAIL the completed form prior to **January 1** to: webreplyimprcharter@dese.mo.gov

QUESTIONS: Contact Educational Support Services at 573-751-2453 or webreplyimprcharter@dese.mo.gov

ASSURANCES

The authorized representative assures the Department of Elementary and Secondary Education (Department) that sponsor and all sponsored charter schools, in accordance with sections 160.400-160.425, RSMo, shall:

1. Receive and expend state/federal funds in a manner consistent with the intent of the approved application.
2. Acknowledge sponsor's intent to comply with the Standards for Charter Sponsorship as outlined in 5 CSR 20-100.260 and other applicable rules.
3. Keep such records for a period of three years and provide such information as may be necessary for the fiscal program auditing and for program evaluation; provide the Department any information it may need to carry out its responsibilities under the programs.
4. Adhere to the requirements of the applicable state statutes and regulations, the state rules governing the programs, and all other applicable statutes.

The board-authorized representative understands the assurances and the responsibility for compliance placed upon the applicant. The applicant will refund directly to the Department the amount of any funds made available to the applicant that may be determined by the Department, or an Auditor representing the Department, to have been misspent or otherwise misapplied.

SIGNATURE OF AUTHORIZED CHARTER REPRESENTATIVE 	DATE <i>12/21/15</i>
SIGNATURE OF AUTHORIZED SPONSOR REPRESENTATIVE <i>Victoria Hughes</i>	DATE <i>12/22/2015</i>

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966of; email civilrights@dese.mo.gov.

APPLICATION COMPONENTS AND GUIDELINES

A letter from the sponsor requesting renewal should be one page and signed by the Program Director. Enclosed with the one-page letter should be an up-to-date list of:

- mailing/physical address and telephone number of the charter school's main office;
- the name and contact information of the not-for-profit organization's current president;
- education service provider (if applicable); and
- sections A through D (following).

A. MISSION, VISION, AND GOALS -- SECTION 160.405, RSMo

State the school's mission and briefly present the vision for how the school will continue to operate in the next five years. Describe any changes or modifications to the school's educational foundation, culture, or ethos. The goals must specifically address academic performance based on current and projected data. **Documentation may be provided in Appendix A.**

- If applicable, present an updated, one-two sentence mission statement that defines the ongoing purpose of the school.
- Provide a concise projection of the school's performance goals over the next term of the charter. Include a description of any significant changes to the school's educational program or curriculum alignment with state standards.

B. ORGANIZATIONAL/GOVERNANCE PLAN – SECTIONS 160.400.5,11; 160.405.1,2,5,9; 160.408; 160.425; 167.349, RSMo

The organization/governance plan should provide an understanding of the continued operation of the school. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders. **Documentation may be provided in Appendix B.**

- If applicable, provide updated Articles of Incorporation, bylaws and Missouri not-for-profit status.
- If applicable, provide an updated list of the current board members, assurance of their most recent fingerprints, Family Care Safety Registry check, and signed Conflict of Interest disclosure forms.
- Provide a current organizational chart showing the staffing/reporting structure for the board, administration and staff, including teachers.
- Sponsor has reviewed evidence and found it appropriate, of: ongoing professional development/training for all teachers and school leaders; minutes and compliance with Sunshine Laws of three, consecutive months of charter Board meetings; evidence of requisite surety bond for school financial officer(s) and evidence of requisite insurance coverage for directors/officers, and buildings; statement of compliance with any/all federal/state programs' requirements; and evidence that a copy of the renewal application has been sent to the school board of the district in which the charter school is located. Yes No If no, please explain.
- If applicable, provide an updated Education/Charter Management Organization contract.

C. STUDENT PERFORMANCE – SECTION 160.405.4,5,7,8,9, RSMo

All public schools are subject to state and federal accountability requirements. In addition, charters may have goals that are specific to the school's educational philosophy and are articulated in the sponsor/charter performance contract. The Department has records of the charter's performance on required statewide assessments, graduation rates, attendance, etc. that need not be re-submitted in this application. **Documentation may be provided in Appendix C.**

- If sponsor has not already submitted a current copy to the Department, provide a copy of the most recent performance contract that includes timelines and minimal standards for renewal.
- To what factors can performance at or above 70% APR be attributed?
- If applicable, describe intervention strategies that are currently in place based on identification of buildings/grade levels/subject areas performing below 70% APR.
- Is clear criteria for promotion from one grade/level to another in place? Yes No If no, please explain.
- If the school is a recipient of a federal Charter School Program grant, the sponsor ensures that student performance is increasing and is the most important factor in the determination of renewal/revocation. Yes No

D. FINANCIAL/BUSINESS PLAN AND PROJECTED BUDGET – SECTIONS 160.405.1,5,9; 160.415, 161.520, RSMo; 5 CSR 20-10.260(5)

Describe the organizational structure of the school and its day-to-day operation. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development, personnel decisions, budgeting, financial management, legal compliance, and any specific staffing needs. **Documentation may be provided in Appendix D.**

- Provide a financial plan and projected budget for the next three-five years.
- The sponsor attests that the school adheres to generally accepted accounting practices, including a procurement plan/policy and board approval of checks/check register on a regular (monthly) basis and reviews bank statements and expense accounts annually. Yes No If no, please explain.
- The sponsor attests that the school board regularly reviews/addresses such items as expenditures, low balances in operating funds, compliance with federal/state programs, and staff hiring. Yes No If no, please explain.
- The sponsor assures that the school reports outstanding debt as required in Section 37.850.1, RSMo. Yes No If no, please explain.
- If an education service provider/management organization is used, provide a copy of a current, signed contract.

E. INTERVENTION, RENEWAL, REVOCATION, OR CLOSURE – SECTIONS 160.405, RSMo; 5 CSR 20-100.250, 260, and 265

Describe/provide a checklist of items that the charter/sponsor regularly address to ensure the charter is fulfilling its mission of educating children. **Documentation may be provided in Appendix E.**

- Does the school have plans to replicate in the next five years? Yes No If yes, please elaborate.
- The sponsor assures that the charter school understands the procedures for closure, if necessary. Yes No



Midwest Center for Charter Schools and Urban Education
College of Education
Lovinger 2250
Warrensburg, MO 64093
Office 660-543-4723
FAX 660-543-4518

December 22, 2015

Dr. Margie Vandeven
Missouri Department of Elementary and Secondary Education
PO Box 480
Jefferson City, Missouri 65102

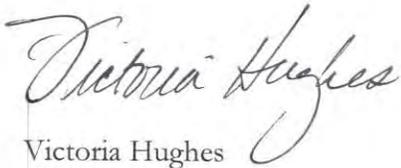
Dear Dr. Vandeven,

This letter serves as notification that the University of Central Missouri has carefully reviewed the Hope Leadership Academy (HLA) Charter School Renewal Application and all supporting documents submitted by the Board of Directors and administrators of the school. The University of Central Missouri fully endorses the constructs and contents in the application and, believing the application is in compliance with Missouri charter school law, is poised to present the charter school renewal application to the Missouri Board of Education at a date to be determined.

The impact of the collaboration between the Hope Leadership Academy and the University of Central Missouri (UCM) expands beyond the school, extending to the neighborhood surrounding the school, the professors in the UCM College of Education, and the Kansas City community as a whole. Upon approval from the Missouri Board of Education, the University of Central Missouri will proudly continue the partnership with the Hope Leadership Academy Board of Directors, administrators, teachers, and staff to provide a quality education to the students who attend the school.

Thank you for reviewing the renewal application and for your strong efforts toward making a quality education obtainable for ALL Missouri students.

Respectfully,


Victoria Hughes

Application Components and Guidelines

Sponsor Renewal Letter

Please see the HLA Renewal Sponsor Letter and the HLA Renewal MCPSA Letter of Support in the attachments.

Name, Address, and Telephone Number of Renewing Charter School

Hope Leadership Academy
2800 E Linwood Blvd.
Kansas City MO 64128
Phone 816-921-1213
Fax 816-332-6296

Name and Contact Information of Current President

Wayne Powell, Board President
816-516-4065
4021 Holmes
Kansas City, MO 64110

Education Service Provider

Not applicable

A. Mission, Vision, and Goals – Section 160-405, RSMo

Mission Statement

Hope Leadership Academy will provide a world-class neighborhood school whose students thrive in a culture of academic excellence, character development, and caring relationships.

Vision

The Hope Leadership Academy board, staff and community envision a vibrant, close-knit neighborhood based school where all students reach for and attain their highest goals. By creating a caring and supportive environment with high expectations, Hope Leadership Academy will empower students to become enthusiastic learners and respectful citizens who work diligently to better themselves and their neighborhood. Students will experience a high level of success both academically and in the world around them, which will strengthen families and the neighborhood we serve.

A high-performing neighborhood based charter school is a vital component of neighborhood revitalization. Hope Leadership Academy will serve as this anchor for the community it serves, assisting greatly in empowering a declining hope-starved community to become a thriving one where the vulnerable flourish.

High-Risk Classification

HLA will recruit and serve students from the neighborhoods in proximity to the school located at 2800 Linwood Blvd. These neighborhoods generally housed a significant number of low income families and educationally-challenging students that met the definition of high risk student populations as per RSMo 160.405.2(4). Specifically, HLA expects to recruit and serve students who meet the following characteristics: 1) is at least one year behind their peers in satisfactory completion of course work; 2) is at risk of dropping out of school; or 3) is homeless or has been homeless in the preceding six months. HLA, in compliance with RSMo160.405.2(4) will address the needs of its high-risk students through its proposed mission, curriculum, teaching methods, and services as outlined in this charter agreement.

How the school will continue to operate in the next five years

The Mission and Vision of Hope Leadership Academy remain unchanged, however, the goals and how to accomplish the goals have changed since the original charter was submitted. The structure has changed from K-8 to K-4 allowing the staff to concentrate on providing a strong early learning experience. The HLA staff will focus on a rigorous early literacy and early math curricula, making Hope Leadership Academy a strong early and intermediate elementary school as students matriculate to schools with a configuration of grades 5-12.

To do this the following goal has been adopted:

Our overarching goal is to:

Increase the number of students scoring in Proficient/Advanced across all content areas.

In order to accomplish this we will enact the following:

1. The Leadership Team will use the Missouri Model of Teacher Effectiveness to meet with teachers individually on a monthly basis to discuss classroom data, classroom discipline, and their teacher growth goals.
2. The Leadership Team will provide quarterly follow-up training on Restorative Justice to all faculty.
3. On a weekly basis, 100% of core content teachers will meet in their collaborative teams to analyze pre- and post- assessment data.
4. On a quarterly basis, 100% of core content teachers will meet in their collaborative teams to analyze quarterly interim assessment data.
5. By Fall of 2016, all ELA, Math, and Science curriculum units will be written following the Missouri Standards for grades K-4.
6. Students will grow 5% per quarter based on the STAR Reading, STAR Math, and STAR Early Literacy assessments. Benchmarks are taken in August, October, December, March, and May.
7. The September to September STAR Reading and Math Growth for grades 2-4 will meet or exceed the Benchmark of 1.5 years.
8. By August 2016, all ELA teachers will utilize the Reader's and Writer's Workshop Model in classes (Daily 5 and Lucy Calkins programs).

9. By August 2016, Math teachers will utilize a workshop model based on written units.
10. By August 2015, teachers will limit direct instruction to 7 to 10 minutes in order to increase students' time on task and to work towards the learning targets.
11. By January 2016, teachers will use research-based instructional strategies, literacy strategies and activities in their classroom instruction.
12. By August 2015, teachers will post, state, and use student learning targets at the beginning of each lesson.
13. In 2015-16 school year, reduce the number of out of school suspensions by 20%. (as compared to 2014-15 school year).
14. In 2015-16 school year, reduce the number of office referrals by 20% (as compared to 2014-15 school year).
15. In 2015-2016, first and second grade teachers and third and fourth grade teachers "looped" with their students to the next grade.
16. By May 2016, 90% of students will have achieved better than 90% attendance.
17. By May 2016, overall attendance will be at or above 95%.

Describe any changes or modifications to the school's educational foundation.

- A "transitional" kindergarten classroom was added that focuses on the social/emotional curriculum of the DRDP while still teaching letter sounds, numbers, shapes, etc.
- The Special Education teacher co-teaches with our 3rd/4th grade ELA teacher.
- A full time counselor provides individual and small group counseling.
- The punitive discipline model wasn't working, so the Restorative Justice (RJ) model was adopted. RJ is helping change the way we speak to students and help the way students interact and communicate with each other. RJ has improved school culture by implementing consistent expectations. Training in restorative justice has led to a 50% reduction in office referral behavior for August, 71% reduction for September, 52% reduction for October and 18% for November.
- The charter grade configuration changed from a K-8 model to a K-4 model. This allows us to focus on and achieve mastery in primary curriculum and instruction.
- The curriculum for ELA, math and science is aligned with Missouri Standards.

- Annual professional development opportunities for teachers are consistently offered (national reading conference, model schools conference, in-house, etc.).
- Train the trainer development is provided for the Instructional Coach.

Additionally, the adoption of the following programs/diverse assessment tools was selected for adherence to Response to Intervention and Differentiation:

- F.A.S.T (Foundations of Analysis, Synthesis and Translation) – Phonemic awareness program
- Journeys reading series adopted, grades 1-4
- Mastery Connect – standards based grading tool
- STAR Reading and Math – quarterly assessment tool
- MyOn – digital library
- DreamBox – digital math practice tool
- Second Step – character education program

Provide a concise projection of the school's performance goals over the term of the next charter.

Please see the 2015 Academic Performance Plan, Section A.7 from the Hope Leadership Academy charter in the attachments.

**B. Organizational/Governance Plan – Sections 160.400.5,11; 160.405.1,2,5,9;
160.408; 160.425; 167.349, RSMo**

Present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders.

Board of Directors

The Hope Leadership School Board is the governing body responsible for ensuring that Hope Leadership Academy provides a high-quality education for all students. The School Board is not an administrative or day-to-day operations body, but instead governs by establishing policy to guide the School Leader in the administration and operation of the schools. This is achieved by monitoring progress toward achieving direct goals, and by engaging the community in planning for and supporting schools. The individual Board member works with the Board as a whole and collaboratively with the School Leader to accomplish the district's mission.

Principal

The principal of Hope Leadership Academy shall make the day-to-day decisions regarding operation of the school and shall report directly to the HLA board. In the event of the principal's absence, the assistant Principal will be delegated the responsibility of daily operations and interaction with the Board of Directors as may be needed. The principal's primary daily operational function is to serve as the school's instructional leader and to ensure faculty maximizes instructional time.

Assistant Principal

The Assistant Principal's primary job responsibility is the supervision, discipline, and monitoring of students and/or other duties as assigned by the principal. The Assistant Principal, under the direction of the Principal, implements and enforces school board policies, administrative rules and regulations. In the absence of the Principal, the Assistant Principal shall assume the duties and responsibilities of the Principal.

Hope Leadership Academy administrators shall:

- Conduct regularly-scheduled faculty meetings.
- Enlist the assistance of teachers to serve on one or more committees that may include the principal.
- Offer to teachers the opportunity to voluntarily participate in the Parent Advisory Committee and any other parent-teacher committees or organizations that are developed.
- Provide in-house workshops and/or training to teachers.
- Enlist the assistance of teachers for special events and projects.

Teachers

The primary daily operational function of teachers is to maximize the quantity and quality of instruction. Teachers shall be aware of each student's needs in order to facilitate learning in a collaborative and innovative manner. Teachers shall be requested to offer input in an integrated decision-making process regarding issues including, but not limited to; curriculum assessment, student discipline, extracurricular activities and instructional resources.

Staff and Volunteer Involvement

All staff and volunteers will be coached and counseled on how to collaborate on a daily basis to maximize instruction and minimize disruption to instruction. All staff and volunteers who have direct and daily contact with HLA students will undergo a mandated criminal background and child abuse registry check. The entire staff of Hope Leadership Academy shall be responsible for the emotional and physical safety and well-being of each student.

Educators from other cultural institutions will be involved with Hope Leadership Academy, for example, as aides, observers, tutors, consultants, etc., as may be appropriate. The principal and teachers shall orient educators not employed by Hope Leadership Academy to the school's methods and philosophy and those educators must respect its goals and curriculum while providing services at Hope Leadership Academy.

Parent Involvement

Parents will be asked for assistance with maintenance needs, school functions, field trips, transportation, etc. Parents will also be encouraged to help with fundraising to further enhance the mission of Hope Leadership Academy. A Parent Advisory Committee will facilitate the involvement of each family in the operation and enhancement of the school. In cooperation with the efforts of the Board of Directors, the Parent Advisory Committee shall develop subcommittees for special projects and activities as appropriate. Members of special committees may or may not be the parent/guardian of a student at Hope Leadership Academy.

Parents and Volunteers who have direct and daily contact with HLA students will undergo a mandated criminal background and Family Care Safety Registry check.

A minimum of two student/parent/teacher conferences will be held each year. The first will be parent led and the second will be student led. HLA will also provide opportunities for parents and families to come together outside of the school day. Recognizing that parents are the first teachers of their children, Hope Leadership Academy will facilitate

parent education opportunities, parent discussions and family events that help build a strong sense of community within the school.

Hope Leadership Academy will provide parents/guardians with a Family Handbook explaining the policies and procedures that make up the school routines, describing the goals the school has for their child's education and the role expected of them in their child's education. The discussion of parents' role includes their responsibility to see that the child is well-rested on a daily basis, has a home environment conducive to learning, arrives at school on time, and is at school each day.

Hope Leadership Academy will build intentional relationships with parents by:

- Hosting an open house before the first day of school
- Hosting regularly scheduled events at the school
- Asking parents to agree to a contract that requires them to volunteer a minimum of 10 hours per year in the service of the school, volunteer a minimum of 20 minutes per day in school support activities such as reviewing their child's homework, and engage in family goal setting
- Mandating each teacher makes a minimum of 3 parent contacts each week
- Mandating each teacher make at least one informal teacher-led home visit in the first quarter
- Mandate each teacher hold at least 2 parent/teacher/student conferences per year, one to be parent-led and the last to be student-led
- Mandating teachers return all phone calls from parents
- Sending home daily parent packets covering one lesson for K-4
- Mandating teachers document all contacts with parents
- Conducting regularly scheduled school-wide parent/teacher conferences
- Encouraging parents/guardians to facilitate extra-curricular activities such as tutoring, special interests and enrichment programs
- Encourage parents/guardians to volunteer time for fundraising, special projects, tutoring, etc.
- Holding two meetings with parents and Board members each year

Community Involvement

The Hope Center (THC) and Hope Leadership Academy owes their very existence to the neighborhood surrounding it. The HLA philosophy is to work within the local and broader urban community to embrace and enrich it. THC is currently working with a private medical practice and has opened a neighborhood based medical center, that has committed to provide regular, routine health screenings for our youth. HLA will pursue and develop additional similar relationships with local cultural institutions and education agencies.

Other possibilities include:

- Working with the Kansas City Public Library to ensure every child and family has a library card and regular access to the nearby local branch
- Contracting with the nearby YMCA to provide physical education instruction
- Utilizing programming by the Kansas City Art Museum and Kansas City Symphony Orchestra to provide art and music enrichment
- Partnering with local universities and colleges to provide student teachers and professional development
- Partnering with the Liberty Memorial
- Partnering with the Missouri Department of Natural Resources

Provide updated Articles of Incorporation, Bylaws, and Missouri not-for-profit status

Articles of Incorporation

The Hope Leadership Academy (HLA) Articles of Incorporation have not been revised since the initial charter was approved. HLA acquired new policy manuals which included Articles of Incorporation developed specifically for Missouri charter schools. The sponsor (UCM) has suggested HLA review and adopts revised HLA Articles of Incorporation by March 31, 2016.

Bylaws

The Hope Leadership Academy (HLA) bylaws have not been revised since the initial charter was approved. HLA acquired new policy manuals that included bylaws developed specifically for Missouri charter schools. The sponsor (UCM) has suggested HLA review and adopts revised HLA bylaws by March 31, 2016.

Missouri not-for-profit status. 501(c)3

The Hope Leadership Academy Missouri not-for-profit status has not changed.

Current Board Members

Wayne Powell
David Churchman
Doug Logsdon
Heather Whalen
Collin Thomas

Recent fingerprint and Family Care Safety Registry check

Current criminal fingerprint background checks and Family Care Safety Registry Safety background checks are complete and are located in a locked cabinet at the school and at the UCM Office of Charter Schools.

Conflict of Interest disclosure forms (signed)

The Hope Leadership Academy Board of Directors approved a Conflict of Interest policy when the original charter was approved. The sponsor (UCM) suggests revising the Conflict of Interest policy by March 31, 2016 to include sections that address: purpose of the policy, definitions, procedures, records of proceedings, compensation matters, annual statements signed by board members, and periodic reviews/use of outside experts.

Current Organizational Chart

Please see the Hope Leadership Academy Organizational Chart in the attachments.

Ongoing professional development/training for all teachers/school leaders

In order to prevent burnout, attract and retain the best faculty and enhance the instructional process, HLA will provide substantial opportunities for both individual and group professional development.

One afternoon period per week (one-hour each) will be devoted to professional development activities. The main focus will be dedicated to the evaluation of individual student progress. The school leader will include a second hour when possible to focus on team building, transition planning and the development of individual instructional skills. While much of the development will be conducted internally, outside professionals will also be brought in to supplement HLA activities. Staff will be encouraged to attend additional workshops, conferences and conventions outside of the school with the important caveat that such attendance results in minimal interference with instructional time. As the instructional leader, the principal will be responsible for the planning and delivery of professional development. The principal will work with each staff member to develop an individual professional development plan.

Assurance Statement for the following requirements:

- **Minutes and compliance with Sunshine Laws of three, consecutive months of charter Board meetings**

- **Surety bond for financial officers**
- **Insurance coverage for directors/officers and buildings**
- **Statement of compliance with any/all federal/state programs' requirements**
- **Evidence of renewal application sent to Kansas City Public Schools**

The University of Central Missouri and the Hope Leadership Academy Board of Directors, administrators, teachers and staff understands the school is expected to remain compliant with current and future provisions of the Missouri Charter School Law, statues cited in the law, and with all federal laws and requirements related to public schools. All of the above mentioned items have been reviewed and are documented in the UCM Office of Charter Schools.

Updated Education/Charter Management Organization contract

Not applicable

C. Student Performance – Section 160.405.4,5,6,7,8,9 RSMo

If sponsor has not already submitted a current copy to the Department, provide a copy of the most recent performance contract that includes timelines and minimal standards for renewal.

Please see the Hope Leadership Academy Charter Contract Section A.7 Academic Performance Goals in the attachments.

To what factors can performance at or above 70% APR be attributed?

The substantial “Growth” of students as indicated on the Annual Performance Report (APR) attributed to HLA receiving 75% on the 2015 APR. The HLA student academic performance has not met status criteria that will sustain a greater than 70% score on the Missouri APR. Meeting specific academic performance goals included in the HLA Academic Performance Goals is key to sustaining 70% or greater on the annual APR.

Describe intervention strategies that are currently in place based on identification of buildings/grade levels/subject areas performing below 70% APR.

1. To support instruction, better serve struggling students, guarantee success in later grades and minimize disruption in the classroom, HLA will engage in timely early intervention through the use of Response to Intervention.

RTI is a curriculum-based, observational process for assessing and assisting children who are not making adequate progress. Teachers will collect data and follow a specific diagnostic sequence of steps to analyze the nature of the difficulty.

2. Instruction will be experiential and integrated.
The school will use real world applications of thematic, project-based units to promote explicit understanding of underlying core concepts. For example, students won't just read about farms, but will also visit one. HLA's rationale for using thematic, project based units is based on data that students from the urban core tend to be at least two years behind in vocabulary development and use of language. Thematic teaching and project based units provide real life, hands on interaction with subject matter and content words. In addition, it allows students to use decontextualized content words in multiple context settings. For example, students don't just read about metamorphosis. Their class would raise butterflies

and in each subject the content would focus around the shared experience. In math, the students would focus on elapsed time, calculating the amount of time in each stage of the metamorphosis of the butterflies. In reading, the students would read narrative and expository texts relating to the life cycle of butterflies and then compare and contrast the information.

Faculty will be charged with ensuring that common concepts and skills within the four major subject areas are integrated within each classroom.

3. Instruction will be data driven.
HLA will use balanced literacy model because it emphasizes differentiated instruction throughout the day and gives teachers multiple opportunities throughout the day to observe and assess students. To plan for differentiated instruction teachers will use data from assessments STAR Reading, STAR Early Literacy, and STAR Math to analyze needs in the areas of decoding, fluency, vocabulary and comprehension. Students will receive instruction based on grade level standards during read-aloud, shared reading and other whole group instruction. During guided reading, students will receive instruction that specifically addresses individual needs to improve reading processes. Concepts from whole group lessons may be re-taught to small groups based on teacher made assessments and evaluations.

For students reading below grade level, additional assessments will be used beyond the analysis of the running records. Diagnostic assessments for each component of reading will be used including FAST assessment for phonemic awareness and the STAR Early Literacy and Reading assessments. These data will be used to intervene with students at their point of need individually and in small groups.

Other subjects will be similarly assessed and results reviewed on a regular basis by all faculty at weekly professional development meetings. For example, end-of-unit assessments, as well as information from each standard tested by the STAR Reading will be used to examine the progress of students' development of conceptual understanding. During weekly professional development, teachers will work together to examine student work in order to identify which strategies are being understood and used efficiently.

4. Professional development will be differentiated
In order to prevent burnout, attract and retain the best faculty and enhance the instructional process, HLA will provide substantial opportunities for both individual and group professional development.

One afternoon period per week (one-hour each) will be devoted to professional development activities. The main focus will be dedicated to the evaluation of individual student progress. The school leader will include a second hour when possible to focus on team building, transition planning and the development of individual instructional skills. While much of the development will be conducted internally, outside professionals will also be brought in to supplement HLA activities. Staff will be encouraged to attend additional workshops, conferences and conventions outside of the school with the important caveat that such attendance results in minimal interference with instructional time. As the instructional leader, the principal will be responsible for the planning and delivery of professional development. The principal will work with each staff member to develop an individual professional development plan.

HLA will also use an embedded staff development approach provided by their literacy coach whose personal development is supported by the sponsor through a train-the-trainer model.

5. Curriculum and instruction will be aligned
HLA will work within the guidelines and standards set in the Missouri Learning Standards. To meet these standards, HLA will provide experiential and integrated instruction. Therefore, the school will use real world applications of thematic, project-based units to promote explicit understanding of underlying core concepts. There will be a balance of learning the core concepts for each subject and application of those skills to real life situations. The school will emphasize literacy and numeracy, ensuring that students develop conceptual understanding and procedural fluency.

Is clear criteria for promotion from one grade/level to another in place?

Yes No If no, please explain.

Promotion and Retention

The purpose of promotions and retentions is to provide maximum consideration for the long-range welfare of the student and to provide an opportunity for each student to progress through school according to his/her own needs and abilities.

It is expected that most students in the School will be promoted annually from one grade level to another upon completion of satisfactory work, however, a student may be retained when his/her standards of achievement or social, emotional, mental, or physical development would not allow satisfactory progress in the next higher grade. Retention normally occurs before the student leaves the primary grades.

Parents/guardians who wish to appeal the decision for retention must first contact the principal. If parents/guardians do not accept the decision at the building level, an appeal may be made in writing to the Board. All appeals must be requested within two (2) weeks after the close of school.

The process for reading assessments and remediation, and retention guidelines for students who fail to meet the School's objectives for reading, are contained in Regulation 2520 - Promotion and Retention.

If the school is a recipient of a federal Charter School Program grant, the sponsor ensures that student performance is increasing and is the most important factor in the determination of renewal/revocation.

Yes No

**D. Financial/Business Plan and projected budget –
Sections 160.405.1,5,9; 164.415, 161.520, RSMo; 5 CSR 20-10.260(5)**

Describe organizational structure of the school and its day-to-day operation.

See the attached Hope Leadership Academy organizational chart.

Explain management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development, personnel decisions, budgeting, financial management, legal compliance, and any specific staffing needs.

The school is managed by a Principal/ Assistant Principal structure. The Principal answers directly to the Board of Directors. The Board of Directors annually elects a President, Vice President, Secretary and Finance representative. The Board keeps a log of the policies they have reviewed and approved. Other activities undertaken by the Board are:

1. Annual Evaluation of the Principal,
2. Works with the Principal and the school community to develop a strategic plan,
3. Monthly review of the checks/check register and approves expenses,
4. Reviews bank statements and expense accounts annually,
5. Regularly reviews/addresses expenditures, low balances in operating funds, compliance with federal/state programs, staff hiring,
6. Reports outstanding debts as required in Section 37.850.1 RSMo, and
7. Reviews the yearly financial audit with an outside agency.
8. Supervises the preparation, review and evaluation of HLA's programs and operations
9. Jointly reviews the schools' performance, management and operations with the sponsor review the annual report, reports on teaching methods and educational innovations and data shared with the state of Missouri
10. Coordinates the marketing and public relations for the school. Members of the Board of Directors are emissaries of the school within the community.

The Principal is responsible for the overall management of the school. He meets monthly with the Board President to discuss important issues and to develop the monthly Board agenda. The Principal keeps the Board apprised of the critical issues, successes and data important to the overall health of the school.

The Principal is responsible for shaping the vision of academic success for all students, creating a climate where students can learn, managing people, data, and processes, cultivating leadership in others, and engaging the community in the work of the school.

The Principal, with the Boards approval, outlines the duties and responsibilities of each person employed to help him meet the goals that have been set.

Hope Leadership Academy is a small institution with only four other positions to share all the responsibilities that are necessary to the functioning of the school – the Assistant Principal, Business Manager, Literacy Coach/Federal Programs, and the Counselor. All positions are described in the organizational chart. (See HLA Organizational Chart in the attachments.) To promote communications, the Principal meets with the staff weekly and communicates through email and face-to-face when necessary. The management roles and responsibilities are shared as stated below:

- Instructional leadership – Principal, Assistant Principal & Literacy Coach
- Curriculum Development– Principal, Assistant Principal (Math, Science and Social Studies), and Instructional Coach (ELA)
- Personnel Decisions – Principal and Teacher teams hire staff; Principal and Assistant Principal evaluate staff
- Budgeting and Financial Management – Principal, Business Manager
- Legal Compliance – Principal, Literacy Coach (Federal Programs)

Financial plan and projected budget (3-5 years)

The University of Central Missouri and the Hope Leadership Academy Board of Directors, administrators, teachers and staff understands the school is expected to remain compliant with current and future provisions of the Missouri Charter School Law, statues cited in the law, and with all federal laws and requirements related to public schools. Please see the HLA Renewal External Financial Review in the attachments.

Sponsor attests that the school adheres to generally accepted accounting practices, including:

- **Procurement Plan/Policy**
- **Board approval of checks/check register on a (regular) monthly basis**
- **Board reviews bank statements and expense accounts annually**
- **Board regularly reviews/addressses expenditures, low balances in operating funds, compliance with federal/state programs, staff hiring**
- **Board reports outstanding debts as required in Section 37.850.1 RSMo.**

The University of Central Missouri and the Hope Leadership Academy Board of Directors, administrators, teachers and staff understands the school is expected to remain compliant with current and future provisions of the Missouri Charter School Law, statues cited in the law, and with all federal laws and requirements related to public schools. Please see the HLA Renewal External Financial Review in the attachments.

Education Service Provider/Management Organization contract

Not applicable

**E. Intervention, Renewal, Revocation, or Closure –
Sections 160.405, RSMo; 5 CSR 20-100.250, 260, and 265**

Describe/provide a checklist of items that the charter/sponsor regularly addresses to ensure the charter is fulfilling its mission of educating children.

Please see the Hope Leadership Academy UCM Annual Oversight Report 2014-2015 in the attachments.

Does the school have plans to replicate in the next five years?

No

The sponsor assures that the charter school understands the procedures for closure, if necessary.

The sponsor (University of Central Missouri) will meet with the Hope Leadership Academy (HLA) Board of Directors prior to the Missouri State Board of Education meeting at which the HLA charter renewal will be presented to discuss the following:

- Review of charter renewal presentation documents,
- Review assurances listed in the renewal application,
- Describe the procedure for presenting charter renewal information to the Missouri State Board of Education (RSMo. 160.405.9 (2-3))
- Describe the procedures for school closure, if necessary, and
- Answer questions and provide additional information related to the charter renewal.

STATE OF MISSOURI



Jason Kander
Secretary of State

CERTIFICATE OF AMENDMENT AND RESTATEMENT

WHEREAS,

Hope Leadership Academy Charter School
N00992813

a corporation organized under The Missouri Nonprofit Corporation Law has delivered to me

Articles of Amendment and Restatement of its Articles of Incorporation and has in all respects complied with the requirements of law governing the Amendment and Restatement of Articles of Incorporation under The Missouri Nonprofit Corporation Law, and that the Articles of Incorporation of said corporation are amended and restated in accordance therewith.

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 12th day of April, 2016.


Secretary of State





State of Missouri

Jason Kander, Secretary of State

Corporations Division
PO Box 778 / 600 W. Main St., Rm. 322
Jefferson City, MO 65102

N00992813
Date Filed: 4/12/2016
Jason Kander
Missouri Secretary of State

Articles of Amendment
for a Nonprofit Corporation
(Submit with filing fee of \$10.00)

The undersigned corporation, for the purpose of amending its articles of incorporation, hereby executes the following articles of amendment:

- 1. The name of corporation is: Hope Leadership Academy Charter School N00992813
2. The amendment was adopted on 03/09/2016 and changed article(s) to state as follows: Amended and Restated Article of Incorporation

3. If approval of members was not required, and the amendment(s) was approved by a sufficient vote of the board of directors or incorporators, check here and skip to number (5): [checked]

4. If approval by members was required, check here and provide the following information: [unchecked]

- A. Number of memberships outstanding:
B. Complete either C or D:
C. Number of votes for and against the amendments(s) by class was:

Table with 4 columns: Class, Number entitled to vote, Number voting for, Number voting against. Includes three rows of blank lines for data entry.

D. Number of undisputed votes cast for the amendment(s) was sufficient for approval, and was:

Table with 2 columns: Class, Number Voting undisputed. Includes three rows of blank lines for data entry.

The number of votes cast in favor of the amendment(s) by each class was sufficient for approval by that class.

5. If approval of the amendment(s) by some person(s) other than the members, the board or the incorporators was required pursuant to section 355.606, check here to indicate that approval was obtained: [unchecked]

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)

Authorized signature of officer or chairman of the board Sean Saunders Principal 04/11/2016
Printed Name Title Date

Name and address to return filed document:
Name: Sean Saunders
Address: 2800 E. Linwood Blvd.
City, State, and Zip Code: Kansas City, MO 64128

ORI-04122016-1493 State of Missouri
No of Pages 6 Pages
Amend/Restate - Non-Profit

**AMENDED and RESTATED
ARTICLES OF INCORPORATION
OF
HOPE LEADERSHIP ACADEMY CHARTER SCHOOL**

The undersigned, being a natural person of the age of eighteen years or more, for the purpose of forming a nonprofit corporation under the provisions of the Missouri Nonprofit Corporation Act, hereby adopts the following Articles of Incorporation:

**ARTICLE I
Name of Corporation**

The name of this corporation is Hope Leadership Academy Charter School.

**ARTICLE II
Public Benefit 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.

**ARTICLE III
Purposes**

This corporation is organized exclusively for charitable, scientific and educational purposes. The terms charitable, scientific and educational shall have the same meanings herein that they have in 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.

Without limiting the generality of the foregoing, the purposes of this corporation shall include the following:

To establish and operate a charter school focusing on youth leadership development; provided, however, that notwithstanding the foregoing enumeration of particular purposes found in this paragraph, 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.

ARTICLE IV
Prohibited Transactions

Hope Leadership Academy Charter School is organized exclusively for charitable and educational purposes including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code. No part of the net earnings of Hope Leadership Academy Charter School shall inure to the benefit of or be distributable to its members, trustees, 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 the purpose clause hereof. Notwithstanding any other provision of this document, the corporation shall not carry on any other activities not permitted to be carried on (a) by any organization exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code. Hope Leadership Academy Charter School is not organized and shall not be operated for the private gain of any person. The property of the corporation is irrevocably dedicated to its educational and charitable purposes. No part of the assets, receipts, or net earnings of the corporation shall inure to the benefit of, or be distributed to any individual. The corporation may, however, pay reasonable compensation for services rendered, and make other payments and distributions consistent with these Articles.

No part of the net earnings, properties, or other assets of this corporation, on dissolution or otherwise, shall inure to the benefit of, or be distributable to, its members, directors, officers, contributors, or other private person or individual, except that this 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 Article III.

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.

Notwithstanding any other provision of these Articles, the corporation shall not carry on any activities not permitted to be carried on (I) by a corporation exempt from federal income tax as an organization described by Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (II) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Article V
Duration

The duration of this corporation shall be perpetual.

Article VI
Members

Hope Leadership Academy Charter School shall have no members. The management of the affairs of the corporation shall be vested in a board of directors, as defined in the corporation's bylaws.

Article VII
Physical and Mailing Addresses

The physical address of the corporation is:
2800 E. Linwood Blvd.
Kansas City, MO 64128

The mailing address of the corporation is:
2800 E. Linwood Blvd.
Kansas City, MO 64128

Article VIII
Indemnification

This corporation may agree to the terms and conditions upon which any director, officer, employee or agent accepts his or her office or position and in its bylaws, by contract or in any other manner may agree to indemnify and protect any director, officer, employee or agent of this corporation, or any person who serves at the request of this corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, to the extent authorized or permitted by the laws (including without limitation the statutes, case law and principles of equity) of the State of Missouri.

Article IX
Dissolution

Upon dissolution of this corporation and after discharging all liabilities and obligations of this corporation (or making adequate provision therefor) and after the return, transfer or conveyance of all assets requiring return, transfer or conveyance thereof because of the

dissolution of this corporation and after taking any other action required by law, any remaining assets of this corporation that represent funding from or that were obtained by using federal or state funding shall be distributed to the State of Missouri, Department of Elementary and Secondary Education. The Board of Directors shall distribute the remainder of the assets of the corporation, if any, to one (1) or more qualifying organizations described in Section 501(c)(3), 170(c)(2), 2055(a) and 2522(a) of the Internal Revenue Code of 1986 (or described in any corresponding provision of any successor statute) which organization or organizations have a charitable purpose which, at least generally, includes a purpose similar to this corporation. In the event that the court shall find that this section is applicable but that there is no qualifying organization known to it which has a charitable purpose, which, at least generally, includes a purpose similar to this corporation, then the court shall direct the distribution of its assets lawfully available for distribution to the Treasurer of the State of Missouri to be added to the general fund.

Article X
Board of Directors

A board of directors shall manage the property and affairs of this corporation. The first board of directors shall consist of three persons, who shall be vested with the power and authority to adopt the initial bylaws of this corporation and who shall hold office until the second annual meeting of the members and until their successors are duly elected and qualified, all as provided in the bylaws. The number of members of the board of directors shall not be less than three and shall be fixed by, or in the manner prescribed in, the bylaws, as amended from time to time at any time after the adoption of the initial bylaws. Directors shall be elected or appointed in the manner and for the terms and shall have such qualifications as provided in the bylaws.

Article XI
No Personal Liability for Corporate Debts

No officer or director of this corporation shall be personally liable for the acts, debts, or obligations of Hope Leadership Academy Charter School of any nature whatsoever, nor shall any of the property or assets of the officers or directors be subject to the payment of the debts or obligations of this corporation.

Article XII
Amendments

This corporation reserves the right to alter, amend or repeal any provision contained in its Articles of Incorporation in the manner now or hereafter prescribed by the statutes of the State of Missouri, and all rights and powers conferred herein are granted subject to

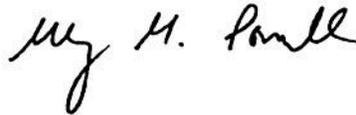
this reservation.

Article XIII
Registered Agent

The address of the registered office in the State of Missouri is 1201 Walnut, Suite 2800, Kansas City, MO 64106. The name of the registered agent at said address is SMF Registered Services, Inc.

Any amendment to the Articles of Incorporation may be adopted by approval of a majority of the board of directors.

In affirmation of the facts stated above, these Amended Articles of Incorporation have been signed this 10 day of March , 2016.



Wayne Powell, President



Jason Kander
 Secretary of State
 State of Missouri

ORDER SUMMARY

April 12, 2016

Order No: 10747084

Order Date: 04/12/2016 12:08 PM

Primary Filer: HOPE LEADERSHIP ACADEMY
 2800 E LINWOOD BLVD
 KANSAS CITY MO 64128

TOTAL DUE: \$0.00

Product Description	Ship Via	Qty	Pgs	Unit	Extended	Amt Due
Amend/Restate - Non-Profit	Mail	1	6	\$10.00	\$10.00	\$0.00

Regarding Entity: Hope Leadership Academy Charter School
 Item No: ORI-04122016-1493

Order Total: \$10.00 \$0.00

Payer	Type	Method	Reference	Amount
Hope Leadership Academy	Payment	Check	002644	\$10.00
Total Payments:				\$10.00

Convenience fees are not assessed, collected or retained by the state.
 Any questions about your order? Please visit www.sos.mo.gov/business or call toll free (866) 223-6535.

AMENDED BYLAWS
OF
HOPE LEADERSHIP ACADEMY CHARTER SCHOOL

ARTICLE I

CORPORATION, OFFICES, RECORDS, SEAL

Section 1.1. The Corporation. Hope Leadership Academy Charter School is a corporation that is organized under the Missouri Nonprofit Corporation Act. Pursuant to its articles of incorporation, this corporation does not have members.

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 are 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 and a record of all actions taken by committees of the board of directors. This corporation shall maintain appropriate accounting records as defined in Missouri Chart of Accounts.

This corporation or its agent shall maintain a record of its directors in a form that permits preparation of a list of the names and addresses of all directors, in alphabetical order showing the number of votes each director is entitled to vote. This corporation shall maintain its records in written form or in another form capable of conversion into written form within a reasonable time.

Without limiting the records required to be kept pursuant to this 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) Resolutions adopted by its board of directors relating to the characteristics, qualifications, rights, limitations and obligations of directors;
- (d) *The minutes of all meetings of directors and records of all actions approved by the directors for the past three years;*
- (e) *All written communications to directors generally within the past three years, including the annual financial statements of this corporation for the past three years;*
- (f) *A list of the names and business or home addresses of its current directors and officers;*
- (g) *Its most recent annual report delivered to the Missouri secretary of state as required by the Missouri Nonprofit Corporation Act; and*
- (h) *Appropriate financial statements of all income and expenses.*

Except as required by law or as may be authorized by the board of directors (including the collection of appropriate charges), no agent or attorney shall have the right to inspect the foregoing records or any other records of this corporation.

Section 1.5. Seal. The board of directors may adopt, and may alter at 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. 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 member, 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;
- Ensure all members are actively involved in the work of the board and committees;
- Assure compliance with federal and state laws, regulations and rules;
- Assist in development of plans and specifications and provide financing of 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 shall ensure the school operates in a fiscally responsible manner evidenced by an unqualified audit annually.

Section 3.2. Number and Qualifications. The directors of this corporation shall be no less than five in number and no more than eleven 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 section 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 3.3. Election and Terms of Office. Each director named in the articles of incorporation shall hold office until the second annual meeting of the members and until the term of office of such director's successor has commenced, or until such director's earlier death, incapacity, disqualification, resignation or removal. At the second annual meeting and at every following annual meeting of the members thereafter, as the first order of business of the meeting, new directors shall be elected by the members to succeed those directors whose terms expire with such annual meeting. A person so elected as a director shall serve until the next following annual meeting of the members and until the term of office of such director's successor has commenced, or until such director's earlier death, incapacity, disqualification, resignation or removal.

Any director may be elected for successive terms. Notwithstanding the foregoing, no director shall be elected as such director for more than two consecutive full terms. A full term for a director shall consist of three full years. The election in respect of two 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 members 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 3.4. 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 3.5. 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 regular or 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.

Section 3.6. 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 3.7. 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 VIII of these bylaws and the Missouri Open Meetings and Records Law 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 members, directors, officers, agents or employees except in exchange for value received;*
- (b) *approve or recommend to members 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. Any director may, without cause, be removed by a majority vote of the other directors currently in office. A director elected by members may be removed by the members only at a meeting called for the purpose of removing the director. The meeting notice must state that the purpose, or one of the purposes, of the meeting is removal of the director.

ARTICLE IV

MEETINGS OF THE BOARD OF DIRECTORS

Section 4.1. Regular Meetings. The board of directors will hold regular meetings at such time and place as may be determined from time to time by the board of directors. Notices must be posted in accordance with the Missouri Open Meetings and Records Law. Any business may be transacted at a regular meeting.

Section 4.2. Special Meetings. Special meetings of the board of directors may be called by the board president or 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 or without the State of Missouri, as the board of directors shall have determined. Notices must be posted in accordance with the Missouri Open Meetings and Records Law.

Section 4.3. Notice of Meetings.

(a) *Written notice of each regular and special meeting of the board, stating the place, day and hour of the meeting and the purpose or purposes thereof, shall be provided to each director by the officer or directors calling the special meeting and shall be given and effective no less than 24 hours before the day on which the meeting is to be held.*

(b) *Whenever notice is required to be given to a director, such notice shall be mailed, emailed, sent by facsimile or personally delivered to such director. Such notice shall be deemed given and effective on the date determined in accordance with Article X of these bylaws.*

"Notice" and "call" with respect to such meetings shall be deemed to be synonymous.

Section 4.4. Quorum. Unless otherwise required by law or provided elsewhere in these bylaws, the presence of a majority 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 4.5. 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.

Section 4.6. Voting. Each director present at any meeting shall be entitled to cast one vote on each matter coming before such meeting for decision.

Section 4.7. 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 means of 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.

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, except that the office of President and Treasurer may not be held by the same person.

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 or member of the board of directors shall receive any salary or compensation for serving as a director. Salaries and compensation of all other agents and employees of this corporation, if any, may be fixed, increased or decreased by the board of directors, board president, or such other officer or officers as may be empowered by the board of directors to do so. 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 Board President. The board 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. The board president shall preside at all meetings of the members and the board of directors at which the president may be present. If the board of directors does not appoint an Executive Director/Principal pursuant to Article V of these bylaws or upon the death or during the absence, disability, or inability or refusal to act of any Executive Director/Principal so appointed, the president may exercise all of the powers and perform all of the duties of the Executive Director/Principal.

The board 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.

Unless otherwise specifically provided by the board of directors, the board 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.

At each regular meeting of the directors, the board president (together with the treasurer) shall report on the activities and financial condition of this corporation.

The board president shall have such other duties, powers and authority as may be prescribed elsewhere in these bylaws or by the board of directors.

Section 5.8. The Vice President. The vice president, or vice presidents if there is 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 5.9. The Secretary. The secretary shall attend the meetings of the members and 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 members and 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 5.10. 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/Principal 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.

At each regular meeting of the directors, the treasurer (together with the president) shall report on the activities and 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 5.11. 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/PRINCIPAL

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/Principal. The Executive Director/Principal shall have such general powers and duties of supervision and management as are usually vested in the office of the chief administrative officer of a corporation, and such person shall carry into effect all directions and resolutions of the board. The Executive Director/Principal shall direct the day to day affairs of this corporation including supervising all employees of this corporation, reporting to the board of directors any violation of the rules and regulations (if any), collecting any charges or fees, and keeping records in the form prescribed from time to time by the board of directors and reporting thereon whenever so requested by the board of directors. The Executive Director/Principal shall be directly responsible to the board and shall report directly to the board.

The Executive Director/Principal 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/Principal 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/Principal 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/Principal 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/Principal will 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/Principal 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/Principal is not a director, or (ii) a committee, if the Executive Director/Principal is not a member of such committee.

The Executive Director/Principal shall be bonded at this corporation's expense if the board of directors so requires.

The Executive Director/Principal 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/Principal, 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/Principal.

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. Any 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. Absence of Personal Liability. The members of this corporation are not, as such, personally liable for the acts, debts, liabilities or obligations of this corporation.

Section 7.6. Indemnification of Directors and Officers.

(a) Indemnification in Actions by Third Parties. 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 (other than an action by or in the right of this corporation) by reason of the fact that such person is or was serving in an Indemnifiable Capacity (as hereinafter defined) against all liabilities and expenses, including, without limitation, judgments, amounts paid in settlement (provided that such settlement and all amounts paid in connection therewith are approved in advance by this corporation in accordance with paragraph (d) of this Section 7.6, which approval shall not be unreasonably withheld), 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) if such person acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of this corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe such

person's conduct was unlawful; provided, however, that this corporation shall not be required to indemnify or advance expenses to any such person seeking indemnification or advancement of expenses in connection with an action, suit or proceeding initiated by such person unless the initiation of such action, suit or proceeding was authorized by the board of directors of this corporation. The termination of any such 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 did not act in good faith and in a manner which such person reasonably believed to be in or not opposed to the best interests of this corporation, and, with respect to any criminal action or proceeding, that such person had reasonable cause to believe that such person's conduct was unlawful.

(b) Indemnification in Derivative Action. 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 by or in the right of this corporation to procure a judgment in its favor by reason of the fact that such person is or was serving in an Indemnifiable Capacity against amounts paid in settlement thereof (provided that such settlement and all amounts paid in connection therewith are approved in advance by this corporation in accordance with paragraph (d) of this Section 7.6, which approval shall not be unreasonably withheld) and all expenses (including attorneys' fees) actually and reasonably incurred by such person in connection with the defense or settlement of such action, suit or proceeding (including without limitation the investigation, defense, settlement or appeal of such action, suit or proceeding) if such person acted in good faith and in a manner such person reasonably believed to be in or not opposed to the best interests of this corporation, except that no indemnification under this paragraph (b) shall be made in respect of any claim, issue or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of such person's duty to this corporation unless and only to the extent that the court in which the action, suit or proceeding was brought determines upon application that, despite the adjudication of liability and in view of all the circumstances of the case, the person is fairly and reasonably entitled to indemnity for such expenses as the court shall deem proper. Any indemnification under paragraph (b) or advancement of expenses in connection with an action by or in the right of this corporation shall be reported to the members to the extent and in the manner required by the Missouri Nonprofit Corporation Act.

(c) Indemnification for Success on the Merits or otherwise. Notwithstanding the other provisions of this Section 7.6, to the extent that a person who is or was serving in an Indemnifiable Capacity has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in paragraphs (a) or (b) of this Section 7.6 (including without limitation the dismissal of any such action, suit or proceeding without prejudice or the settlement of such action, suit or proceeding without

admission of fault or liability), or in defense of any claim, issue or matter therein, such person shall be indemnified against amounts approved by this corporation to be paid in settlement of any such action, suit or proceeding and against expenses (including attorneys' fees) actually and reasonably incurred by such person in connection therewith. For purposes of this paragraph (c) of this Section 7.6, references to "this corporation" shall include, in addition to the resulting or surviving corporation, any constituent corporation (including any constituent of a constituent) absorbed in a consolidation or merger as well as the resulting or surviving corporation 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 paragraph (c) of this Section 7.6 with respect to the resulting or surviving corporation as such person would have if such person had served the resulting or surviving corporation in the same capacity.

(d) Determination of Right to Indemnification. Prior to indemnifying a person pursuant to the provisions of paragraphs (a) or (b) of this Section 7.6, unless ordered by a court and except as otherwise provided by paragraph (c) of this Section 7.6, 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 under paragraphs (a) or (b) of this Section 7.6. Any determination that a person shall or shall not be indemnified under the provisions of paragraphs (a) or (b) of this Section 7.6 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 or (iii) by the members of this corporation, 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 or (iii) by the members of this corporation, that, based upon the facts known to the board, counsel or members 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, members of this corporation or independent legal counsel reasonably determines that such person deliberately breached such person's duty to this corporation or its members.

(f) Non Exclusivity. The indemnification and, to the extent permitted by the laws of the State of Missouri, the advancement of expenses provided by this Section 7.6 shall not be exclusive of any other rights to which those seeking indemnification or advancement of expenses may be entitled under Mo. Rev. Stat. Section 537.117, under any other provision of law, under the articles of incorporation or these bylaws or under any agreement, vote of members of this corporation or 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, this Section 7.6 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 7.6.

(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 this Section 7.6 may be amended or repealed, no such amendment or repeal shall release, terminate or adversely affect the rights of such person under this Section 7.6 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 7.6, other than paragraph (c) of this Section 7.6, 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 7.6 with respect to the resulting or surviving corporation as such person would have with respect to such constituent corporation if its separate existence had continued.

(j) Certain Definitions. For purposes of this Section 7.6:

(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 7.6 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 7.6 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 7.6 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 board of directors shall have the power to fix and from time to time change the fiscal year of this corporation. In the absence of action by the board of directors, however, the fiscal year of this corporation shall end each year on the date this corporation treated as the close of its first fiscal year, until such time, if any, as the fiscal year shall be changed by the board of directors.

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 the board of directors. 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.

ARTICLE XI

OPEN MEETINGS AND RECORDS

The board of directors shall ensure that it and the charter school operate in compliance with the Missouri Sunshine Law, Chapter 610, RSMo, regarding public meetings and public records.

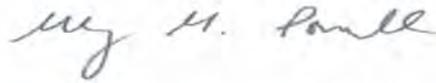
Section 610.028, RSMo, requires that a body subject to the law adopt a reasonable written policy in compliance with sections 610.010 to 610.030, RSMo. The board shall adopt an initial Sunshine Law Policy as required by law, and thereafter, the Executive Director/Principal is delegated the authority to make modifications to the policy, or to adopt more detailed policies, with notice to the board of directors. The Executive Director/Principal shall, at least annually, review the policy or policies to ensure they continue to ensure 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/Principal 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 **Hope Leadership Academy Charter School** by the board of directors of this corporation on this 10th day of March, 2016.

A handwritten signature in cursive script that reads "Wayne Powell".

Wayne Powell, Board President

Hope Leadership Academy Charter Renewal
Conflict of Interest Disclosure

Date 2/29/16

Name (printed): WAYNE POWELL

Signature: W. Powell

Position (Employee, Board of Directors Member/Officer, Volunteer): Board Director

Please answer the questions below and include any other relationships, transactions, positions you hold, or circumstances that you believe could contribute to a conflict of interest between Hope Leadership Academy and your personal interests, financial or otherwise.

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

N/A

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.

N/A

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.

N/A

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.

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?

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 interests that you can foresee in the context of your service on the school's board? If so, explain.

I work for Blue Cross and Blue Shield of KC and the school bids out insurance coverage annually. I recuse myself from any and all

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 immediately report to school leadership, UCM and/or the state's ethics commission.

discussions that could or do involve Blue Cross insurance coverage for school employees.

Hope Leadership Academy Charter Renewal
Conflict of Interest Disclosure

Date FEB 22, 2016

Name (printed): DAVID CHURCHMAN

Signature: [Handwritten Signature]

Position (Employee, Board of Directors Member/Officer, Volunteer): Board Member

Please answer the questions below and include any other relationships, transactions, positions you hold, or circumstances that you believe could contribute to a conflict of interest between Hope Leadership Academy and your personal interests, financial or otherwise.

1. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship. NO

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. NO

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?

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 interests 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 notify our sponsor-UCM.*

Hope Leadership Academy Charter Renewal
Conflict of Interest Disclosure

Date 2/22/16

Name (printed): Doug Logsdon

Signature: Doug Logsdon

Position (Employee, Board of Directors Member/Officer, Volunteer): BOARD OF DIRECTORS MEMBER

Please answer the questions below and include any other relationships, transactions, positions you hold, or circumstances that you believe could contribute to a conflict of interest between Hope Leadership Academy and your personal interests, financial or otherwise.

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

COLLIN THOMAS LIVES ACROSS THE STREET FROM ME.

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.

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?

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 interests 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 bring the situation up with the Board President and, if needed, also discuss with UCM.

Hope Leadership Academy Charter Renewal
Conflict of Interest Disclosure

Date 8-22-16

Name (printed): Heather W. Haden

Signature: Heather W. Haden

Position (Employee, Board of Directors Member/Officer, Volunteer): Parental Advisory Member

Please answer the questions below and include any other relationships, transactions, positions you hold, or circumstances that you believe could contribute to a conflict of interest between Hope Leadership Academy and your personal interests, financial or otherwise.

1. Do you or your spouse know any of the other prospective board members? If so, please so indicate the name of the person and the relationship. No

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.

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?

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 interests 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.)

First - I would approach the Board President, providing what was one of the members I'm concerned about.

If he or she is a compromised board member, I would then reach out to them, particularly Dr. Peter Hughes.

Hope Leadership Academy Charter Renewal
Conflict of Interest Disclosure

Date 2/22/16

Name (printed): Collin A Thomas

Signature: 

Position (Employee, Board of Directors Member/Officer, Volunteer): Board of Directors Member

Please answer the questions below and include any other relationships, transactions, positions you hold, or circumstances that you believe could contribute to a conflict of interest between Hope Leadership Academy and your personal interests, financial or otherwise.

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

Walter Powell - Work colleague
Doug Lusk - Member

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.

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?

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 interests 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.)

Inform the school sponsor via D.F.S.E

UCM Annual Site Review
Part 5: Board Governance
School: Hope Leadership Academy

Reviewer: Mike Ringen/Julie Brunner

Date: February 9 and 13, 2015

5.1 The School Board operates legitimately and in the best interest of its students and mission			
Indicators	Not Met	Partially Met	Met
5.1.1 Throughout the year Board composition meets all requirements of its bylaws and appropriate state regulations regarding governance. (Proactive recruiting) (Board Minutes Attendance)		X	
5.1.2 The proper number of members are on the Board as noted in the By-Laws/ policies/ contract with the University of Central Missouri.	X		
5.1.3 The Board participates in long range strategic planning and there is a process in place for plans to be evaluated yearly (i.e., student performance, facility, growth, budget, school improvement, etc.). (review student, teacher and parent surveys, Board minutes on strategic planning...)	X		
5.1.4 The school is in material compliance with applicable law (IDEA, NCLB, SPED, Title I, Title VI, FERPA, etc.). (Policies in place, no DESE investigations, any letters stating noncompliance, etc.)			X
5.1.5 There is a practice in place for Board member induction and continuous training. (16 hours first year, 4 hour per year all others - agendas/ procedures from induction sessions)		X	
			<p>Strengths /Recommendations</p> <p>Recruiting new members discussed in 4/28/14 board meeting. Process identified in by-laws, Requirements met for Governance but not for Make-Up of Board.</p> <p>By-laws note 7-9 board members. 5 members currently.</p> <p>A variety of instances in board minutes indicating several of these items are discussed throughout the year. Recommendation: Use board retreat and work sessions to develop a comprehensive, written and documented with specific goals/objectives that are board approved.</p> <p>Nothing to indicate any issues.</p> <p>Only one board member has certificate for training hours. He did reach 4 hours in the past year. No other evidence provided.</p>

5.1.6 Board actively seeks and includes parental and community involvement in its governance according to charter (Parent representation on Board, have input into strategic planning, PTO, etc.) (Board Agenda/Minutes - Open Forum)			X	Parent meetings. By-laws do not address parent representation on committees. Educational philosophy in the charter addresses parent involvement.
5.1.7 Attendance at Board Meetings (July 1 – June 30) never falls below 75%.			X	
5.1.8 School Board members' Family Care Safety Registry reports and Background Checks are complete and kept on file.			X	Original board members have LexisNexis. New members have Family Care Registry.

5.2 Meetings are regularly scheduled and appropriately conducted.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
5.2.1 There are at least 10 regular meetings of the Board.			X	
5.2.2 Board meeting are posted in sufficient time and include a tentative agenda.			X	
5.2.3 The president of the Board and the Executive are both involved in Board meeting planning.			X	Per conversation with personnel – Supt. and Board President meet to develop board agenda.
5.2.4 Minutes include a record of Board members attending and those absent.			X	
5.2.5 Action is taken with motions, seconds and votes.			X	
5.2.6 There is a roll-call vote to enter a closed session.			X	
5.2.7 Confidential minutes are developed and maintained on closed sessions	X			July. August board minutes indicate going into closed session, however there are not minutes in the closed session notebook. Letters read from public may have been

					better served to be done in executive session.
5.2.8 Business is conducted in compliance with Missouri open meeting laws.				X	
5.2.9 A quorum is present for all Board Meetings. (No meeting was cancelled for lack of a quorum.)				X	

5.3 Governance records and documentation are appropriately kept and maintained.

Indicators	Not Met		Partially Met		Strengths /Recommendations
	Met	Met	Met	Met	
5.3.1 Board minutes are available to the public upon request. (Copies of 3 consecutive months have been sent electronically to the Sponsor)				X	
5.3.2 Board minutes are properly maintained (Kept in one place, one person oversees, easily accessible, etc.).				X	
5.3.3 Board minutes are current.				X	
5.3.4 Board minutes are complete.				X	June 2014 minutes in notebook but not approved. Per conversation with personnel, this will be updated and approved at upcoming meeting.
5.3.5 The Notice of Meeting is included in the documentation of monthly meeting.				X	Notice posted containing all dates for the year.
5.3.6 Governance records are developed and maintained by staff or consultants – not Board members.				X	Recommend: School personnel that write the minutes sign at the bottom of each month's minutes for additional documentation.
5.3.7 Deficient findings from last years' UCM review have been corrected.			X		Recommend continued review of closed session minutes, making sure of their completeness.

5.4 School business is conducted in a transparent manner, free of conflict of interest, and models best practices regarding governance roles and responsibilities.

Indicators	Not Met		Partially Met		Strengths /Recommendations
	Met	Met	Met	Met	
5.4.1 There are indications that the Board knows					9/22/14 – Work session over K-5 Initiatives.

and sustains the difference between administration (management of the school) and governance (policy, outcome setting, monitoring outcomes, evaluation of the top executive, etc.)				X	Executive committee report at each board meeting. 2/24/14 – Discussed Admin evaluation cycle to be in February and March.
5.4.2 Decision-making is free of conflicts of interest and decision makers act in the best interest of the children in the school. (Policy, awarding of contracts...)				X	
5.4.3 Finance reports are included on the regular agenda.				X	
5.4.4 The annual audit is reviewed by the Board, accepted by motion and recorded in Board minutes.				X	12/22/14 board approved. Was also a preliminary review at 11/24/14 board meeting.
5.4.5 The Board minutes reflect approval of an annual budget.				X	4/28/14 approval of budget listed under "items for future agendas". Approved 5/29/14.
5.4.6 The Board is aware of school staffing and staff salaries.				X	4/28/14 discussed staffing needs and incentives. 2/24/14 meeting budget and teacher contract discussions took place.
5.4.7 There is some type of appropriate Board oversight on payment of the bills.				X	Checks are approved in Consent Agenda of each board meeting.



Hope Leadership Academy

Governance Review	2012-13	Reviewers: Lynne Beachner and Doug Thomas
Descriptor	Met/ Not Met	Comments
The school is a nonprofit corporation.	Met	
The school is nonsectarian.	Met	
Business is conducted in compliance with the Missouri open meetings law.	Met	General best practices are noted within the governance documentation. Documentation was organized, and would be readily available for dissemination if requested.
Closed Sessions are given a roll-call vote and confidential minutes are maintained.	Not Met	- Roll call vote was noted for motion to go into closed session. Appropriate purposes for closed session were noted. - Minutes / notes of two closed sessions were in the Closed Session binder. However, minutes were not found for Closed Sessions noted in the Oct. 9, 2012 and Nov 13, 2012 regular board meetings.
Board minutes are complete.	Met	Yes, all mandated are included.
Board minutes are current.	Met	Recommendation: Once minutes are approved, a signature and a date could be added to the Minutes, and then insert with the appropriate month. Thus, Minutes will match the agenda items and supporting documentation.
Board minutes are available to the public upon request.	Met	
Meeting Notices include a tentative agenda for the meeting and the date of posting.	Met	
Minutes include a record of Board Members attending and those absent.	Met	
Decision-making is free of conflicts of interest and decision makers act in the best interest of the children in the school.	Met	
Procedures are in place and followed that allow due process and appropriate response	Met	Student discipline procedures were noted within governance activities.

to parent, student, and employee grievances.		Recommendation: Student Handbook should also include grievance procedures.
The school is in material compliance with applicable law (IDEA, NCLB, Title I, title VI, etc.).	Not Met	<p>FERPA prevents the identification of any student within Board Meeting agenda's and minutes. Oct 17th minutes and documentation includes student and parents name regarding discipline issue. Also, this was conducted via teleconferencing with a call in number for the public.</p> <p>Recommendation: Redact student's name and other identifying information from public records (open session-Oct 17). Future agenda item should be generic in nature. Board records may retain identifying student information within Closed Session minutes.</p> <p>How will the Board exclude public participation of closed session when board meeting is conducted via teleconferencing?</p>
Required state, federal, contractual, and DESE Board policies are approved, on file, available for review, and followed -- See recent Policy Review for new policy requirements.	Met	Governance records included memos from DESE and UCM. Efforts toward compliance with policies mandates appear apparent.
There are regular meetings of the Board.	Met	Board meets at least monthly. No noted meetings were canceled or postponed due to lack of quorum.
A quorum is present for Board meetings.	Met	Present and absent board members are noted within the Minutes.
Action is taken with motions, seconds and votes.	Met	Actions, with names, are appropriately documented throughout the Minutes.
The Board minutes reflect approval of an annual budget.	Met	
A three-year budget is Board adopted.	Not Met	<p>Annual budget was noted. Discussion of a five-year budget was noted. However, not three- or 5-year budget was found in subsequent governance records.</p> <p>Recommendation: At least a three-</p>

		year budget is required for long range planning purposes.
The proper number is on the Board as noted in the by-laws/policies/ contract with the University of Central Missouri. -- The Board is recruiting new members at this time.	Met	7 to 9 optimal as outline in ByLaws. Seven board members are currently on the Board.
The Board is aware of school staffing and staff salaries.	Met	Agenda items addressing salaries, contracts, and merit pay were noted within governance records.
Board Policies support practice	Not Met	Notice of incentive pay was noted in governance records. However, no such policy was found. Recommendation: Pay policy, including incentive pay, should be supported by appropriate Board policies.
Board approved job descriptions are in place for all employees.	Met	Job descriptions were included with the charter application, as per statute. Recommendation: Board should include these within their board policies.
There is some type of appropriate Board oversight on payment of the bills.	Met	Agenda items note a review of financials, including purchase orders.
Board Minutes are properly maintained.	Met	See notes on noting "approved" minutes and insertion into governance records.
Board Minutes are up-to-date.	Met	
The term of office for Board members is clearly defined.	Met	Yes, three years, and can be re-elected for two more terms.
There is a written procedure/policy for Board member recruitment.	Met	Yes. Policy 0311.
There is a practice in place for Board member induction and training.	Met	
Meeting Notices include a tentative agenda for the meeting.	Not Met	The HLA notices mention agenda topics. MO Sunshine Law requires a tentative agenda to be included with the notice. Recommendation: the Notice include a tentative agenda and the date of posting.
Notices are posted in sufficient time prior to the meetings.	Not Met	Notices are provided. However, there is not a posting date listed on the notices.
There is a roll-call vote to enter executive	Met	Yes. A least four instances of closed

session.		sessions were noted. Vote was recorded.
Board time has been spent evaluating student outcomes.	Met	<p>Student achievement and performance indicators were included as part of the Principal's reports. Data was provided and reviewed by the Board.</p> <p>Recommendation: Suggest having academic performance as a monthly agenda item as part of the Principal's report. Such reporting could include data team reports, instructional goals and strategies, and achievement indicators when appropriate.</p>
The annual audit is reviewed by the Board, accepted by motion and recorded in Board minutes.	Not Met	<p>An audit for 2012 (Marr & Co) was available. Reviewers did not find an agenda item specific to the review and approval of the independent audit.</p> <p>Recommendation: Documentation of the review and approval of the independent audit should be clearly noted in governance records and minutes.</p>
Finance reports are included on the regular agenda.	Met	Financials are a regular component of governance records and activities.
Board members receive training on their role.	Met	<p>Training for five board members was noted within the Charter School Assoc documentation. Reviewers noted within governance records that two board members plans to attend training.</p> <p>Recommendation: Make board training a noted agenda item at least twice a year, providing information to the board (and the public) on which board members have participated in training, and on what topics. The documentation of on-going training of board members should be a visible priority of the board.</p>
There are indications that the Board spends time and energy on the long-term success of the school, including student performance goal setting.	Met	School improvement plans were included in Board discussion.

There are indications that the Board knows and sustains the difference between administration (management of the school) and governance (policy, outcome setting, monitoring outcomes, evaluation of the top executive, etc.)	Met	Principal evaluation was included within the Board agenda. Board members
The president of the Board and the Executive are both involved in Board meeting planning.	Met	
The Board participates in long range planning (i.e., facility, growth, budget, school improvement, etc.)	Met	Yes, agenda items were noted regarding School Improvement Plans, budget with additional classrooms, etc. throughout the documentation.
The Board conducts an evaluation of the chief executive.	Met	Jan. minutes note a closed session for evaluation of the principal. (no closed session minutes were included, however).

UCM Governance Review
Conducted by FLITEleaders Consulting LLC
Date: March 11, 2014
School: Hope Leadership Academy

6.1 The School Board operates legitimately and in the best interest of its students and mission		
Descriptor	Met Not Met	Comments
6.1.1 The school is a nonprofit corporation.	Met	
6.1.2 The school is nonsectarian.	Met	
6.1.3 There are indicators that the Board spends time and energy on the long-term success of the school including student performance goal setting and outcomes.	Met	Documentation of reports on achievement presented at each board meeting.
6.1.4 The proper number is on the Board as noted in the By-Laws/ policies/ contract with the University of Central Missouri.	Met	8 members indicated at meetings. By-laws state 7-9.
6.1.5 The Board participates in long range planning (i.e., facility, growth, budget, school improvement, etc.).	Met	Planning indicated in board minutes and Business & Strategy Session
6.1.7 The school is in material compliance with applicable law (IDEA, NCLB, Title I, Title VI, FERPA, etc.).	Met	No evidence to the contrary.
6.1.8 There is a practice in place for Board member induction and training.	Met	Page 7 of Charter indicates minimum of 3/yr.
6.2 Appropriate Board Policies are developed, revised as needed and followed.		
6.2.1 Required state, federal, contractual, and DESE Board policies are approved, on file, available for review, and followed.	Met	
6.2.2 There are written procedure/policy for Board member recruitment.	Met	Page 6 of Charter Application
6.2.3 Board approved job descriptions are in place for all employees.	Met	
6.2.4 The Board conducts an evaluation of the chief executive.	Met	Documented in February 2014 Closed Meeting Minutes
6.2.5 Board members receive training on their roles.	Not Met	No documentation that this has occurred.
6.2.6 The term of office for Board members is clearly defined.	Met	3 year term, 1 renewal is allowed.
6.3 Meetings are regularly scheduled and appropriately conducted.		
6.3.1 There are at least 10 regular meetings of the Board.	Met	
6.3.2 Board meeting are posted in sufficient time and include a tentative agenda.	Met	Please amend Article IV, Section 4.3(a) about special meetings.
6.3.3 The president of the Board and the	Met	Bd. President/Principal meet every

Executive are both involved in Board meeting planning.		other week. Exec. Committee meet prior to each board meeting.
6.3.4 Minutes include a record of Board members attending and those absent.	Met	
6.3.5 Action is taken with motions, seconds and votes.	Met	Showing vote (7-0, 6-1, etc) will provide additional perception of board transparency.
6.3.6 There is a roll-call vote to enter a closed session.	Met	Also provide a roll call vote to leave closed session.
6.3.7 Confidential minutes are developed and maintained on closed sessions	Not Met	No minutes available for July 13, 2013 closed session.
6.3.8 Business is conducted in compliance with Missouri open meeting laws.	Not Met	Discrepancies identified in the process of various meetings.
6.3.9 A quorum is present for Board Meetings.	Not Met	March 19 meeting – 3 present/3 absent. June 18 – 3 present/2 absent. Bylaws indicate quorum is 2/3.
6.4 Governance records and documentation are appropriately kept and maintained.		
6.4.1 Board minutes are available to the public upon request.	Met	
6.4.2 Board minutes are properly maintained (Kept in one place, one person oversees, easily accessible, etc.).	Met	
6.4.3 Board minutes are current.	Met	
6.4.4 Board minutes are complete.	Met	
6.4.5 The Notice of Meeting is included in the documentation of monthly meeting.	Met	However, the date posted does not match what is required in the by-laws.
6.4.6 Governance records are developed and maintained by staff or consultants – not Board members.	Not Met	Closed session should be signed and dated by the Board Secretary, as stated in the by-laws.
6.4.7 Deficient items from last years' UCM review have been corrected.	Met	Closed session minutes was the only item not completely corrected.
6.5 School business is conducted in a transparent manner, free of conflict of interest, and models best practices regarding governance roles and responsibilities.		
6.5.1 There are indications that the Board knows and sustains the difference between administration (management of the school) and governance (policy, outcome setting, monitoring outcomes, evaluation of the top executive, etc.)	Met	Reports at the meetings are complete and contain appropriate information.
6.5.2 Decision-making is free of conflicts of interest and decision makers act in the best interest of the children in the school.	Met	No indication otherwise.
6.5.3 Procedures are in place and followed that allow due process and appropriate response to parent, student and employee	Met	Public comment available on Agenda. Policy contains the procedure.

grievances.		
6.5.4 Finance reports are included on the regular agenda.	Met	
6.5.5 The annual audit is reviewed by the Board, accepted by motion and recorded in Board minutes.	Met	Dec. 16, 2013
6.5.6 The Board minutes reflect approval of an annual budget.	Met	
6.5.7 A three-year budget is Board adopted.	Met	In Charter Application
6.5.8 The Board is aware of school staffing and staff salaries.	Met	Documented in Board Minutes, June 18, 2013.
6.5.9 There is some type of appropriate Board oversight on payment of the bills.	Met	Consent Agenda shows Payment of Bills.

Principal

- Promote high standards for staff and students
- Maintain clear procedures for supervision and management of staff and facilities
- Supervise instructional programs
- Apprise Board of important issues
- Ensure safety of buildings and records
- Manage and help design a school budget, calendar, and all schedules

Counselor

- Character education program
- Small group and individual student counseling
- Home visits (attendance, health and well being)
- Behavior interventionist
- Homeless coordinator
- MAP testing coordinator
- Serve on SAT Harvesters

Business Manager

Custodian

- Cleans restrooms
- Pulls trash
- Cleans the cafeteria after breakfast and lunch
- Cleans the glass of the front doors
- Vacuums the rooms and offices

- Payroll
- Attendance
- Recruitment
- Board Secretary
- Budget Mgt.
- Assistant to Principal
- Enrollment
- Financial Compliance to DESE
- Financial review to UCM
- MOSIS (DESE)

Teacher Assistant

- Work with classroom teachers to help struggling students
- Work with students in small groups
- Assist in the lunchroom
- Assist with dismissal

Special Ed.

- Report to and maintain compliance with DESE
- Create and monitor student IEP's
- Work with special ed. students to achieve their academic goals.
- Serve on the Student Assist Team (SAT)

Literacy Coach/Federal Programs

- Training new teachers in FAST
- District test coordinator
- Write all title one plans
- Federal Compliance Review
- Title I and SpEd budget coordinator
- MAP test coordinator
- ELL screenings
- Academic review for UCM
- Academic reporting to DESE

Classroom Teachers (8)

- Plan and deliver highly engaging and effective lessons daily
- Manage student behavior
- Collect student data and plan lessons accordingly
- Establish effective lines of communication with parents
- Seek professional development of the latest effective teaching strategies.

Assistant Principal

- Coach teachers on their instructional delivery
- Conduct observations and evaluations
- Responsible for the building only when the principal is away.
- ELL Screenings
- Curriculum
- Technology
- PAC
- Math/Science
- Bus Discipline

Hope Leadership Academy
2015-16 Professional Development Calendar

August 3	Ruby Payne, Love Your People, Handbook/Policies
August 4	Team Building, Whole Brain Teaching
August 5	Assessments, Data, Professional Growth Plans
August 6	Restorative Justice
August 7	Restorative Justice
August 10	Counseling Program/Homeless Info
September 25	Work Day
October 23	Curriculum Writing
November 13	MO Charter School Conference
January 4	Journeys/Whole Group Reading Instruction
February 26	Trauma Informed Education
March 18	MAP Training

Hope Leadership Academy's A.7 Executive Summary

The Academic Accountability Plan for **Hope Leadership Academy** consists of five pupil performance areas, including the State assessment program and nationally normed achievement data. The University of Central Missouri reviewed the school's performance in meeting these academic criteria, as well as the school's fiscal, operational, and school management benchmarks. Based primarily upon the academic performance of the school, UCM has found Hope Leadership Academy has met the criteria of its charter agreement and state regulations governing charter schools.

Key findings from this review include:

Indicator 1.1: Annual Performance Report (APR)

Met

- HLA generated 75% of the possible points on its Annual Performance Report in 2015 and in 2014. The 2015 score was the school's first APR utilizing both academic and attendance performance data. This score surpasses the 70% benchmark for fully accredited districts in the State of Missouri.

Indicator 1.2: School Achievement Levels

Partially Met

- HLA outperform two peer KCPS schools (Melcher Elementary and King Elementary), in all academic content areas (ELA, Math, Science). The peer schools were selected based on proximity and similar demographics of HLA.
- Hope Leadership outperformed the KCPS district in the area of English Language Arts, but not in Math or Science.

Indicator 1.3: School Improvement over Time

Met

- Cohort analysis for 2015 could not be calculated due the new MAP assessments. As per DESE guidelines, comparison of 2015 MAP index scores to earlier assessment results would not be appropriate. Thus this component of Indicator 3 was rated as "Not Applicable".
- HLA generated 100% of the possible "progress" points on its 2015 Annual Performance Report, surpassing the "Target" for this indicator.

Indicator 1.4: Student Achievement over Time

Partially Met

- HLA generated 50% of the possible "growth" points on its 2015 APR, meeting the established "benchmark" for this indicator.
- HLA students did not achieve an average yearly gain of 1.25 on a Fall to Fall analysis of nationally-normed assessments (STAR) in Mathematics and Reading. HLA students generated one year growth (1.0 in ELA; .9 in Math) in these areas.

Indicator 1.5: Student Engagement

Partially Met

- HLA generated an annual attendance rate of 92.2 percent, meeting its attendance benchmarks for 2013, 2014, and 2015.
- HLA has generated a Fall to Fall retention rate of 58 to 66% population over the past three years. While indicative of the high student mobility rate found within its high risk student population, this rate does not meet the established benchmarks for student retention.

Additionally, Hope Leadership Academy was found to have effectively met the criteria established for:

- **Governance.** Governance structures and operations were found to be appropriate, effective, and supportive of the mission of the school. **Met all criteria.**

- **Fiscal Management and Accountability.** HLA operates in a fiscally sound and responsible manner. The governing board and administrative team have consistently demonstrated good stewardship of public funds. **Met all criteria.**
- **School Operations and Management.** The school provides a safe learning environment and positive culture for its students. School operations and management are geared toward fulfillment of the school's mission and achievement of the State's educational standards. **Met all criteria.**



Hope Leadership Academy

Financial Review	2012-13	Reviewer: Lynne Beachner
Standard	Met/ Not Met	Comments
Financial reports to the Board are timely (within one month of actual deposits or expenditures).	Met	
Financial reports are complete (no blank spaces for important information).	Met	
Financial reports are comprehensible (understandable, user friendly, include dates).	Met	
Financial reports include a balance sheet showing the net worth of the school at a single point in time (i.e., assets, liabilities).	Met	
Financial reports include a Cash Flow Statement showing transactions for a specific period of time.	Met	
Financial reports include an Income and Expense Statement (may include income and expenses that have not cleared).	Met	
Financial reports include a budget versus actual report.	Met	
The annual independent audit is available for review. Findings local admin/state – transportation or attendance.	Met	
The audit was accepted by the Board (in Board Minutes with related vote).	Not Met	States that audit was reviewed by the Board. No vote to accept the audit.
Audit was published and sent to UCM and DESE (Minutes where approved)	Met	STAR
No DESE exceptions are reported by school officials.	Met	

Audit exceptions have been or are being addressed.	Met	Discussion at board meeting in February state change in check writing/signing procedures as a result of audit recommendation
ASBR report exceptions from DESE have been corrected.	Met	
Three year budget planning is complete with anticipated revenue and expenditures.	Met	Minutes reflect work being done on a five year budget.
The school is at or above 90% of enrollment targets.	Met	Presently there 79/88 which is 90%
Attendance is at or above the state average or improved by 5% over the previous year.	Met	March report to the board- attendance is 91.1% - The are using the 90/90 method of calculation
Unencumbered reserves as reported in the past audit meet or exceed 10% of the total expenditures for the same period. (graphs)	Not Met	The school is very small but an effort is being made to increase the reserves each year.
The school participates in the E-Rate program.	Not Met	Plans are in place to apply next year. Administration has identified a person to help.
The school receives Medicaid funds.	Not Met	
Reserves are within UCM and DESE guidelines	Not Met	Reserves are within DESE's guidelines
IMPORTANT DATA		
Anticipated Reserves at the end of this fiscal year	Between 5 & 7 % Total Budget - \$955,420	
Current Enrollment	79/88	
Attendance Percentage	93% - This was reported by the principal as their attendance generally	

Financial Review

2013-14

Prepared by FLITEleaders Consulting, LLC

Mike Ringen and Julie Brunner

School Name: Hope Leadership Academy

Date: March 26, 2014

7.1 Fiscal records are appropriately maintained.		
Descriptor	Met Not Met	Comments
7.1.1 Financial reports are complete (no blank spaces for important information).	Met	All reports organized, easily found, and reviewed.
7.1.2. Financial reports are comprehensible (understandable, user friendly, include dates).	Met	
7.1.3. Financial records are organized by date and easily accessible.	Met	
7.2 The school operates in a fiscally sound and appropriate manner.		
7.2.1 The annual independent audit is available for review. Findings local admin/state – transportation or attendance.	Met	
7.2.2 Three year budget planning is complete with anticipated revenue and expenditures.	Not Met	Has not been completed.
7.2.3 The school is at or above 90% of enrollment targets.	Not Met	85%. Current enrollment of 102/Target is 120.
7.2.4 Attendance is at or above the state average or improved by 5% over the previous year.	Met	93% Attendance.
7.2.5 Unencumbered reserves as reported in the past audit meet or exceed 10% of the total expenditures for the same period. (graphs)	Met	Unrestricted Fund Balance as indicated in the current audit is 17.84%
7.2.6 The school participates in the E-Rate program.	Met	Documentation provided with the application
7.2.7 The school receives Medicaid funds.	Not Met	
7.2.8 Reserves are within UCM and DESE guidelines	Met	
7.4 Required fiscal reports and audits are completed appropriately and timely submitted.		
7.4.1. Financial reports to the Board are timely (within one month of actual deposits or	Met	Organized and clearly communicated in board minutes.

expenditures).		Discussion time provided at each meeting.
7.4.2. Financial reports include a balance sheet showing the net worth of the school at a single point in time (i.e., assets, liabilities).	Met	
7.4.3. Financial reports include a Cash Flow Statement showing transactions for a specific period of time.	Met	Payment of Bill Action Item included monthly in Consent Agenda
7.4.4. Financial reports include a Cash Flow Statement showing transactions for a specific period of time.	Met	
7.4.5. Financial reports include an Income and Expense Statement (may include income and expenses that have not cleared).	Met	
7.4.6. Financial reports include a budget versus actual report.	Met	Also projects out Actual to End of Year. Shows % YTD.
7.4.7. Audit was published and sent to UCM and DESE (Minutes where approved)	Met	Emailed 12-30-13.
7.4.8. No DESE exceptions are reported by school officials.	Met	
7.4.8. Audit exceptions have been or are being addressed.	Met	None present
7.4.9 ASBR report exceptions from DESE have been corrected.	Met	None present
7.5 School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school.		
7.5.1 The audit was accepted by the Board (in Board Minutes with related vote).	Met	December 16, 2013
Other Data		
Anticipated Reserves at the end of this fiscal year (reflect 10% of budget)	Financials indicate a budgeted increase in reserves of approximately \$63,000 for 2013-2014.	
Current Enrollment/ Date	102 March 25, 2014	
Attendance Percentage/ Current	August - March 93%	

UCM Annual Site Review
 Part 7: Financial Operations Review
 School: Hope Leadership Academy

Reviewer: Mike Ringen/Julie Brunner

Date: February 9 & 13, 2015

7.1 Fiscal records are appropriately maintained.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
7.1.1 Financial reports are complete (no blank spaces for important information).			X	
7.1.2. Financial reports are comprehensible (understandable, user friendly, include dates).			X	
7.1.3. Financial records are organized by date and easily accessible.			X	
7.1.4. The school's personnel uses Missouri's Financial Accounting practices and stays current on changes.			X	
7.1.5. Separate records are kept for federal programs (If not a school-wide pool).			X	Title I School beginning this school year.
7.1.6 Receipts/invoices are easily accessed. (Randomly checked at least 6)			X	Signed documentation attached debit card receipts, matched to bank statement.

7.2 The school operates in a fiscally sound and appropriate manner.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
7.2.1 The annual independent audit is available for review and is free of findings. (Findings local admin/state – transportation or attendance.)			X	See 7.3.7
7.2.2 Three to five year budget planning is complete with anticipated revenue and expenditures. A five-year plan is available at the Charter's Renewal.	X			No documentation. Per conversation this has not been developed. Recommend long term financial (budget) planning that includes board, staff, parents to provide more

7.2.3 Unencumbered reserves as reported in the past audit meet or exceed 10% of the total expenditures for the same period.				X	fiscal stability and direction for the future. ASBR = 22.13%
7.2.4 The school participates in the E-Rate program.				X	
7.2.5 The school receives Medicaid funds.	X				Recommend pursuing this to see if it would benefit students.
7.2.6 The school has adequate insurance coverage and it is reviewed annually. (10% if Budget)				X	Student accident and workers comp documentation provided. Per conversation, building/liability provided by the Hope Center.
7.2.7 There is a monthly financial review process where the check register is reviewed. If reviewed by the finance committee it must be reported in the monthly minutes. (Administration & Board Committee)				X	Reviewed at board meeting each month.
7.2.8 The school participates in the Kansas City School District Retirement System. (Confirm with UCM Charter Office)				X	

7.3 Required fiscal reports and audits are completed appropriately and timely submitted.					
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations	
7.3.1 Financial reports to the Board are timely (within one month of actual deposits or expenditures).			X		
7.3.2 Financial reports include a balance sheet showing the net worth of the school at a single point in time (i.e., assets, liabilities).			X		
7.3.3 Financial reports include an Income and Expense Statement (may include income and expenses that have not cleared).			X		

7.3.4 Financial reports include a budget versus actual report that may include percent of budget available or consumed.				X	
7.3.5 Audit prepared by an independent company was sent to UCM and DESE and was published in a local paper. (copy of emails or copy of what was sent)				X	UCM = 2/13/15 DESE = Viewed screenshot of information that was sent. Newspaper = published in Liberty Tribune 2/12/15 December 2014
7.3.6 The audit was accepted by the Board (in minutes with related vote).				X	
7.3.7 If audit exceptions were identified, they have been addressed. (This may be N/A)				X	Immaterial noncompliance of Transportation reported in Audit. Corrected by District.
7.3.8 If ASBR report had exceptions from DESE; they were corrected in a timely manner.				X	None indicated.

7.4 School business and expenses are made free of conflict of interest and directed toward meeting the mission of the school.					
Indicators	Not Met	Partially Met		Met	Strengths /Recommendations
7.4.1 Written procedures/internal controls for the handling of charitable gifts and incoming monies are clear. (Procedures for mail, events, cafeteria, uniforms, etc.)			X		Process explained by personnel. Recommend putting the process in writing. Receipts were viewed in the Financial book.
7.4.2 The Board has established a whistleblower policy and it is available to staff.				X	Policy #3106
7.4.3 Budget development is based on needs as defined by appropriate stakeholders.				X	Various discussions documented in board minutes indicates thought goes into its development.
7.4.4 Salary guidelines are available.			X		Staffing and salaries discussed at meetings. Only a "proposed" compensation document provided based on surveys from other schools. No approved Salary Schedule identified. Recommend: Developing a board approved salary schedule, or at least guidelines, that are reviewed and revised each year prior to salary decisions and budget approval.

7.4.5 The Board has thresholds for who must approve contracts of various dollar amounts.					Policy 3112. Principal is authorized to spend up to 5% of budget or \$4,000.
7.4.6 The Board has established a bidding process for expenditures over a predetermined amount.					Over \$4,000 needs board approval. Food service contract/bidding process reviewed. Appropriate processes followed and well-documented.
7.4.7 Polices are in place that avoid nepotism in hiring and in the awarding of contracts.					Policy 0311 and 0342.

Section A.2 Progress on Goals

Goals:

1. The Leadership Team will use the Missouri Model of Teacher Effectiveness to meet with teachers individually on a monthly basis to discuss classroom data, classroom discipline, and their teacher growth goals.
Progress: On-going. There are 6 classroom teachers and 4 on the leadership team. It has been performed with fidelity since the beginning of the 2015-16 school year and it is anticipated to continue through the end of the year.
2. The Leadership Team will provide quarterly follow-up training on Restorative Justice to all faculty.
Progress: Sessions have taken place on the following dates: September 25 and November 13. The next scheduled dates for training are: February 26 and May 23.
3. On a weekly basis, 100% of core content teachers will meet in their collaborative teams to analyze pre- and post- assessment data.
Progress: All of the teachers meet on a weekly basis and are joined by someone from the Leadership Team. The majority(67%) have an excellent grasp of the process and the others are being coached.
4. On a quarterly basis, 100% of core content teachers will meet in their collaborative teams to analyze quarterly interim assessment data.
Progress: STAR data is available during these meetings and is disaggregated by student and subject area in order for teachers to understand needs of individual students.
5. By Fall of 2016, all ELA, Math, and Science curriculum units will be written following the Missouri Standards for grades K-4.
Progress: Math curriculum has been written and Science curriculum will need to be aligned to the school's goals. HLA is presently using the curriculum developed by SVN. This summer, teachers will gather to work on vertical Science vocabulary.
6. Students will grow 5% per quarter based on the STAR Reading, STAR Math, and STAR Early Literacy assessments. Benchmarks are taken in August, October, December, March, and May.
Progress: Ongoing

7. The September to September STAR Reading and Math Growth for grades 2-4 will meet or exceed the Benchmark of 1.5 years.

Progress:

Content Area	Mean Fall to Fall NCE Gain	Equivalent Growth	School and Teacher Effectiveness
Reading	5.3	1.27 years	79%
Math	3.1	1.16 years	68%

Note that the 1.5 year target for this is a very lofty goal. Per Marzano's model, that corresponds to a mean 9.8 NCE point gain and overall school and average teacher effectiveness of 93% (i.e., better results than 93% of schools would attain.)

8. By August 2016, all ELA teachers will utilize the Reader's and Writer's Workshop Model in classes (Daily 5 and Journey's Reading Series [changed from Lucy Calkins]).

Progress: All ELA teachers are presently using the workshop model. This is part of their personal growth plan and is observed in evaluations.

9. By August 2016, Math teachers will utilize a workshop model based on written units.

Progress: All Math teachers utilize the workshop method and it is monitored through unit planning and observations.

10. By August 2015, teachers will limit direct instruction to 7 to 10 minutes in order to increase students' time on task and to work towards the learning targets.

Progress: Although it is an expectation and teachers are committed to this, there are still only approximately 70% using it with fidelity as gleaned from classroom observations.

11. By January 2016, teachers will use research-based instructional strategies, literacy strategies and activities in their classroom instruction.

Progress: All classroom teachers show a variety of research-based instructional strategies based on observations.

12. By August 2015, teachers will post, state, and use student learning targets at the beginning of each lesson.

Progress: All teachers are posting and stating targets but it has been observed that only 83% are consistent every day.

13. In 2015-16 school year, reduce the number of out of school suspensions by 20%. (as compared to 2014-15 school year).

Progress: Suspensions were reduced (50%) from 82 incidents in 2014 to 41 in 2015. Cumulative days of suspensions decreased from 215 days to 80 days.

14. In 2015-16 school year, reduce the number of office referrals by 20% (as compared to 2014-15 school year).

Progress: The number of office referrals as of February 2016 has been reduced by 14%.

15. In 2015-2016, first and second grade teachers and third and fourth grade teachers "looped" with their students to the next grade.

Progress: Looping was initiated this year with great success as defined by positive teacher and parent responses.

16. By May 2016, 90% of students will have achieved better than 90% attendance.

Progress: As of March 2, 2016 83% of students have been in attendance 90% of the time.

17. By May 2016, overall attendance will be at or above 95%.

Progress: ADA as of March 2, 2016 is 98.2%.

Note: Any goal that has not been met with absolute fidelity is made a part of the teachers' growth plans and is followed up by the Leadership Team on a regular basis.

**Hope Leadership Academy
2014-2015 Annual Oversight Report
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Background and Purpose

According to charter school law, RSMo. 160.405.6, “The sponsor and the governing board and staff of the charter school and staff shall jointly review the school’s performance, management and operations” at least once every two years. The University of Central Missouri (UCM) Office of Charter Schools conducts annual oversight reviews for each of the charter schools sponsored by the university. Site visits are conducted regularly to provide oversight in the school’s academic performance, school governance, financial operations, and the administration and operation of the school. Each school’s autonomy and its adherence to the mission and goals stated in the original charter are essential to the stability of the school.

The purpose of the Annual Oversight Report is two-fold. The first purpose is to provide the results of the oversight that has been conducted throughout the year, as a progress report, for the Governing Board to compare the school’s academic achievement and overall school operations from year to year. The second purpose of the report is to provide the Governing Board with a tool in making instructional decisions based on annual data with specific, reliable recommendations.

The oversight process begins with staff members visiting schools and collaborating with school officials. Persons responsible for compiling and reviewing data included in the 2014-2015 Annual Oversight Report are: Lynne Beachner, Katrina Coggin, Mary Gage, Doug Hatridge, Vici Hughes, Michael Jinks, Kathy Lewman, Misty Maxon, Katrina Coggin, and Doug Thomas. Julie Brunner and Mike Ringen from FLITEleaders, an educational consulting company, also assisted with reviews.

Following each site visit, a report of key findings and applicable recommendations was compiled. All reports were forwarded to school officials with the date of review and the name of the reviewer. Site visit reports presented to the school administrator are included in this report.

The Annual Oversight Report was prepared by a review team from the UCM Office of Charter Schools. The team re-examined the school’s Annual Oversight Report from last year, specifically looking at the recommendations, and reviewed all of the 2014-2015 site reviews included in this report. An explanation of the parts included in Annual Oversight Report follows.

Annual Oversight Review Summary

The summary provides an immediate evaluation of each part of the oversight report. The number of standards for each section is listed in parentheses. Standards describing performance expectations have been written for all areas and are assessed as: Met, Partially Met, or Not Met. If a standard is not applicable, a mark of N/A will be listed.

Parts 1-4: Academic Performance

Results of the academic assessment are presented in the form of the Accountability Plan found in the school's charter in Section A.7. The school's procedures for data collection and analyses are reviewed.

Curriculum reviews in 2014-2015 were conducted for English Language Arts and Math. Science curriculum was not reviewed, as the framework of a fully aligned K-8 Science curriculum was provided to the school during the 2014-2015 school year. It is expected that the school will continue to write units and lessons to align with the science curriculum during the 2015-2016 school year. The school's Science curriculum will be reviewed and evaluated in 2015-2016.

This year marks the first time school plans were reviewed. Each school should have a Strategic Plan which should guide all instructional decisions. Under the framework of a Strategic Plan, additional plans should direct specific decisions; School Improvement Plan, Facilities and Maintenance Plan, Professional Development Plan, and Technology Plan. The UCM Office of Charter Schools will assist the Governing Board and school personnel with training in the development of the required plans.

Parts 5-6: School Governance

The monitoring plan in the school's charter is used to review the school's Governing Board operations and development and maintenance of board policies. Monitoring attendance at board training sessions will be a top priority in 2015-2016.

Part 7: Financial Operations

The monitoring plan in the school's charter is used to review the school's financial operations. Fiscal records, operations, and reports are reviewed.

Parts 8-12: School Administration and Operations

The monitoring plan in the school's charter is used to review the school's administrative procedures and operations. Site reviews document: facilities and safety procedures, personnel policies and procedures, required staff training, student enrollment and records, and special education requirements.

**2014-2015 University of Central Missouri
Annual Oversight Review Summary
Hope Leadership Academy**

Academic Performance PART 1 Academic Achievement	Not Met	Partially Met	Met
1.1 The school meets or exceeds 50% of the MSIP 5 performance indicators. (APR) (Only Attendance Data were used as 3 years of data are needed to calculate APR.)			1/1
1.2 Student Achievement over time - Status (4)	3/4		1/4
1.3 Student Achievement over time - Progress (2)	2/2		
1.4 Student Achievement over time - Growth (2)	2/2		
1.5 Student Engagement (2)	1/2	1/2	
PART 2 Data Collection, Analysis, and Maintenance	Not Met	Partially Met	Met
2.1 The school effectively collects, analyzes and stores data. (7)		3/7	4/7
Part 3 Curriculum	Not Met	Partially Met	Met
3.1 Meets criteria for English Language Arts (9)	3/9	1/9	8/9
3.2 Meets criteria for Math (9)		6/9	
3.3 Meets criteria for Science (9) (No evaluation for Science curriculum was conducted this year because all schools were given a comprehensive Science curriculum for Grades K-8.)			N/A
3.4 Meets criteria for Social Studies (9) (No evaluation for Social Studies curriculum was conducted this year.)			N/A
Part 4 Planning for Student Success	Not Met	Partially Met	Met
4.1 Has plans available for review (5)	Will review in 2015-16		

School Governance Part 5 Board Governance Review	Not Met	Partially Met	Met
5.1 The School Board operates legitimately and in the best interest of its students and mission. (8)	2/8	2/8	4/8
5.2 Meetings are regularly scheduled and appropriately conducted. (9)	1/9		8/9
5.3 Governance records and documentation are appropriately kept and maintained. (7)		1/7	6/7
5.4 School business is conducted in a transparent manner, free of conflict of interest, and models best practices regarding governance roles and responsibilities. (7)			7/7
Part 6 Board Policy Review	Not Met	Partially Met	Met
6. Appropriate Board Policies are developed, revised as needed and followed. (7)	1/7	1/7	5/7
Financial Operations Part 7 Financial Records and Processes	Not Met	Partially Met	Met
7.1 Fiscal records are appropriately maintained. (6)			6/6
7.2 The school operates in a fiscally sound and appropriate manner. (8)	2/8		6/8
7.3 Required fiscal reports and audits are completed appropriately and timely submitted. (8)			8/8
7.4 School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school. (7)		2/7	5/7
School Administration and Operations Part 8 Facilities	Not Met	Partially Met	Met
8.1 Proper planning and inspections are in place to insure long-term safety and functionality. (5)			5/5
8.2 The interior of the building is clean, properly maintained and designed in an effort to support the instructional process. (15)		1/15	14/15
8.3 The exterior of the building is easily recognizable, free of clutter and properly maintained in an effort to promote safety for students and the community. (6)			6/6
8.4 Procedures are in place to insure safety. (12)		3/12	9/12

Part 9 Personnel	Not Met	Partially Met	Met
9. Personnel policies and procedures are appropriately conducted in a manner that promotes the recruitment and retention of an effective instructional staff. (12)			12/12
Part 10 Required Training and Drills	Not Met	Partially Met	Met
10. Students and/or staff participate in appropriate drills and training. (11)		6/11	5/11
Part 11 Student Enrollment and Records	Not Met	Partially Met	Met
11. Student enrollment procedures and recording keeping are appropriately conducted and maintained. (20) (For HLA on indicator did not apply.)		2/19	17/19
Part 12 Special Education	Not Met	Partially Met	Met
12.1 Initial File Review (11)		2/11	9/11
12.2 Reevaluation File Review (7)			7/7
12.3 Individual Education Plan (IEP) (16)			16/16
12.4 Transfer File Review (6)			6/6
12.5 Transition (9) (HLA had no student enrolled who was 16 years of age or older.)			N/A
12.6 Discipline (3) (HLA had no IEP students suspended for 10 consecutive or cumulative days.)			N/A

**Hope Leadership Academy
Academic Performance
Part 1: Academic Achievement Review
Reviewer: Doug Thomas
October 16, 2014**

PART 1	Met	Partially Met	Not Met
Section 1: Annual Performance Report (APR)	Met		
1.1 The school meets MSIP 5 performance indicators (APR)	X		75%. The APR only included attendance data. No achievement data included, as 3 years of data are needed, Hope has two years of data.
Section 2: Student Achievement Levels Over Time - Status	Met	Partially Met	
1.2.1 Students will generate a higher MAP Index score than the KCPS on a majority of the required assessments.			X
1.2.2 Students will generate a higher MAP Index score than KCPS peer schools on a majority of the required assessments.	X		Comparing HLA's MAP Index averages for Grades 3 and 4 with the KCPS Grades 3 and 4, KCPS scored higher in both ELA and Math. Science scores are not applicable for HLA.
1.2.3a Students will show proficiency in MAP ELA .			X
1.2.3b Students will show proficiency in MAP Mathematics .			X
1.2.3c Students will show proficiency in MAP Science .		N/A	
			HLA scores included grades 3 and 4. HLA outperformed the two peer schools on 3 of the 4 measures (ELA/Math). Science scores are not available for HLA.
			17.6% of the students scored Proficient or Advanced in ELA. This did increase significantly from the 5.6% in 2013.
			8.6% of the students scored Proficient or Advanced in Math
			N/A—No state assessment in Science applicable for HLA.

1.2.3d Students will show proficiency in MAP Social Studies .			N/A		N/A—No state assessment in Social Studies applicable for HLA.
1.2.4 Students met benchmark on in-house measures of achievement as per contract goals.			N/A		No additional in-house achievement measures addressing the <i>status</i> of HLA achievement are included in the contract.
Section 3: School Improvement Over Time - Progress			Partially Met	Met	
1.3.1a Student cohort groups will increase the MAP Index scores in ELA		X			ELA scores from Grade 3 to Grade 4 were basically the same for 2013 (238.9) to 2104 (238.5)
1.3.1b Student cohort groups will increase the MAP Index scores in Math		X			Math scores from Grade 3 to Grade 4 decreased from 250 to 237.
1.3.2 Students will generate “Progress Points” within the building APR calculations.			N/A		APR requires three years of data for <i>Progress</i> calculations.
Section 4: Student Achievement Over Time - Growth			Partially Met	Met	
1.4.1 School will earn “Growth” points as calculated for MSIP 5 APR.			N/A		APR requires three years of data for <i>Growth</i> calculations.
1.4.2a Students will improve in ELA as measured by nationally normed assessment.		X			STAR Reading gains were less than one year’s growth (.9). The benchmark is 1.25 years growth for one year of instruction.
1.4.2b Students will improve in ELA as measured by nationally normed assessment.		X			STAR Math gains were (1.0). The benchmark is 1.25 years growth for one year of instruction.

Section 5: Student Engagement	Not Met	Partially Met	Met	
1.5.1 Students will meet established attendance goals.		X		ADA was 92.9%, achieving benchmark goal of 90%. Target is 94%.
1.5.2 School will meet established retention goals.	X			HLA retained 58% of its 2013 students, falling short of its benchmark goal of 70%.
1.5.3 School will meet established Graduation Rate		N/A		N/A for elementary schools.
1.5.4 School will meet established goals for post-secondary indicators.		N/A		N/A for elementary schools.

**Hope Leadership Academy
Academic Performance
Part 2: Data Collection, Analysis, and Maintenance Review
Reviewer: Doug Thomas
October 16, 2014**

2. 1. The School has effectively and systematically gathered student achievement data applicable to the academic performance indicators outlined in the agreement.

2.1 Criteria	Status	Comments / Notes
2.1.1 Are the data appropriately disaggregated and analyzed to determine the degree the school has achieved the academic performance indicators outlined in the charter agreement?	Partially Met	IBD analyses have been made. Patterns identified. Curriculum efforts are geared toward power standards. STAR data has cont. assessment and aligned with lessons. Student retention and attendance data were available, but not in a clean format, easily accessible for data analysis and goal setting.
2.1.2. What longitudinal data are being collected, analyzed, and maintained?	Met	MAP and STAR Mastery Connect, achievement data were available. Attendance data was readily available and up to date. STAR data included grouping info, formative assessments, & performance levels.
2.1.3. Provide evidence that cohort and student specific data are being collected, analyzed, and maintained.	Partially Met	Teachers are provided with student specific STAR and Mastery Connect. Retention data, noting which students have been with the school for more than one year, were not readily available. Student specific attendance data did not appear to be followed over time.
2.1.4. Provide evidence that academic performance data and results are presented in a straightforward and logical manner.	Met	Teachers are provided with student specific data. Had summary data for MAP and STAR. Data is organized around teachers / classrooms. Reports are provided to the Board on a regular basis.

<p>2.1.5. Describe the process that performance data are shared with staff.</p>	<p>Met</p>	<p>Weekly monitoring of the data is conducted by the teachers, including regular meetings with school leaders. PD days –two a month. Rotate between data, writing, math/science, effective instruction, etc. There is a plan with calendar. Content specific goals are established / shared by the staff.</p>
<p>2.1.6. What curriculum or instructional revisions have been made over the past year due to the school's performance data?</p>	<p>Met</p>	<p>FAST reading program implemented. Appears to support STAR assessments. Implement weekly interventions based on weekly monitoring Student assistance groups are created to support academic goals Reading specialist and SPED personnel have been added to the staff. Teacher Assistant, who teaches art, helps with math 2 days a week. Added common plan for each division 1-2, 3-4, k-5. Teachers will be looping with their students in upcoming years. Written curriculum for CA has been developed & continues to be used. Math curriculum-still a work in progress. Added counselor-character Ed program</p>
<p>2.1.7. Provide evidence the data are collected and maintained as institutional data for the school.</p> <ul style="list-style-type: none"> a. Data collection and analysis are components of a board approved position with written job description. b. Data collection is maintained on an institutional computer with appropriate backup and security components in place c. Data analyses are regularly submitted to and reviewed by the governing board 	<p>Partially Met</p>	<p>A data collection and maintenance position is currently not supported by board policy with a written job description. Student achievement data are provided to the board members, generally on a quarterly basis. Most school data is maintained online, via either the purchased program or DESE. No separate collection and maintenance of student data was noted during the review.</p>

Academic Achievement Parts 1 & 2: Recommendations:

- All criteria areas scored as “Not Met” within this Academic Accountability review or the A.7 section of the charter agreement should be clearly addressed within your school improvement processes. Goals and strategies should be clearly articulated within a written school improvement plan(s).
- Continue to emphasize the role of formative assessments within your school improvement processes. Formative assessments that provide clear and meaningful data for your instructional staff are extremely important in preparing these students for the MAP assessments.
- Work with your instructional staff and data teams to set aggressive, but realistic, *growth* goals for individual students. Many of your students scored within the *Below Basic* range. They do not need to move out of this range to score *growth* points, but they do need to make significant improvement from the previous year. Specific goals for specific students, based on a thorough analysis of the MAP assessments, should be evident in your school improvement efforts.
- Work with your instructional staff and data teams to set aggressive, but realistic, *progress* goals for grade level cohorts. 2015 MAP testing will provide opportunity for Progress points. Overall grade levels, students must do better than the past year to generate *progress* points. Specific grade level instructional goals and strategies, based on a thorough analysis of the MAP results, should be evident in your school improvement efforts.
- Attendance data should be carefully analyzed, with the goals of 1) identifying patterns of absenteeism among those students not meeting the 90% attendance benchmark; and 2) creating appropriate interventions to address those patterns.
- Student retention data from Fall to Fall should be generated and maintained, and utilized to identify and implement intervention strategies.
- The board should take steps to have the necessary data collection, analysis, and maintenance functions of the school incorporated within a board approved job description.

A.7 School Specific Goals and Objectives (Academic Accountability Plan)

The Academic Accountability Plan for **Hope Leadership Academy** presented on the following pages addresses academic performance tied to specific pupil performance standards, the state assessment program, and nationally normed achievement data. Five key academic indicators provide a framework for the collection of data and determination of academic accountability:

- Indicator 1.1: Annual Performance Report (APR)
- Indicator 1.2: School Achievement Levels (Status)
- Indicator 1.3: School Improvement over Time (Progress)
- Indicator 1.4: Student Achievement over Time (Growth)
- Indicator 1.5: Student Engagement

There are multiple indicators and sub-indicators within the Academic Accountability Plan. The performance indicators are accompanied by academic goals, baseline data, established benchmarks, targets, and reporting protocol.

Accountability

For each noted academic performance indicator, a determination of *Met Benchmark*, *Met Target*, or *Not Met* will be made by UCM staff as part of the annual academic performance oversight process. There are 11 indicators and sub-indicators within this academic accountability plan for Hope Leadership Academy.

Any one (1) of the indicators earning a *Not Met* determination will be included in a subsequent school improvement plan, with specific steps for improvement, timeline, and re-assessment. Any *Not Met* determinations for that same indicator in subsequent years may result in the school being placed on probation, as per UCM charter school policies.

Additionally, should the school fail to meet the benchmarks on a majority of the noted (11) indicators and sub-indicators, the University will comply with section **160.405.8 (1)-(6)** of the charter school law which includes taking appropriate remedial action, probation, or consideration of revocation of the charter.

Indicator 1: Annual Performance Report (APR)

1.1 Annual Performance Report. Hope Leadership Academy will meet or exceed 50% of the MSIP 5 performance indicators applicable to the school as generated by Missouri’s Annual Performance Report (APR) as per DESE guidelines and calculations.

Measures	Metric	2013	2014	2015	2016	2017	Benchmark	Target
APR Determination	State Accreditation Standards for K-5 schools	N/A	75%				Meet or exceed 50% of the possible points for all applicable performance indicators for K-8 districts. APR “Provisionally Accredited” cut score.	Meet or exceed 70% of the possible points for all applicable performance indicators for K-8 districts. APR “Accredited” cut score.
	Met / Not Met Benchmark / Target	N/A	Met Target					

2013 N/A - Hope Leadership Academy did not have three years of data required for the APR calculations.
2014 APR data only included Attendance data. The APR did not include MAP academic performance data (2 years).

Indicator 1.2 School Achievement Levels (Status)

1.2.1 Status Compared to KCPS

1.2.2 Status Compared to Peer Schools

1.2.1 Status Compared to KCPS. Hope Leadership Academy students will generate a higher MAP scores than the KCPS on a majority of the required assessments in the content areas of English Language Arts, Mathematics, and Science. The “LEA Supporting Data” MAP Index aggregate scores for Grade 3 through Grade 5 as calculated for the Missouri Annual Performance Report (APR) will be utilized for this accountability measure.

Measures	Metric	2013	2014	2015	2016	2017	Benchmark	Target
Grade 3-5 ELA	HLA	245.0	258.8				Perform better than the KCPS on a majority (≤ 50%) of the MAP performance indicators.	Perform better than the KCPS on ≤ 70% of the MAP indicators.
	KCPS	293.2	279					
Grade 3-5 Math	HLA	255.0	257.1				Perform better than the KCPS on a majority (≤ 50%) of the MAP performance indicators.	Perform better than the KCPS on ≤ 70% of the MAP indicators.
	KCPS	294.3	299					
Grade 3-5 Science	HLA	N/A	N/A				Perform better than the KCPS on a majority (≤ 50%) of the MAP performance indicators.	Perform better than the KCPS on ≤ 70% of the MAP indicators.
	KCPS	271.7	N/A					
2.1 Annual Comparison with KCPS	# of HLA indicators higher than the KCPS	0/2	0/2					
	Met or Not Met Benchmark / Target	N/A	Not Met					

Note: 2013 scores only include grade 3 for HLA. Comparison cannot be made.

Note: 2014 scores include grades 3 and 4, compared to the Districts Grades 3 and 4.

1.2.2 Status Compared to Peer Schools. Hope Leadership Academy students will generate a higher MAP scores than peer district schools on a majority of the required assessments in the content areas of English Language Arts, Mathematics, and Science. Peer schools were selected based on the proximity of the schools to HLA and student demographics. The “School Supporting Data” for MSIP5 MAP Index aggregate scores for Grade 3 through Grade 5 as calculated for the Missouri Annual Performance Report (APR) will be utilized for this accountability measure.

Measures	Metric	2013	2014	2015	2016	2017	Benchmark	Target
Grade 3-5 ELA	HLA	238.9	258.8				Perform better than the KCPS peer schools on a majority (\leq 50%) MAP performance indicators.	Perform better than the KCPS peer schools on \leq 70% of the performance indicators.
	King	225.6	237.7					
	Melcher	265.8	256.3					
Grade 3-5 Math	HLA	250.0	257.1				Perform better than the KCPS peer schools on a majority (\leq 50%) MAP performance indicators.	Perform better than the KCPS peer schools on \leq 70% of the performance indicators.
	King	252.5	250.2					
	Melcher	286.6	285.5					
Grade 3-5 Science	HLA	N/A	N/A				Perform better than the KCPS peer schools on a majority (\leq 50%) MAP performance indicators.	Perform better than the KCPS peer schools on \leq 70% of the performance indicators.
	King	184.6	236.1					
	Melcher	232.6	261.0					
2.1 Annual Comparison with KCPS	# and % of HLA indicators higher than the KCPS Peer Schools	1 of 4 25%	3 of 4 75%					
	Met or Not Met Benchmark / Target	N/A	Met Target					

Note: Scores only include grade 3 (2013) and grades 3 and 4 (2014) for HLA. Comparison to building wide scores for the peer schools cannot be made without re-calculations.

Indicator 1.3 School Improvement Over Time (Progress)
1.3.1 Cohort Analysis
1.3.2 Progress Within APR

1.3.1 Cohort Analysis HLA student cohorts will increase the MAP Index scores (indicative of positive changes in moving students from one performance level to the next) on MAP assessments in Math and English Language Arts for grades 3 to 5. "School Supporting Data" from the APR will be utilized for this indicator.

3.1.1a Cohort Analysis: English Language Arts

Measures	Metric	2013	2014			2015	2016	2017	2018	Benchmark	Target
			B	271.4	C						
1.3.1a MAP Index (ELA) scores over three testing periods	MAP Index ELA										
	Grade 3	A 238.9	B 271.4	C	D						→
	Grade 4		A 238.5	B	C	D					→
	Grade 5			A	B	C	D				
	Gain (+) Loss (-) grade 3 to 5	N/A	N/A							Positive gain in at least one of the past two assessments	Positive gain for both years.
Met / Not Met Benchmark / Target		N/A	N/A								

1.3.2 Progress within APR. As a K-5 LEA, Hope Leadership Academy will make improvement in those content areas falling below State expectations. HLA will earn “Progress” points for any content area from the previous year’s APR in which the school’s MPI scores fell within the Floor or Approaching levels. LEA Supporting Data for Standard 1, Academic Achievement, will be utilized for this indicator.

Note: Progress points are earned when MPI scores for a specific content area improve over time. Schools may earn up to 42 “Progress” points (12 each for ELA, Math, and Science, and 6 for Social Studies) on the APR for the LEA. As this indicator will assess only those content areas scoring at the Floor or Approaching levels the previous year, the total points possible may vary from year to year.

Measures	Metric	2013	2014	2015	2016	2017	2018	Benchmark	Target
1.3.2 Progress calculations as per MSIP5 / APR	MAP “Progress” points for content areas at the “Approaching” level or below on the previous APR.							Earn ≤ 50% of the possible APR “progress” points.	Earn 70% or more of the possible APR “progress” points
	Percentage of possible “progress” points (MSIP5-APR) in the designated content areas.								
	Met or Not Met Benchmark / Target	N/A	N/A						

APR calculations are based on three years of data and will be available for HLA with the 2015 MAP scores.

Indicator 1.4 Student Achievement Over Time (Growth)
1.4.1 Growth within APR
1.4.2. Annual Gain on Nationally-Normed Assessment

1.4.1 Growth within APR. HLA will earn “Growth” points as calculated for MSIP 5 Growth Measures within the school’s APR supporting data.

Note: By meeting (On Target) or exceeding (Exceed) growth expectations, HLA can earn up to 24 growth points (12 for ELA, 12 for Math). Growth points are earned when individual student achievement scores for MAP English Language Arts and Mathematics for Grades 4 through 5 improve at a statistically significant level from the previous year.

Measures	Metric	2014	2015	2016	2017	2018	Bench- mark	Target
1.4.1 Growth calculations as per MSIP 5/APR.	APR “Growth” points / %	N/A					Earn ≤50% of the possible APR “growth” points.	Earn 70% or more of the possible APR “growth” points
	Met or Not Met Benchmark / Target	N/A						

APR calculations are based on three years of data. APR calculations will be available with the 2015 MAP scores.

1.4.2. Annual Gain on Nationally-Normed Assessment. HLA students will achieve an average yearly gain of 1.25 on a Fall to Fall analysis of nationally-normed assessments (STAR) in Mathematics and Reading for all grades taking the assessments. (Math and Reading Grades 2 through 5).

1.4.2a. HLA students will achieve more than a year's growth for each year of instruction in Reading (STAR). Students in grades 2 through 5 will be assessed in STAR Reading, generating a gain scored for grades 3 through 5.

Measures	Metric	2012 to 2013	2013 to 2014	2014 to 2015	2015 to 2016	2016 to 2017	2017 to 2018	Bench-mark	Target
1.4.2a STAR assessment for Reading	Mean annual gain for grade level equivalent scores for all students grades 3 through 5 - Fall to Fall assessment.	1.3	.9					1.25 mean annual gain	1.5 mean annual gain
	Met or Not Met Benchmark / Target	Met	Not Met						

1.4.2b. HLA students will achieve more than a year's growth for each year of instruction in Math (STAR). Students in grades 2 through 5 will be assessed in STAR Math, generating a grade equivalent (GE) gain scored for grades 3 through 5.

Measures	Metric	2012 to 2013	2013 to 2014	2014 to 2015	2015 to 2016	2016 to 2017	2017 to 2018	Bench-mark	Target
1.4.2b STAR assessment for Mathematics	Mean annual gain for grade level equivalent scores for all students grades 3 through 5 - Fall to Fall assessment.	N/A	1.0					1.25 mean annual gain	1.5 mean annual gain
	Met or Not Met Benchmark / Target	N/A	Not Met						

Indicator 1.5 Student Engagement
1.5.1 Attendance
1.5.2 Retention

1.5.1 Attendance. Hope Leadership Academy students will demonstrate an average daily attendance rate of 90% or higher. This performance indicator will utilize the District Attendance Rate as collected and reported by DESE's Missouri Comprehensive Data System.

Measures	Metric	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Benchmark	Target
1.5.1 Student Attendance	Average Daily Attendance as per Core Data.	90.9	92.9				90%	94% (MO)
	Met or Not Met Benchmark / Target	Met Benchmark	Met Benchmark					

1.5.2 Retention. HLA students will maintain a Fall to Fall retention rate of 70% or more as a positive indicator that the school is a viable school of choice for its stakeholders.

Measures	Metric	2012 to 2013	2013 to 2014	2014 to 2015	2015 to 2016	2016 to 2017	Benchmark	Target
1.5.2 Student Retention	% of students returning year to year, September Core Data count.	66%	58%				70%	80%
	Met or Not Met Benchmark / Target	Not Met	Not Met					

**Hope Leadership Academy
Academic Performance
Part 3: Curriculum Review - English Language Arts
Reviewer: Linda Shippy
March 25, 2015**

Curriculum Standard	Discussion Items	2014-2015 Action Items
<p>Indicator 1: Curriculum components (rationale, content description, general graduate goals, and specific and measurable learner objectives) exist for all instructional programs.</p>	<p>Site Review noted this standard as PARTIALLY MEETS standard.</p> <p>Hope Leadership Academy (HLA) served a K-5 grade span during the 2014-2015 school year. Grade 5 was an addition from 2013-2014. Actions steps for 2013-2014 suggested adding curriculum units for Grades 4 and 5 during the summer of 2014.</p> <p>Electronic curriculum is stored on Dropbox. Teachers enter teaching units using a common template that has component space for all critical categories required in Indicator 1 (i.e., course and unit descriptions, Missouri Learning Standards (MLS), et al.). Curriculum review was done on Dropbox. Hard copy curriculum notebooks were also available during the review.</p> <p>The following grade levels/units received random reviews:</p> <p>Grade 1, Unit 1 and 3 – All components evidenced</p> <p>Grade 3, Units 1 and 4 – All components evidenced</p> <p>Grade 4, Unites 1, 2 – All components evidenced</p>	<p>2014-2015 Suggested action items:</p> <ol style="list-style-type: none"> 1. Continue to follow and update HLA's 3-year curriculum plan.

	<p>Grade 5 – No units found in files. It is the understanding of this reviewer that grade 5 will be dropped from HLA next year and replaced by an additional Kindergarten class, shifting HLA back to a K-4 grade span. However, grade 5 units of instruction should have been available for the current 2014-2015 classroom practitioner. It is solely for this reason the proficiency status of this indicator is classified as partially meets expectation. All other criteria for Indicator 1 were in place.</p>	
<p>Indicator 2: Alignment to Grade/Course Level Expectations, Show Me Standards, DOK with regular review and modifications</p>	<p>Site Review noted this standard as MEETS Standard.</p> <p>All units reviewed were aligned to grade-appropriate Missouri Learning Standards. While most units had Depth of Knowledge (DOK) alignments, a few units pulled for random review did not annotate DOK levels (e.g., Grade 3, Unit 1, and 4).</p> <p>HLA is in the process of implementing year two of a three-year curriculum plan that includes curriculum review/modifications. HLA Curriculum Plan is on file.</p> <p>Summer ELA curriculum writing/review is scheduled at the close of school in collaboration with SVN Charter school staff. Focus will be to include updates on insertion of new basal series (Journey to the Core) adoption for grades 2-4.</p>	<p>2014-2015 Suggested action items:</p> <ol style="list-style-type: none"> 1. During the summer curriculum writing/review take care not to replace locally written curriculum with a generalized basal series. The basal should serve as a curriculum reading resource, not the overall curriculum. 2. Suggest reviewing all grade levels and all units to reflect DOK levels of all teaching standards and assessments. 3. Suggest highlighting all unit priority standards that will be monitored for proficiency on pre-post assessments.

<p><u>Indicator 3: Assessments</u></p>	<p>Site Review noted this standard as MEETS Standard.</p> <p>Assessments administered at HLA to analyze and monitor student progress include:</p> <ol style="list-style-type: none"> 1. STAR Assessments – (administered quarterly) <ul style="list-style-type: none"> - Early literature skills (K-1) - Reading comprehension (Gr 2-5) 2. Acuity – Grades 3-5 3. Running Records (K) 4. Missouri Assessment Program (Gr 3-5) 5. AIMS WEB - (K-4) 6. FAST - Phonemic awareness (K-2) <u>New for 2014-2015</u> 7. Mastery Connect <p><u>Grade Level Unit Assessments</u> - While most unit assessments reviewed reflected summative assessment alignment to the unit standards, a deliberate annotation of each assessment item to the MLS being measured and the item's DOK level would ensure alignment of teaching and classroom data. Some units need annotation of formative assessments being administered.</p>	<p>2014-2015 Suggested action items:</p> <ol style="list-style-type: none"> 1. Consider including both pre and post assessment for all units to measure growth. Items for measurement of most (but not all) unit priority standards could be efficiently pulled from the Master Connect program. Some MLSs would require teacher design of an assessment item. 2. Consider professional development around assessment item design to meet the rigor of the new Missouri Learning Standards and the Smarter Balanced assessments (i.e., claims, targets, task models, item specification question templates) 3. To comply with the new Missouri Teacher Standards, teachers should begin designing <u>pre</u> and post unit assessments. 4. Review all units for formative assessment strategies. Insert formative assessment into all units. 5. Review units to ensure all answer keys and scoring rubrics are included.
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<p><u>Indicator 4:</u> Teacher Instructional Methods (Teacher Action)</p>	<p>Site Review noted this standard as MEETS Standard.</p> <p>Units reviewed referenced researched-based methodologies that were appropriately matched to the selected priority standards (e.g., cooperative learning, graphic organizers, et al.). Units referenced Universal Design for Learning’s website as a resource storehouse of instructional methods/activities for Special Education, ELL, gifted and all tier 3 students.</p> <p>On the 2013-2014 review, action items for this year included targeting professional development efforts to provide cohesive implementation of research-based teaching methodologies. This year HLA provided school-wide training for all teachers to include the following ELA methods:</p> <ol style="list-style-type: none"> 1. SIOP – Framework for organizing comprehensive school-wide intervention 2. Daily 5 – Literacy structure (school wide) <p>2013-2014 suggested walk-throughs to monitor fidelity of curriculum implementation were inhibited because the Vice Principal had to replace a classroom teacher that was eliminated during the school year.</p>	<p>2014-2015 Suggested action items:</p> <ol style="list-style-type: none"> 1. Continue to target professional development efforts around teaching methods to create cohesive implementation of chosen methods/strategies 2. Create a professional development plan to align with the targets of HLA curriculum plan.
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<p>Indicator 5: Curriculum Resources</p>	<p>Site Review noted this standard as MEETS Standard.</p> <p>READERS WRITERS WORKSHOP</p> <p>Last year, Hope implemented a new reading program in 2013-2014 (Lucy Caulkins – The Reading & Writing Project). Grade 1 teacher was trained in NY during summer 2013. Classroom resources were purchased for implementation (i.e., leveled literature sets, writing tubs, student journals and teachers resource kits.)</p> <p>During this year’s review, internal data indicated a deficit in student comprehension using these resources, as well as inconsistencies in implementation of Readers/Writers Workshop. Therefore, in order to bring stability to the literacy program, a new reading series (Journey to the Core) has been purchased for Grades 2-4 to be implemented next year. Grades K-1 will be using Fast Phonics, as well as the Treasures reading series.</p>	<p>2014-2015 Suggested action items:</p> <ol style="list-style-type: none"> 1. As previously mentioned in Indicator 1 above, the reviewer offers a cautionary note not to replace locally written curriculum with any generalized basal series. The basal should serve as a curriculum reading resource, not the overall curriculum. 2. Continue to use Lucy Caulkins Reading & Writing Project materials as additional literacy resources, as needed. 3. Provide professional development to incorporate Journey to the Core/Treasures reading series essentials into the HLA ELA curriculum.
<p>Indicator 6: Student Instructional Activities</p>	<p>Site Review noted this standard as MEETS Standard.</p> <p>K-4 units that were reviewed referenced instructional activities matched to essential learning objectives, instructional methods and assessments. Activities annotated reflect a variety of research-based methods (i.e., think-pair-share, turn and talk, think aloud).</p> <p>K-4 units reviewed referenced Universal Design for Learning’s website (www.cast.org) as a resource storehouse of instructional methods/activities for differentiation (e.g. SpEd, ELL, gifted, and tier 3 students.)</p>	<p>2014-2015 Suggested action items:</p> <ol style="list-style-type: none"> 1. During summer curriculum work, review/revise units for appropriate instructional activities.

<p><u>Indicator 7:</u> Instructional Design (Program)</p>	<p>Site Review noted this standard as MEETS Standard.</p> <p>2014-2015 New ELA Instructional Programs</p> <ol style="list-style-type: none"> 1. SIOP – Framework for organizing comprehensive school-wide intervention 2. Daily 5 – Literacy structure (school wide) <p>Professional development was provided for the entire staff for both new instructional programs.</p> <p>HLA continues to implement Title 1.</p>	<p>2014-2015 Suggested action items:</p> <ol style="list-style-type: none"> 1. Continue to monitor all instructional programs and cross check with achievement data for effectiveness.
<p><u>Indicator 8:</u> Instructional Design (Resources)</p>	<p>Site Review noted this standard as MEETS Standard.</p> <p>HLA instructional design resources currently match the instructional design program in place. Resources include:</p> <ol style="list-style-type: none"> 1. Computerized STAR assessments 2. FAST Computerized Assessment Program 3. Title 1 Resource teacher 4. Readers/Writers Workshop – Literature sets for K-4 5. myON – online library. Each student has own account matched to Lexile bands; data is generated to denote progress 6. Mastery Connect - Assessment Generator 7. Acuity – Benchmark Assessments (Grades 3-5) 8. Literacy specialist contracted to train and mentor teaching in close reading processes. 	<p>2014-2015 Suggested action items:</p> <ol style="list-style-type: none"> 1. Continue to monitor all instructional resources and cross check with achievement data for effectiveness. 2. Initiate curriculum walk-throughs to monitor fidelity to written curriculum and use of instructional design resources

<p>Indicator 9: Instructional Design (Equipment)</p>	<p>Site Review noted this standard as MEETS Standard.</p> <p>HLA has the following equipment to support instructional design:</p> <ol style="list-style-type: none"> 1. Smart Boards (all classrooms) 2. Teacher laptop computers (all) 3. Chromebooks (Grades 3-5) 4. iPad minis (Gr K-1); 1 to1 Chrome books Gr 2-4 <p>Hope Leadership Academy created a 2015 Technology Plan that includes current inventory of all equipment, goals, funding and budget sources, and monitoring of equipment (e.g., teachers and student sign technology agreements).</p>	<p>2014-2015 Suggested action items:</p> <ol style="list-style-type: none"> 1. Continue to monitor all instructional equipment and cross check with achievement data for effectiveness of use. 2. Continue to update technology plan to align with curriculum needs.
<p>Other Recommendations/ Reviewer's Comments</p>	<p>2014-2015 CURRICULUM SUMMATION</p> <p>Hope Leadership Academy continues to move its English Language Arts curriculum forward. Now that HLA has a custom-designed electronic curriculum, great care should be taken to continually update and improve curriculum units. Even though grade 5 will be eliminated from HLA next year, grade 5 curriculum units should be been evidenced for 2014-2015. For this reason only, Indicator 1 is listed as partially met. All other grade levels were sufficiently documented.</p> <p>The addition of new technology tools for teachers to generate classroom assessment items will help to ensure alignment. It is also important for teachers to be able to identify appropriately aligned assessment items as well as to be proficient in designing assessment items, in case</p>	

technology programs or ancillary materials do not cover all expectations of a teaching standard. To push forward and deepen assessments, HLA teachers may need professional development to increase the rigor of their assessment items to match state expectations of the new Missouri Assessment Program for grades 3 and 4. Also, to match expectations of the new Missouri Teaching Standards, teachers should begin to include pre and post unit assessments.

The insertion of a new basal reading series for 2015-2016 was based on internal data analysis revealing comprehension deficits in student performance. This is an excellent example of data-based decision making to improve curriculum and instruction. All teachers using new literacy materials in 2015-2015 should receive professional development to articulate a seamless, consistent progression of implementation. Formative, as well as summative data should continue to be collected to monitor student growth and effectiveness of new resources.

Instructional programs, resources, and equipment adequately support and supplement the current general ELA curriculum.

Hope Leadership Academy
Academic Performance
Part 3: Curriculum Review - Math
Reviewer: Kathy Lewman
February 20 and 22, 2015

Curriculum Standard	Discussion Items	2014-2015 Action Items
<p><u>Indicator 1:</u> Curriculum components (rationale, content description, general graduate goals, and specific and measurable learner objectives) exist for all instructional programs.</p>	<p>Site Review noted this standard as: Does Not Meet</p> <p>List specific documents/artifacts reviewed. Electronic review of mathematics curriculum documents found for grades K-5.</p> <p>Documents not available- complete year of curriculum for math across all grades.</p>	<p>2014-2015 Suggested action items:</p> <ol style="list-style-type: none"> 1. School needs a curriculum. It appears that most grades had 1-2 units of curriculum developed. 2. Did find rationale and content description but graduate goals were not present. 3. Learner objectives were not always measurable. 4. There is not a review cycle as there is not a complete curriculum to be reviewed. 5. Suggestion would be to hire a consultant to work with the staff to guide curriculum development. What is currently in place is a collection of items: <u>Engage NY</u>, <u>DESE curriculum units</u>, <u>Teaching with Simplicity</u> by Mandy Neale units but there is not a yearlong cohesive organization for mathematics instruction. 6. I can statements are measurable and can serve as learner objectives but they need to be joined to a curriculum unit rather than just a standalone document obtained from a source (<u>California I Can Statements</u>).

<p>Indicator 2: Alignment to Grade/Course Level Expectations, Show Me Standards, DOK with regular review and modifications</p>	<p>Site Review noted this standard as: Does Not Meet</p> <p>List specific documents/artifacts reviewed. Electronic review of mathematics curriculum documents found for grades K-5.</p> <p>Documents not available-complete year of curriculum for math across all grades.</p>	<p>2014-2015 Suggested action items:</p> <ol style="list-style-type: none"> 4. DOK found in DESE downloaded curriculum units but not found in units not taken from DESE. 5. Unit(s) found did reference the CCSS and the crosswalk document. This should be updated to the MO Mathematics Learning Standards which the state is using to drive assessments given in 2014 and 2015. 6. A fully developed curriculum for mathematics is needed.
<p>Indicator 3: Assessments</p>	<p>Site Review noted this standard as: Does Not Meet</p> <p>Documents reviewed electronic units grades K-5</p> <p>Documents not available- complete year of curriculum for math across all grades.</p>	<p>2014-2015 Suggested action items:</p> <ol style="list-style-type: none"> 6. Formative and summative assessments which could be reviewed were not found. Assessments were referenced but not available for review. 7. A resource Hope could make use of would be the Digital Library created by Smarter Balance. Link is http://dese.mo.gov/college-career-readiness/assessment/grade-level 8. Also a resource for assessments would be the Smarter Balance practice tests: http://www.smarterbalanced.org/news/smarter-balanced-releases-online-practice-tests/ 9. Another resource from Smarter Balance would be http://www.smarterbalanced.org/sample-items-and-performance-tasks/ 10. Acuity testing is in place but not clear how it is being used within the curriculum or as a driver to the curriculum.

<p><u>Indicator 4:</u> Teacher Instructional Methods(Teacher Action)</p>	<p>Site Review noted this standard as: Partially Meets</p> <p>Documents reviewed were electronic units grades K-5.</p> <p>Documents not available- complete year of curriculum for math across all grades.</p>	<p>2014-2015 Suggested action items:</p> <ol style="list-style-type: none"> 3. The few units which were developed did contain instructional methods. 4. The Universal Design for Learning was cited however more specificity is needed regarding differentiation. Link www.cast.org. <p>Staff could benefit from professional development around the topic of differentiation as this goes hand in hand with the Data Teams the school has stated are in place.</p>
<p><u>Indicator 5:</u> Curriculum Resources</p>	<p>Site Review noted this standard as: Partially Meets</p> <p>Documents reviewed were electronic units grades K-5.</p> <p>Documents not available – complete year of curriculum for math across all grades.</p>	<p>2014-2015 Suggested action items:</p> <ol style="list-style-type: none"> 1. Resources from various states cited however the curriculum is not complete.
<p><u>Indicator 6:</u> Student Instructional Activities</p>	<p>Site Review noted this standard as: Partially Meets</p> <p>Documents reviewed were electronic units grades K-5 in math.</p> <p>Documents not available-complete year of curriculum for math across all grades.</p>	<p>2014-2015 Suggested action items:</p> <ol style="list-style-type: none"> 2. As units are refined and developed for math make use of research based instructional methods found in a great many resources. 3. Research based instructional activities are required by 5th cycle Missouri School Improvement. 4. Marzano, Hattie, Kagan are a few sources for research based instructional strategies.

<p><u>Indicator 7:</u> Instructional Design (Program)</p>	<p>Site Review noted this standard as: Partially Meets</p> <p>Data Teams in place to monitor student progress and to drive individualized instruction</p> <p>Data Teams (it is not clear if these data teams follow the rigorous format of Lead and Learn or are simply teams of teachers which the school has organized. Hope needs formal training in Data Teaming if they have not had it.</p>	<p>2014-2015 Suggested action items:</p> <ol style="list-style-type: none"> 2. School needs to improve differentiated instruction. 3. Model curriculum units on the DESE website provide units and lessons within units which show differentiation. Link for these units is https://k12apps.dese.mo.gov/webapps/ModelCurriculum/findunit.aspx 4. Resources based on the Universal Design for Learning can be found at www.cast.org. 5. Professional development for data teaming and differentiation.
<p><u>Indicator 8:</u> Instructional Design (Resources)</p>	<p>Site Review noted this standard : Partially Meets</p> <p>Acuity Testing Program</p> <p>Paraprofessionals used for pull out services</p> <p>IXL Program</p>	<p>2014-2015 Suggested action items:</p> <ol style="list-style-type: none"> 3. It is difficult to know what specific resources are needed when there is not a well-defined curriculum. Rather what occurs is teachers determine how they might use resources but there is no real guidance regarding how to use the resource within the curriculum as there really is not a curriculum. 4. When a curriculum is developed the resources to be used need to be linked to the unit and the lesson within the unit. 5. School should document training is provided to teachers regarding how to use the instructional design resources.

<p>Indicator 9: Instructional Design (Equipment)</p>	<p>Site Review noted this standard as: Partially Meets. 1-1 Chromebooks for grades 3-5 Team Boards and I-Pads grades K-2</p>	<p>2014-2015 Suggested action items:</p> <ol style="list-style-type: none"> 1. Ensure that all equipment is kept in working order and readily available to staff. 2. Document training staff members receive regarding use of equipment. 3. Develop and implement a plan to update and enhance instructional design equipment.
<p>Other Recommendations/ Reviewer's Comments</p>		<p>2012-2013 CURRICULUM SUMMATION</p> <p>Hope Leadership Academy needs to develop a comprehensive mathematics curriculum. This needs to be accomplished soon as this is the second review in which the school has been found lacking in curriculum for mathematics. The school serves many high needs students who have no help with math other than what is provided at school. The curriculum needs to be well organized and highly refined in order to give these students the opportunity to be successful.</p> <p>It is difficult to assign partially met to any of the standards for curriculum even though it was done as there is NOT a curriculum rather there are resources.</p> <p>Hope teachers would benefit from professional development around research based instructional strategies, differentiation and curriculum development. It appears hiring of a consultant to help the school develop a mathematics curriculum would be money well spent.</p>

Hope Leadership Academy
Academic Performance
Part 3: Curriculum Review - Science

A model science curriculum for grades K-8 was delivered to Hope Leadership during the 2014-2015 school year. Since the curriculum was new in 2014-2015, a curriculum review for Science was not conducted during the school year. A curriculum review in the core subject of Science will be conducted during the 2015-2016 school year.

**Hope Leadership Academy
Academic Achievement
Part 4: Plans for Student Success Review**

For the 2014-15 school year, the UCM Office of Charter Schools noted plans that schools are currently using. No evaluation of the school in this category will be made. Next year, evaluations of “Met,” “Partially Met,” and “Not Met” will be determined. Basic criteria will be shared with administrators prior to the 2015-16 review.

Planning for Student Success	Not Met	Partially Met	Met	* School has a workable plan
4.1 Strategic / CSIP Plan				Yes, voluntarily developed CSIP Plan
4.2 Professional Development				Yes
4.3 Technology Plan				Yes
4.4 Title Plan(s)				Yes
4.5 Facilities Maintenance Plan				Not Found – The Church might have one
4.6 Assessment Plan				Yes, Calendar

Strength:

- The school is in the process of voluntarily developing an accountability plan using the state recommended template.

Recommendations:

- Complete the Accountability Plan with clear-cut indicators of success.
- Devise a way to monitor the plan in order to successfully reach benchmarks.

Hope Leadership Academy
School Governance
Part 5: Board Governance Review
Reviewers: Mike Ringen, Julie Brunner
February 9 and 13, 2015

5.1 The School Board operates legitimately and in the best interest of its students and mission				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
5.1.1 Throughout the year Board composition meets all requirements of its bylaws and appropriate state regulations regarding governance. (Proactive recruiting) (Board Minutes Attendance)		X		Recruiting new members discussed in 4/28/14 board meeting. Process identified in by-laws. Requirements met for Governance but not for Make-Up of Board.
5.1.2 The proper number of members is on the Board as noted in the By-Laws/ policies/ contract with the University of Central Missouri.	X			By-laws note 7-9 board members. 5 members currently.
5.1.3 The Board participates in long range strategic planning and there is a process in place for plans to be evaluated yearly (i.e., student performance, facility, growth, budget, school improvement, review student, teacher and parent surveys, and Board minutes on strategic planning...)	X			A variety of instances in board minutes indicating several of these items are discussed throughout the year. Recommendation: Use board retreat and work sessions to develop a comprehensive, written and documented with specific goals/objectives that are board approved.
5.1.4 The school is in material compliance with applicable law (IDEA, NCLB, SPED, Title I, Title VI, FERPA, etc.). (Policies in place, no DESE investigations, any letters stating noncompliance, etc.)			X	Nothing to indicate any issues.
5.1.5 There is a practice in place for Board member induction and continuous training. (16 hours first year, 4 hour per year all others - agendas/ procedures from induction sessions)		X		Only one board member has certificate for training hours. He did reach 4 hours in the past year. No other evidence provided.

5.1.6 Board actively seeks and includes parental and community involvement in its governance according to charter (Parent representation on Board, have input into strategic planning, PTO, etc.) (Board Agenda/Minutes - Open Forum)			X	Parent meetings. By-laws do not address parent representation on committees. Educational philosophy in the charter addresses parent involvement.
5.1.7 Attendance at Board Meetings (July 1 – June 30) never falls below 75%.			X	
5.1.8 School Board members' Family Care Safety Registry reports and Background Checks are complete and kept on file.			X	Original board members have LexisNexis. New members have Family Care Registry.

5.2 Meetings are regularly scheduled and appropriately conducted.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
5.2.1 There are at least 10 regular meetings of the Board.			X	
5.2.2 Board meeting are posted in sufficient time and include a tentative agenda.			X	
5.2.3 The president of the Board and the Executive are both involved in Board meeting planning.			X	Per conversation with personnel – Supt. and Board President meet to develop board agenda.
5.2.4 Minutes include a record of Board members attending and those absent.			X	
5.2.5 Action is taken with motions, seconds and votes.			X	
5.2.6 There is a roll-call vote to enter a closed session.			X	
5.2.7 Confidential minutes are developed and maintained on closed sessions	X			July, August board minutes indicate going into closed session, however there are not minutes in the closed session notebook. Letters read from public may have been better served to be done in executive session.

5.2.8 Business is conducted in compliance with Missouri open meeting laws.			X	
5.2.9 A quorum is present for all Board Meetings. (No meeting was cancelled for lack of a quorum.)			X	

5.3 Governance records and documentation are appropriately kept and maintained.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
5.3.1 Board minutes are available to the public upon request. (Copies of 3 consecutive months have been sent electronically to the Sponsor)			X	
5.3.2 Board minutes are properly maintained (Kept in one place, one person oversees, easily accessible, etc.).			X	
5.3.3 Board minutes are current.			X	
5.3.4 Board minutes are complete.			X	June 2014 minutes in notebook but not approved. Per conversation with personnel, this will be updated and approved at upcoming meeting.
5.3.5 The Notice of Meeting is included in the documentation of monthly meeting.			X	Notice posted containing all dates for the year.
5.3.6 Governance records are developed and maintained by staff or consultants – not Board members.			X	Recommend: School personnel that write the minutes sign at the bottom of each month's minutes for additional documentation.
5.3.7 Deficient findings from last years' UCM review have been corrected.		X		Recommend continued review of closed session minutes, making sure of their completeness.

5.4 School business is conducted in a transparent manner, free of conflict of interest, and models best practices regarding governance roles and responsibilities.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
5.4.1 There are indications that the Board knows and sustains the difference between administration (management of the school) and governance (policy, outcome setting, monitoring outcomes, evaluation of the top executive, etc.)			X	9/22/14 – Work session over K-5 Initiatives. Executive committee report at each board meeting. 2/24/14 – Discussed Admin evaluation cycle to be in February and March.
5.4.2 Decision-making is free of conflicts of interest and decision makers act in the best interest of the children in the school. (Policy, awarding of contracts...)			X	
5.4.3 Finance reports are included on the regular agenda.			X	
5.4.4 The annual audit is reviewed by the Board, accepted by motion and recorded in Board minutes.			X	12/22/14 board approved. Was also a preliminary review at 11/24/14 board meeting.
5.4.5 The Board minutes reflect approval of an annual budget.			X	4/28/14 approval of budget listed under “items for future agendas”. Approved 5/29/14.
5.4.6 The Board is aware of school staffing and staff salaries.			X	4/28/14 discussed staffing needs and incentives. 2/24/14 meeting budget and teacher contract discussions took place.
5.4.7 There is some type of appropriate Board oversight on payment of the bills.			X	Checks are approved in Consent Agenda of each board meeting.

Hope Leadership Academy
School Governance Part 6: Board Policy Review
Reviewers: Mike Ringen, Julie Brunner
February 9 and 13, 2015

6. Appropriate Board Policies are developed, revised as needed and followed.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
6.1 Required state, federal, and contractual, policies are approved, on file, available for review.			X	Excellent process of tracking and documenting updates in the front of the policy book. Recommend maintaining a digital policy and a paper copy. Recommend reviewing to make sure policies align to requirements.
6.2 There is a written procedure/policy for Board member recruitment.			X	Policy 0324
6.3 Board approved job descriptions are in place for all employees.	X			Job description for new employee was added. No mention of being board approved. No job description book provided or documentation that all are board approved. No progress from last year. Recommend that these be revised/developed and board approved prior to next review.
6.4 The term of office for Board members is clearly defined.			X	Specifically addressed in By-laws: 3 year term, 1 renewal allowed.
6.5 All policy deficits from last year have been reviewed and voted on by the Board. List Here:		X		P4610 is in the "to approve" folder for board agenda. P620 still needs to designate a specific person. P4321 updated 2/24/14. P2610 pending review. P0320, 2600, 2673, 2760, 2870, 2710, 4120, 4125 approved since last review.
6.6 Any policies related to changes in statues have been identified and voted on by the Board. List Here:			X	Mandatory policies are in process of update: P0320 and 3480.
6.7 A review has been accomplished on the following Section: Finance			X	Documentation requested on Bids, Board Election of Officers, and Board expense reimbursement. All information was provided and cross-referenced with policies.

Hope Leadership Academy
Financial Operations
Part 7: Financial Operations Review
Reviewers: Mike Ringen, Julie Brunner
February 9 & 13, 2015

7.1 Fiscal records are appropriately maintained.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
7.1.1 Financial reports are complete (no blank spaces for important information).			X	
7.1.2. Financial reports are comprehensible (understandable, user friendly, include dates).			X	
7.1.3. Financial records are organized by date and easily accessible.			X	
7.1.4. The school's personnel use Missouri's Financial Accounting practices and stay current on changes.			X	
7.1.5. Separate records are kept for federal programs (If not a school-wide pool).			X	Title I School beginning this school year.
7.1.6 Receipts/invoices are easily accessed. (Randomly checked at least 6)			X	Signed documentation attached debit card receipts, matched to bank statement.

7.2 The school operates in a fiscally sound and appropriate manner.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
7.2.1 The annual independent audit is available for review and is free of findings. (Findings local admin/state – transportation or attendance.)			X	See 7.3.7
7.2.2 Three to five year budget planning is complete with anticipated revenue and expenditures. A five-year plan is available at the Charter's Renewal.	X			No documentation. Per conversation this has not been developed. Recommend long term financial (budget) planning that includes board, staff, parents to provide more fiscal stability and direction for the future.

7.2.3 Unencumbered reserves as reported in the past audit meet or exceed 10% of the total expenditures for the same period.			X	ASBR = 22.13%
7.2.4 The school participates in the E-Rate program.			X	
7.2.5 The school receives Medicaid funds.	X			Recommend pursuing this to see if it would benefit students.
7.2.6 The school has adequate insurance coverage and it is reviewed annually. (10% of Budget)			X	Student accident and workers comp documentation provided. Per conversation, building/liability provided by the Hope Center.
7.2.7 There is a monthly financial review process where the check register is reviewed. If reviewed by the finance committee it must be reported in the monthly minutes. (Administration and Board Committee)			X	Reviewed at board meeting each month.
7.2.8 The school participates in the Kansas City School District Retirement System. (Confirm with UCM Charter Office)			X	

7.3 Required fiscal reports and audits are completed appropriately and timely submitted.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
7.3.1 Financial reports to the Board are timely (within one month of actual deposits or expenditures).			X	
7.3.2 Financial reports include a balance sheet showing the net worth of the school at a single point in time (i.e., assets, liabilities).			X	
7.3.3 Financial reports include an Income and Expense Statement (may include income and expenses that have not cleared).			X	

7.3.4 Financial reports include a budget versus actual report that may include percent of budget available or consumed.			X	
7.3.5 Audit prepared by an independent company was sent to UCM and DESE and was published in a local paper. (copy of emails or copy of what was sent)			X	UCM = 2/13/15 DESE = Viewed screenshot of information that was sent. Newspaper = published in Liberty Tribune 2/12/15
7.3.6 The audit was accepted by the Board (in minutes with related vote).			X	December 2014
7.3.7 If audit exceptions were identified, they have been addressed. (This may be N/A)			X	Immaterial noncompliance of Transportation reported in Audit. Corrected by District.
7.3.8 If ASBR report had exceptions from DESE they were corrected in a timely manner.			X	None indicated.

7.4 School business and expenses are made free of conflict of interest and directed toward meeting the mission of the school.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
7.4.1 Written procedures/internal controls for the handling of charitable gifts and incoming monies are clear. (Procedures for mail, events, cafeteria, uniforms, etc.)		X		Process explained by personnel. Recommend putting the process in writing. Receipts were viewed in the Financial book.
7.4.2 The Board has established a whistleblower policy and it is available to staff.			X	Policy #3106
7.4.3 Budget development is based on needs as defined by appropriate stakeholders.			X	Various discussions documented in board minutes indicate thought goes into its development.

7.4.4 Salary guidelines are available.		X	Staffing and salaries discussed at meetings. Only a “proposed” compensation document provided based on surveys from other schools. No approved Salary Schedule identified. Recommend: Developing a board approved salary schedule, or at least guidelines, that are reviewed and revised each year prior to salary decisions and budget approval.
7.4.5 The Board has thresholds for who must approve contracts of various dollar amounts.			X Policy 3112. Principal is authorized to spend up to 5% of budget or \$4,000.
7.4.6 The Board has established a bidding process for expenditures over a predetermined amount.			X Over \$4,000 needs board approval. Food service contract/bidding process reviewed. Appropriate processes followed and well-documented.
7.4.7 Polices are in place that avoid nepotism in hiring and in the awarding of contracts.			X Policy 0311 and 0342.

Hope Leadership Academy
School Administration and Operations
Part 8: Facility and Safety Review
Reviewer: Lynne Beachner
September 12, 2014

8.1 Proper planning and inspections are in place to insure long-term safety and functionality.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
8.1.1 There is a clear procedure for initiating a work order request for building and/or equipment. (i.e., examples of what has been repaired this month from a work order)			X	There is a clear informal procedure that is understood by the faculty and staff. Since the school is small, the faculty and staff inform the principal who contacts Matt from the Hope Center.
8.1.2 Current Fire Department Safety Certificate is posted			X	Updated: Fire certificate expires this month. Will check back later. Inspection # 27205 (10/8/10)
8.1.3 Current Health Department Food Service Certificate is posted			X	Expires Dec. 31
8.1.4 Fire extinguisher inspections are posted and up-to-date			X	Fire extinguishers were not marked as inspected. Please let me know when this is updated and I will return and verify.
8.1.5 Elevator is available and inspection is posted			N/A	N/A
8.1.6 HVAC is in good repair			X	Recently inspected

8.2 The interior of the building is clean, properly maintained and designed in an effort to support the instructional process.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
8.2.1 GFCI are installed where an electrical source is within 6 feet of a water source.			X	
8.2.2 All observed electrical boxes/switches are covered.			X	
8.2.3 EXIT signs are prominent and lighted.		X		Need to check lights by east door and north door downstairs.
8.2.4 Stair treads and railings			X	

are secure and safe.				
8.2.5 Classrooms are of adequate size for their purpose.			X	
8.2.6 Bathrooms are clean			X	
8.2.7 Toilets are operational			X	
8.2.8 Bathrooms have sinks with hot and cold water.			X	
8.2.9 Bathrooms provide soap and towels for hand washing			X	
8.2.10 Hallways have an unobstructed clearance of 8 feet			X	
8.2.11 Storage areas are in good order			X	
8.2.12 Schools maintain appropriate entrance signs and directions. (need to check into the office and how to get there)			X	Office is evident and signage not required
8.2.13 All classroom doors can be locked/secured from the inside.			X	Windows in doors have a method to block out sight line.
8.2.14 First floor classrooms should have a means to block sight from those outside the building.			X	Cannot see through shades from the outside.
8.2.15 Paper artwork and teaching materials cover less than 20% of a wall area			X	

8.3 The exterior of the building is easily recognizable, free of clutter and properly maintained in an effort to promote safety for students and the community.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
8.3.1 Handicapped parking is provided and marked			X	
8.3.2 Curb cuts are in an appropriate proximity to handicapped parking			N/A	N/A – Ramp in front of building
8.3.3 Exterior signage is prominent and adequate for emergency vehicles to identify the school			X	

8.3.4 Exterior door security is in place at every entry while allowing people to exit whenever the building is occupied.			X	All doors are locked from outside
8.3.5 Playground equipment is inspected on a regular schedule and a written process is in place to denote possible safety problems. (Must be documented- checklist)	/	/	/	N/A
8.3.6 The main entrance to the school has an electronic system that controls entry to visitors.			X	Camera viewing in main office
8.3.7 Shrubs around the building are trimmed within 3' to allow for a good line of sight.			X	New landscaping is starting 9/13/14
8.3.8 Exterior lighting is appropriate around entrances, parking and walkways.			X	Lighting all around building

8.4 Procedures are in place to insure safety.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
8.4.1 Emergency exit maps are posted in every occupied room		X		Of the 4 rooms observed, only 2 had their signs visible (missing from grades 2 & 5)
8.4.2 Breaker boxes are kept locked and do not allow child access			X	
8.4.3 Material Safety Data Sheets are posted where chemicals are stored.				
8.4.4 There were no observed permanent extension cords			X	None observed in classrooms visited
8.4.5 There is a working system of communication between classrooms and the office.			X	Walkie Talkies
8.4.6 There is an appointed district Safety Coordinator			X	Sean Saunders is the safety coordinator.

8.4.7 A safety committee meets at least two times each year (administrator(s), teacher(s), nurse, parent(s), etc.)			X	Minutes of meetings sent via as completed.
8.4.8 Administrative procedures encourage staff to report suspected child abuse and neglect		X		You should place this in the student handbook and/or online as well so parents know that it is your policy to report suspected child abuse.
8.4.9 A student code of conduct is made available to students, staff and parents			X	Very extensive code of conduct
8.4.10 A copy of the floor plan is on file with the local police department			X	
8.4.11 An alternate building evacuation site is known to adults and parents		X		Jamison Church – Place in Parent/Student Handbook and/or on-line.
8.4.12 Visitors are required to check in at the office and receive a visitor name badge			X	
8.4.13 Science teachers and administrators are aware of the special safety requirements of science labs and the proper safety equipment is in place			N/A	N/A

Hope Leadership Academy
School Administration and Operations
Part 9: Personnel and Payroll Review
Reviewer: Michael Jinks
March 3, 2015

9. Personnel policies and procedures are appropriately conducted in a manner that promotes the recruitment and retention of an effective instructional staff.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
9.1 A Teacher Salary Schedule is in place or a process that uses experience and degrees, with consideration given to other charter schools' salary structures to determine salary.			X	Hiring schedule utilizing experience and based on school developed comparability group (including charter schools) is used for initial compensation, progress is based on merit/performance based evaluation system. Comparability group is updated every two years.
9.2 Yearly board approved contracts are provided.			X	Board actions are recorded in formal board minutes.
9.3 Classified/Support Staff Salary Schedules or a written letter of employment that includes salary and benefits is provided at time of employment.			X	Letter of employment is utilized.
9.4 The school demonstrates proactive staff recruitment that promotes quality instruction.			X	MOREAP; placement days at UMKC and UCM; school web site; and Mo Teaching Jobs.
9.5 At least 80% Position Code 60 educators are certified. All employees paid with federal funds are certified.			X	100% Noteworthy
9.6 A master schedule is in place and available.			X	Included in handbook
9.7 Family Care Safety Registry				All five board member documents

reports and fingerprint Background Checks are complete, less than five years old, and kept on file.			X	were verified and dated < five years.
9.8 Payroll summaries and personnel rosters were compatible.			X	Sampling of staff included admin; faculty; and support.
9.9 Administrators have appropriate certifications for their roles.			X	
9.10 School retained instructional staff from the previous year. (85-100%=Met, 70-84%=Partially Met, <70%=Not Met)			X	100% Noteworthy
9.11 The school uses a teacher evaluation system based on the 7 Essential Principles of the Missouri Teacher Evaluation System			X	Though using an alternate format, the school has implemented the essence of the DESE model
9.12 Current and historic H. R. records are maintained in a secure location			X	Locked files in a locked area. Recommendation: consider using an access log

Summary

1. Consider using an access log to record anyone using the H. R. records.
2. Noteworthy retention of faculty!
3. Overall exemplary report!

Hope Leadership Academy
School Administration and Operations
Part 9: Personnel and Payroll Review
Certification and Initial Personnel Report
September 11, 2014

Context:

The report data were derived from an on-site visit conducted, September 11, 2014. During the visit the UCM representative met with the Hope Leadership Academy chief administrator, Mr. Sean Saunders, Principal. During the meeting documents and reports were reviewed and discussed. Data were collected for primarily for the Department of Elementary and Secondary Education (DESE) Core Data report for instructional position code 60 (classroom teachers). The site visit and meeting were held early in the 2014-15 school year in order to provide support and offer assistance to the school for observed concerns with certification issues. During the meeting Mr. Sean Saunders accessed the DESE web site and examined the certification records of each member of the faculty. The certification records were viewed and noted by the UCM representative.

Findings:

The site review of Hope Leadership Academy faculty noted eight (8) full time faculty members. Both the head count and FTE (full time equivalency) count stood at eight. None of the faculty was found to have expired certificates; none of the faculty were noted as “non-certified.” The data also verified one full time administrator. Expiration dates on certificates did not suggest issues during the school term.

Summary:

The Core Data report to DESE from Hope Leadership Academy should indicate all teaching faculty fully certified.

Strength:

A fully certified teaching staff represents an admirable accomplishment. The principal met and assisted directly with the review process conducted by the UCM representative.

Recommendations:

Continue the recruitment and retention efforts resulting in a fully certified faculty.

**Please note the accompanying DESE Teacher Assignment/Certification Report. The number of classes taught with faculty appropriately certified stands at 22 with twelve classes taught by inappropriately certified faculty. The goal always is to reach zero courses taught by inappropriately certified faculty.

**MISSOURI DEPARTMENT OF ELEMENTARY AND
SECONDARY EDUCATION
OFFICE OF DATA SYSTEM MANAGEMENT
2014-2015
TEACHER ASSIGNMENT CERTIFICATION REPORT
SUMMARY**

**HOPE
LEADERSHIP
ACADEMY
(048925)**

APPROPRIATE CERTIFICATION		Number of Assignments
CAREER CONTINUOUS PROF CERT	CCPC	13
INITIAL PROFESSIONAL CERT	IPC	3
LIFETIME	L1	6
Total Number of Courses with Appropriate Certification		22
Courses with Inappropriate Certification		Number of Assignments
Substitute Certificate		6
No Certificate		6
Total Number of Courses with Inappropriate Certification		12
Revoked Certificate		0
Suspended Certificate		0
Courses Not Evaluated		9
Total Number of Courses		43

Hope Leadership Academy
School Administration and Operations
Part 10: Required Training and Drills Review
Reviewer: Lynne Beachner
May 13, 2015

10. Students and/or staff participate in appropriate drills and training.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
10.1 Staff is trained in bullying and harassment		X		Not all staff showed up on the summary sheet
10.2 All Staff is trained in FERPA		X		Not all staff showed up on the summary sheet
10.3 There is annual training for all staff on blood borne pathogens		X		Not all staff showed up on the summary sheet
10.4 Appropriate personnel are trained in how to respond to bomb threats		X		
10.5 Persons responsible for first aid are trained and given proper equipment and supplies		X		Some have been trained but the certification has lapsed. Are working with the YMCA to piggyback on their training of staff.
10.6 Regular fire drills are held with a record of date, time, and observations (min 5)			X	8/11/14 – 11/6/14 – 1/22/15 – 4/8/15 – 4/27/15
10.7 Regular tornado drills are held with a record of date, time, and observations (a minimum of 2)			X	4/8/15 – 4/28/15
10.8 Regular intruder drills are held with a record of date, time, and observations.			X	11/10/14 – 12/17/14
10.9 All staff participated in active shooter training.			X	August 5, Teacher Training Institute
10.10 Bus evacuation drills for students K – 6 are conducted at least once each semester.		X		4/29/15

<p>10.11 Appropriate school personnel attend meetings offer by DESE and other resources to keep up-to-date on Federal programs (i.e., Title, SPED, 504, Homeless, ELL, Food Service, etc.).</p>			<p>X <u>SPED & 504</u> – Ashley Wilson – 9/12/14 IBD Benchmarks, Goal Setting, 10/31/14 SIOP Strategies, 3/27/15 Map Training SPED, 8/12/14 SPED Directors UCM, 10/14/14 SPED Directors UCM, 2/17/15 Sped Directors UCM, File Reviews: 10/7/14& 2/17/15</p> <p><u>Homeless</u> – Cara Gruhala attended the NAHECY Conference October 25-28</p> <p>√ <u>ELL</u> – Mrs. Saunders completed an online module with accompanying assessment.</p> <p>√ <u>Federal Programs:</u> Sean Saunders and Tiffany Ellis have attended March Training and will attend the June training with Bette Morph.</p> <p>√ <u>Food Service:</u> Kitchen workers and manager have food handlers’ cards. They have also participated in the following trainings: 8/9/13, 12/15/14, and 6/17/13. The manager is also enrolled in a Food and Nutrition Workshop on 7/22/15.</p>
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Strengths:

- Personnel stay updated on federally required programs.
- Drills are completed and logged.

Recommendations:

- Make sure that all personnel are trained in SafeSchools.
- Continue your efforts to get staff trained in First Aid and CPR.
- Make sure the bus does a drill in the fall as well.

Hope Leadership Academy
School Administration and Operations
Part 11: Student Enrollment and Records Review
Reviewer: Lynne Beachner
November 20, 2014

11. Student enrollment procedures and record keeping are appropriately conducted and maintained.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
11.1 The school has enrollment policies and practices which include a stated open enrollment period, grade level capacities, lottery process, and waiting list.			X	Flyer at time of enrollment
11.2 Efforts to recruit and serve a diverse population are evident.			X	Post card mailing to 4 zip codes, radio, bus advertising, foot traffic at stores, OB & other fairs
11.3 The school is at or above 90% of enrollment targets (State % of capacity).			X	129/144 = 90%
11.4 Lotteries are conducted appropriately and school requests attendance by UCM personnel.				N/A
11.5 Waiting lists are maintained by grade level and appropriate documentation is readily available.			X	Waiting list - folders by grade in order of date
11.6 MOSIS number is on file on all records (permanent, Special Ed, 504, etc.).			X	
11.7 Birth Certificate is on file for kindergarten and first grade.			X	5 of 5 records had a birth certificate
11.8 A completed student application is on file.			X	5 of 5 files had an application
11.9 The date of admission is noted.		X		3 of 5 files had date received on the applications Recommendation: Place a date and time received on all returning and new applications
11.10 Records/transcripts from previous school are on file.		X		1 of 5 did not have appropriate transcripts . Recommendation: Continue to request transcripts from reluctant schools.
11.11 There is proof of residence				

for the current year (i.e., lease, utilities, etc.).			X	5 of 5 had proof of residency
11.12 Immunization records are on file			X	5 of 5 had immunization on file
11.13 Parent and emergency contact information is on file			X	5 of 5 had updated contact information
11.14 A clear process is in place to up-date parent contact information.			X	Information is requested at P/T conferences & summer and when parents tell us
11.15 There is a record of grades earned			X	Grades in system but print for file.
11.16 Discipline records are on file			X	Teacher Ease – if up for expulsion then kept in file
11.17 There is a cumulative record of test results			X	Test scores were present at appropriate grades
11.18 Attendance records are on file			X	Teacher Ease – Has full attendance reports
11.19 Records are well organized and consistently updated.			X	There is effort to organize files however, there was some confusion on files after a volunteer helped. Office manager was able to find information needed.
11.20 Schools keep student records in accordance with the general record retention schedule.			X	

Strengths:

- ** Overall, records were in good shape
- ** Waiting list system was well thought out

Recommendations:

- ** Place a date and time received on all returning and new applications
- ** Continue to request transcripts from reluctant schools.

**Hope Leadership Academy
School Administration and Operations
Part 12: Special Education Review
Reviewer: Mary Gage
May 28, 2015**

This review is for the purpose of the Annual University of Central Missouri Special Education Site Review and does NOT address all Standards and Indicators required to be met during the Special Education Tiered Monitoring Process conducted every three years by the Department of Elementary and Secondary Education/Special Education.

12.1 Initial File Review (11 Indicators)				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
12.1.1 Referral form is present.			X	
12.1.2 Referral form is dated.			X	
12.1.3 Reason(s) for referral and description of concern(s) is present.			X	
12.1.4 Date when Procedural Safeguards were presented to parents is present. (5 school days)			X	
12.1.5 Review of Existing Data form is in file and dated.			X	
12.1.6 Notice of Action (NOA) was provided with date of delivery documented.			X	
12.1.7 Parent(s) was/were notified of the Eligibility Staffing (Notification of Meeting) with date notified documented.		X		Date of meeting on document was for 2014 and should have been 2015.
12.1.8 Evaluation completed within 60 days of NOA. (Date documented)			X	
12.1.9 Evaluation report contains the names and roles of the individuals making the eligibility determination.		X		A Speech Language Pathologist should have attended for student receiving speech services.

12.1.10 Statement that the disability is not a result of lack of appropriate instruction in reading (5 areas of reading listed), math or limited English proficiency is present.			X	Need more explicit statement on how the disability has an adverse educational impact.
12.1.11 Notice of Action is present and dated.			X	Attention needed to document correct dates

12.2 Reevaluation File Review (7 Indicators)				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
12.2.1 Review of Existing Data (RED) form is present and dated.			X	
12.2.2 Reevaluation is within three years of the last Evaluation Report (ER).			X	
12.2.3 Written Notice provided to parents.			X	
12.2.4 Date when the parent(s) was/were notified of the Eligibility Staffing is present.			X	
12.2.5 Evaluation report contains the names and roles of the individuals making the continued eligibility determination.			X	
12.2.6 Statement that the disability is not a result of lack of appropriate instruction in reading (five areas of reading listed), math or limited English proficiency is present.			X	
12.2.7 Date a copy of the evaluation report was provided to the parent(s) is documented.			X	

12.3 Individual Education Plan (IEP) (16 Indicators)				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
12.3.1 IEP is current.			X	
12.3.2 Initial IEP meeting is held within 30 days of the eligibility determination staffing.			X	
12.3.3 The IEP team meets to review/revise, if necessary, the IEP at least on an annual basis (meetings no more than 365 calendar days apart).			X	
12.3.4 Present Level contains all required components.			X	
12.3.5 The IEP team considered all special factors and determined services, strategies, supports or devices, as appropriate (communication needs, assistive technology and/or devices, limited English proficiency and behaviors that impede the learning of the child or others).			X	
12.3.6 Present Level drives the goals			X	
12.3.7 IEP includes goals that are written in terms that are in SMART format (Specific, measurable, attainable, results oriented and time bound).			X	
12.3.8 Specific Special Education Services are listed.			X	
12.3.9 If student receives related services, they are listed.			X	
12.3.10 Location of services is documented.			X	
12.3.11 Accommodations and modifications are noted on the IEP.			X	
12.3.12 Frequency and location of accommodations and modifications are noted on the IEP.			X	

12.3.13 IEP addresses the extent of non-participation in regular education and for any child not participating 100% in the regular education environment, including a description of the extent that the student will not participate and why full participation is not appropriate.			X	
12.3.14 Selected placement is noted.			X	
12.3.15. Parent provided a dated copy of the IEP (generally 20 days).			X	
12.3.16 Special education services and goals match.			X	

12.4 Transfer File Review (6 Indicators)				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
12.4.1 Enrollment date is noted.			X	
12.4.2 Documentation, if appropriate, is present and dated that Agency Officials conducted interviews with sending school.			X	
12.4.3 Agency acceptance or rejection of the IEP is noted.			X	
12.4.4 If IEP was rejected; the date new IEP was developed is documented.			X	
12.4.5 Agency acceptance or rejection of the Evaluation Report is noted.			X	
12.4.6 If Evaluation Report was rejected date of initiation of new evaluation and date completed is documented.			X	

12.5 Transition (Students 16 or older or turn 16 during the current IEP) (9 Indicators) <u>NO STUDENTS ENROLLED AT HOPE LEADERSHIP ACADEMY WHO ARE 16 YEARS OF AGE OR OLDER.</u>				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
12.5.1 Notice of meeting includes post-secondary transition as one of the purposes.			N/A	
12.5.2 Evidence exists that the student was invited to the IEP Team meeting where transition services were discussed.			N/A	
12.5.3 Evidence exists, where appropriate, that a representative of any participating agency was invited to attend the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.			N/A	
12.5.4 Appropriate measurable post-secondary goals are noted.			N/A	
12.5.5 Post-secondary goals are updated annually.			N/A	
12.5.6 Evidence exists that measurable post-secondary goals were based on age appropriated transition assessment.			N/A	
12.5.7 Transition services in the IEP reasonably enable the student to meet his/her postsecondary goals.			N/A	
12.5.8. IEP includes courses of study that will reasonably enable the student to meet his/her post-secondary goals.			N/A	
12.5.9 Annual IEP goals relate to the student's post-secondary transition goals.			N/A	

12.6 Discipline (3 Indicators) <u>THERE ARE NO IEP STUDENTS AT HOPE LEADERSHIP WITH 10 CONSECUTIVE OR CUMMULATIVE 10 DAYS OF SUSPENSION.</u>				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
12.6.1 Documentation exists within the file that the student was suspended in excess of 10 consecutive school days or 10 cumulative school days where a pattern of suspension is created.			N/A	
12.6.2 Documentation is present that indicates appropriate disciplinary procedures were followed.			N/A	
12.6.3 Notice of Action was provided if a disciplinary change of placement was determined.			N/A	

Other:

Hope Leadership Academy (HLA) participated in an Initial Program Review conducted as an agency (HLA) self-assessment and desk review by the Office of Special Education in the fall of 2012 (FY13). This was based on the State Performance plan indicators and targets that were not met by the agency. The agency was then sent the Special Education monitoring Report that identified numerous compliance concerns. The agency then wrote a Corrective Action Plan to address the specific indicators associated with the compliance concerns. All areas were addressed, corrections documented and found in compliance by the Office of Special Education (DESE). Hope Leadership will be participating in the three year Focused Special Education Monitoring again during FY16. Training will be held Fall 2015 with the agency following the procedure of self-assessment during FY16.

Hope Leadership Academy currently employs one Special Education Coordinator/Teacher and contracts with ESG Services for evaluations and Speech and Language services for students.

Currently 15 students qualify for special education services:

- Intellectual Disability 1
- Specific Learning Disability 5
- Other Health Impairment 2
- Sound System Disorder 4
- Language Impairment 2
- Autism 1

Fifteen students were referred for formal evaluation to assess eligibility for special education services. Parents referred six students and nine students were referred by the agency. Of the fifteen students referred, four qualified, six did not qualify and six were still in the process of evaluation at the time of the last school visit.

Special Education files are maintained in a locked file located in the Special Education classroom, separate from General Education student files. Student files are complete and well-organized. An access sheet is in every student Special Education file.

Multiple resources are accessed by the Special Education Coordinator/Teacher to enhance both student instruction and compliance:

- Mary Gage, UCM Charter School Consultant
- Susan Borgmeyer, UMKC Kansas City Regional Professional Development Center, Compliance Consultant
- Department of Elementary and Secondary Education/Office of Special Education
- Missouri Standards and Indicators
- Regional Professional Development Centers for professional development

Strength

- ✓ All Hope Leadership Academy staff will be participating in Co-Teaching (Collaborative Instruction for Student Engagement) this summer to enhance instructional practices and student learning.

Retirement Participation Letter



4600 The Paseo Blvd.
Kansas City, MO 64110
816.472.5800
www.kcpsrs.org

KANSAS CITY PUBLIC SCHOOL RETIREMENT SYSTEM

May 13, 2015

Dr. Vici Hughes
Charter Schools, Lovinger 2250
University of Central Missouri
Warrensburg, Mo. 64093

Dear Dr. Hughes:

Please let this letter serve as confirmation Hope Leadership Academy Charter School has reported contribution data through December 31, 2014 to The Public School Retirement System of the School District of Kansas City, Missouri (KCPSRS). In addition KCPSRS has received from Hope Leadership Academy Charter School employee and employer payments for those reported periods and Hope Leadership Academy Charter School is considered current in its obligations to KCPSRS.

In addition, our independent audit for 2014 which was conducted earlier this year did not show any discrepancies or irregularities with regards to Hope Leadership Academy Charter School's adherence to reporting and contribution requirements as defined by Missouri State Statutes.

If you need anything further, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Jim Lewallen", with a stylized flourish at the end.

Jim Lewallen
Administrative Manager



Operational excellence in support of student achievement

Hope Leadership Academy Charter Renewal Finance Review Summary Report

I. Overview

Between June and August 2015, EdOps conducted a comprehensive review of Hope Leadership Academy's financials for fiscal years 2012-2015. To conduct the review, EdOps requested and received the following documentation:

- 2011-2015 Financial Audits
- 2011-2015 Balance Sheets
- 2011-2015 Budget vs. Actuals
- 2011-2015 List of Vendors paid more than 25K
- 2011-2015 Board Approved Budgets
- 2011-2015 Board Minutes
- 2011-15 Forms 990 and 941

Following the review of this documentation, EdOps met with Board and School leadership to share the financial review and engage in a qualitative discussion regarding the school's financial infrastructure, systems, procedures, and processes.

II. Finance Review

To conduct the review, EdOps utilized an established charter school financial rubric for analyzing HLA's financial data to date. Using inputs from audits, balance sheets, and budgets vs. actuals, EdOps analyzed the degree to which HLA met fourteen financial standards indicative of financial health. Please see exhibit A for the rubric, data, and analysis. Standards that were met/exceeded are indicated with a green marker next to the data. Standards which were not met/or were deemed worthy of follow-up conversation are marked in yellow. It is worth noting that all standards were met except for enrollment variance. In follow-up conversation regarding this one unmet standard, the explanation provided was deemed adequate, and no further follow up is deemed necessary.

III. Financial Infrastructure Review

The finance review also sought to understand the infrastructure, systems, procedures, and processes behind the numbers. To do so, EdOps utilized a rubric containing four categories:

- 1) Financial Planning and Resources
- 2) Laws and Regulations
- 3) Internal Controls
- 4) Financial Reporting and Oversight



This qualitative analysis was conducted principally through conversation with the School's Principal and Board Treasurer. Supporting documents included the school's board/financial reports and board minutes. Throughout the conversation, there was clear alignment between the Principal and Board Chair on procurement policies, internal controls, and cash disbursement protocols. Please see Exhibit B for this rubric.

IV. Summary Analysis

Based on the analysis conducted, Hope Leadership Academy appears to have a solid financial foundation from which to launch into the charter renewal process. 13 of 14 financial standards were met, indicating sound financial health. The school benefits from low plant operations overhead. Pending fy 15 audit confirmation, HLA will have a 32% fund balance and 118 days of unrestricted cash entering its 5th year of operation. Moreover, these indicators as well as cash flow and operating surplus all have upward trends over the last two years, congruent with new school and Board leadership. With regards to financial infrastructure, the procedures around procurement, cash disbursement, and financial monitoring are both strong and well woven into current operating practice. Lastly, there is a clear connection between the financial management of the school and its academic vision, as evidence by both expenditure and fundraising data. Broadly speaking, while the finances of a small and still growing school are always fragile, even with a 32% fund balance, the review showed that HLA's approach to financial management can be considered a strength of renewal application.

V. Commendations

Hope Leadership Academy deserves commendation for the development of its financial infrastructure, financial position, and overall financial management during its initial charter term. For a school of its size to grow a fund balance to its current value is a noteworthy accomplishment.

VI. Recommendations

It is recommended that Hope Leadership Academy develop a three to five year financial plan to chart the course for its second charter term. As the school currently enjoys a favorable lease arrangement, the school's expected growth will create the need for additional space. Ideally, the school will be able to maintain a similar occupancy expense ratio moving forward.

Exhibit A: Hope Leadership Academy Financial Rubric

	2011-12	2012-13	2013-14	2014-15	Documents used
<i>Inputs</i>					
Net Income	173,584	3,331	90,969	165,052	audit
Revenue	907,897	1,005,758	1,327,506	1,504,066	audit
Cash and Equivalents-Unrestricted	173,584	176,615	267,584	433,729	audit
Cash and Equivalents-Restricted	173,584	176,615	267,584	433,729	audit
Total Expenditures	734,313	1,002,427	1,236,537	1,339,014	audit
Enrollment (ADA)-Budgeted		84	110	126	board minutes
Enrollment (ADA)-Actual	52	78	103	136	board minutes
Total Assets	173,284	176,615	267,584	433,279	audit
Total Liabilities	-	-	-	1,093	audit
Lease Payments-Facilities	63,840	63,840	63,840	70,702	bva
Unrestricted Net Assets	173,284	176,615	267,584	464,840	audit
Temporarily Restricted Net Assets	-	-	-	14,401	audit
Occupancy Expenses	80,884	75,966	86,451	104,646	bva 2941 and 2500
Personnel Expenses	451,623	604,337	723,302	780,598	bva
<i>Calculated Values</i>					
Unrestricted Days Cash	86	64	79	118	
Actual Enrollment/Enrollment Projection in Board Approved Budget		8.0%	7.1%	-7.4%	
Net Income/Total Revenue	19.1%	0.3%	6.85%	10.97%	
Three-year net income/three-year revenue	19.1%	9.2%	8.27%	6.76%	
Year 1 Cash-Year 1 Total Expenses			94,000	257,114	
Year 3 Total Cash-Year 1 Total Expenses		3,031	90,969	166,145	
Fund Balance Percentage	24.02%	17.84%	22.13%	32.31%	
Audit Findings (Qualified or Unqualified)	none	none	transportation		
Expendable Net Assets	173,284	176,615	267,584	479,241	
Primary Reserve Ratio	23.60%	17.62%	21.64%	35.79%	
Operating Surplus	173,584	3,331	90,969	165,052	
Expenses/Student	14,154	12,893	12,041	9,846	
Personnel Expense Ratio	50%	60%	54%	52%	
Occupancy Expense Ratio	9%	8%	7%	7%	

Exhibit B: Qualitative Review

Category 1: Financial Plan and Resources	Documents	Meets Standard	Approaching Standard	Does not Meet Standard
Standard				
The school effectively plans for long and short term financial health.	board minutes, discussion with management and board	x		
The school ensures that expenditures of school funds are closely aligned with the mission and academic goals of the school.	board minutes, financial policies, discussion with management and board	x		
The school has accurate reporting to optimize enrollment and special programs support.	board reports	x		
The school monitors financial responsibility.	board reports, discussion with management and Treasurer	x		
The school seeks out additional funds if needed.	discussion with management and Treasurer	x		
Category 2: Laws and Regulations				
Standard	Documents	Meets Standard	Approaching Standard	Does not Meet Standard
The school aligns financial practices with state and federal laws, charter contracts, regulations, and standard accounting principles.	audit, board minutes, financial policies, discussion with management and board	x		
Category 3: Internal Controls				
Standard	Documents	Meets Standard	Approaching Standard	Does not Meet Standard

The school establishes strong internal financial controls that help to ensure its operational integrity and maximizes accuracy and reliability.	audits, discussion with management and Treasurer	x			
The school develops procurement policies and procedures.	discussion with management and Treasurer	x			
Category 4: Financial Reporting and Oversight					
Standard	Documents		Meets Standard	Approaching Standard	Does not Meet Standard
The school regularly and accurately records and reports financials.	board reports	x			
The school uses and reports restricted funds appropriately.		n/a			
The school provides for a thorough financial audit.	audits	x			
The school has appropriate financial expertise and ongoing professional development for relevant positions.	discussion with Treasurer	x			



December 18, 2015

Missouri State Board of Education
PO Box 480
Jefferson City, MO 65102

Missouri State Board Members,

Hope Leadership Academy (HLA), a public charter school in Kansas City, Missouri, serves 118 children. Opening in 2011, HLA has demonstrated consistent growth in all areas of governance, operations, academic performance, and financial health. The excellent work of the Hope Leadership Academy Governing Board, leadership and staff has allowed them to establish, develop, and effectively employ their mission of "empowering students to become enthusiastic learners and respectful citizens who work diligently to better themselves and their neighborhood."

The Missouri Charter Public School Association concurs with the University of Central Missouri Charter School Renewal Team and Board of Governors. We support their renewal of Hope Leadership Academy and urge your approval of this renewal. The student population of Hope Leadership Academy may be small but the positive academic and social impact this public school is having on children and their families is great. We look forward to Hope Leadership Academy's opportunity to continue in public school service.

Sincerely,

Douglas P. Thaman
Executive Director

C:

Dr. Vici Hughes, University of Central Missouri
Mr. Wayne Powell, Hope Leadership Academy Board of Directors
Dr. Sean Saunders, Hope Leadership Academy
Dr. Margie Vandeven, Missouri State Commissioner of Education