



**LAFAYETTE
PREPARATORY
ACADEMY**

St. Louis, MO | Est. 2013

Charter School Application

September 20, 2012

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A. Education Plan

A.1: Mission, Vision, Educational Philosophy

Mission

To provide students with academic core knowledge as well as the ability to reason, solve problems, and communicate and execute solutions in service and concern for their community as they prepare for academic success.

Long-Term Vision for the School

Lafayette Preparatory Academy will offer a comprehensive high-quality public educational track currently unavailable for students in the Downtown/ Near Southside neighborhoods.¹ Lafayette Preparatory Academy's Elementary School will open in the fall of 2013 initially as a K-1 charter school and grow with its students through 5th grade, opening and pursuing a new charter for a partnering middle school in 2018 and high school in 2021 for its students to feed directly into.

Lafayette Preparatory Academy's grade school will operate very distinctly from its middle school, which will function distinctly from its high school. Lafayette Preparatory Academy's grade school will emphasize the process of discovery, as students learn about the important and operative facts of life and each subject area, all the while beginning to acquire some of the necessary tools for creative and critical thinking. Students will grow to become confident, self-motivated learners with a thirst for knowledge, a love for their communities, and a burgeoning desire to solve problems. As students transition into 6th grade, Lafayette Preparatory Academy's middle school will continue to lay the educational groundwork of core knowledge but will prioritize the expansion of each student's ability to think critically and analyze the data he sees around him. Students will be given an education that prepares them for independent thinking, and, by the end of 8th grade, they will be equipped for an intense college preparatory high school, while simultaneously being guided in the process of designing and implementing their own service learning program.

In the end, we feel strongly that Lafayette Preparatory Academy is precisely what the Downtown/ Near Southside neighborhoods need to attract and retain families with children and to ensure the best possible futures of those children, as we send them out into the world as active, responsible, and involved global citizens.

Short-Term Vision for Students

To realize our long-term vision of having students graduate from college and become active, responsible and involved citizens, Lafayette Preparatory Academy will first establish the grade school that will start all of Lafayette Preparatory Academy's students on

¹ The targeted zone will consist of Souldard, Lafayette Square, Clinton Peabody, King Louis (a.k.a. Darst Webbe), LaSalle Park, Downtown, and Downtown West.

a track to success and provide them the kind of quality education they need and deserve. Every child will be prepared and capable of engaging in post-secondary education, if the family and student choose that path.

Lafayette Preparatory Academy's values of caring, respect, honesty, teamwork, excellence, and justice will form the foundation of an academic program focused on standards-based lessons, inquiry, problem solving, and service and cultural learning. Our fifth graders will graduate as confident learners with a strong sense of self, a curiosity about the world, and a developing ethos for their communities and social change. Eventually, this foundation will help our students find their own unique path, as they continue through Lafayette Preparatory Academy's middle and high schools.

Anthony Carnevale and Donna Desrochers' article "Preparing Students for the Knowledge Economy: What School Counselors Need to Know" communicates much of our vision for student success well. In this article, the authors explain the importance of developing "the skills and abilities that employers of the future might require from graduates and job applicants."² In doing so, Carnevale and Desrochers present nine core competencies for individuals in today's economy. These competencies reflect the conviction that academic mastery of skills is only part of what makes a student successful; people who complete college and succeed in today's economy also must demonstrate skill in the areas outlined in Diagram 1.³ In keeping with the idea that one must always keep the end result in mind, Lafayette Preparatory Academy will build toward preparing students to become active, responsible, and involved citizens in a global community⁴ beginning in Kindergarten. The values and skills outlined by Carnevale and Desrochers will be central to our culture and will be developed at the elementary level. The foundation for the skills necessary as students graduate from high school begins in Kindergarten, so Lafayette Preparatory Academy will begin to build these skills from day one.

This is critical, as many students from successful charter schools are able to pass academic assessments but struggle in competitive high schools and colleges because of a lack of opportunity to develop and refine these additional competencies.⁵ Because our long-term vision is to prepare students for future academic and career endeavors, we feel these competencies must be integral to Lafayette Preparatory Academy's students starting in Kindergarten, so that they become so ingrained in students that their capability in these areas becomes almost second nature. Consequently, at Lafayette Preparatory Academy, meeting state standards and grade level benchmarks for reading, although an essential and absolutely necessary element of our curriculum, will serve as the "floor" of our expectations and fit within the "Basic Skills" subset of our student vision, from

² Carnevale and Desrochers, *Professional School Counseling* (2003).

³ Rather than include the exact list as defined by Carnevale and Desrochers, we will add "The Arts and Creative Expression" and "Societal Concern."

⁴ A similar approach has been adopted by Spark Academy in Newark, NJ with excellent results. In their first two years, they have performed far above the national average on the NWEA MAP assessments.

⁵ KIPP Foundation, "The Promise of College Completion: KIPP's Early Successes and Challenges" (2011).

Kindergarten through fifth grade. The founding staff will backwards plan how students will demonstrate these competencies at the lower grade levels and how teachers will incorporate them into the grade level curriculum.

Diagram 1: Vision for Student Success

Adapted from Carnevale and Desrochers, 2003



Our core beliefs map onto our vision for student success in the following nine-point framework:

Table 1: Core Components of Our Student Vision

Competency	Core Beliefs	Description of Competency
Intellectual	<i>Education is freedom. We all can and will learn. We are lifelong learners who love learning for its own sake.</i>	An LPA intellectual will view herself as a student who truly loves learning. She will be a confident learner who is curious about the world and seeks knowledge in a variety of subjects and situations.
Community Citizen	<i>Families and communities are valued partners.</i>	An LPA citizen is able to assess and negotiate a variety of contexts and environments and move comfortably within each at an age appropriate level. He has a strong sense of pride in himself, his family, and the St. Louis community, and sees himself as a citizen of his community. He has an interest in other cultures and a respect for approaching difference with a will to learn, grow, and help.
Effective Communicator	<i>Collaboration and cooperation improve results. Active citizens dedicate themselves to understanding the world.</i>	An LPA communicator speaks and writes with clarity and voice. She is able to state a point and support her reasoning orally and in written fashion. She understands that communication occurs through multiple forms and comes from a perspective or point of view, which she must seek to identify in order to better understand the message. She, in response, can communicate effectively in a variety of contexts.
Problem Solver	<i>Critical thinking and independent thinking skills are necessary for academic and career success.</i>	An LPA problem solver thinks critically and creatively about challenges, weighs various choices, makes decisions, and accepts the consequences of his decisions. He is beginning to identify and engage in critical thinking about larger challenges in our school, community, and world, and works to identify, try, and evaluate solutions to these challenges.
Teammate	<i>Collaboration and cooperation improve results.</i>	An LPA teammate recognizes that she is a member of many broader communities: classroom, school, neighborhood, city, country, and world. She knows that the team is important, because greater results can be accomplished when many minds and hearts work together. She values her teammates and community as family.

Leader	<i>Active citizens don't operate completely by themselves; they act as role models and mobilize others to make the world a better place.</i>	An LPA leader carries himself with confidence and knows that leadership involves leading with words, but more importantly, with actions. He understands that many different roles exist for leaders of different strengths, chooses his place, and acts as a role model for younger students.
Goal-Setter	<i>Education is freedom. Success is only given through hard work towards goals.</i>	An LPA goal-setter knows how to set goals, work towards them, and advocate for herself. She has and can articulate long-term goals for her life as well as short-term goals. She can break down a big goal into smaller steps and understands the effort needed to obtain an excellent education.
Optimist	<i>We all can and will learn. Active citizens believe they can make the world a better place.</i>	An LPA optimist possesses a hopeful outlook on life and understands that positive thoughts lead to positive actions. He knows that struggles will happen in life but explains these events with the attitude and language that such events are temporary, specific, and external. He feels empowered to change his own life and the lives of others.
Artist	<i>A well-rounded education includes arts.</i>	An LPA artist is comfortable expressing herself creatively. She has experienced a variety of means of creative expression and can identify the areas and types she most enjoys. She is able to demonstrate content knowledge and skills in grade level music and art expectations.

Schools that produce amazing results do so in large part because they expect amazing results. In addition to providing its students a well-rounded vision for long-term student success that will be incorporated into every facet of learning, Lafayette Preparatory Academy will set high academic standards for students with a laser-like and relentless focus on ensuring those results. As a reflection of these standards, every subject area department will have the following measurable achievement goals:

- By the fifth year of operation, 75 percent of students will score proficient or advanced on the Missouri Assessment Program (MAP).⁶
- By the fifth year of operation, 40 percent of students will score advanced on the MAP.
- By the fifth year of operation, students who do not score proficient or advanced on the MAP will cut in half the gap between their previous year's score and proficiency each year.

⁶ Students who are not yet eligible for the MAP will be evaluated primarily based on the NWEA MAP. Those who do not qualify for either will be evaluated primarily through the school's Friday Skills Assessment program.

In the end, 100% of students will be placed on the track towards academic success, either by immediately attaining school-wide proficiency goals or by showing significant growth towards proficiency each year.

Educational Philosophy

In order to meet this vision for its students, Lafayette Preparatory Academy must design the grade school with an effective learning environment that will properly foster this vision and ensure success. Lafayette Preparatory Academy's grade school distinctives include:

Enthusiastic, College Bound Culture

What a child believes about his future changes the way he approaches his education now. Studies show that a strong college-bound culture, one that ensures high school is not viewed as the end-point of education, is essential for success into the 21st Century workplace, even at an early age.⁷ Every aspect of Lafayette Preparatory Academy will emphasize academic excellence and the vision of eventually attending and succeeding in college. While we acknowledge that elementary students do not know if they will attend college, we will encourage students to gain the skills and knowledge necessary for college, so that they will set themselves up with the skill set to make the choice in the future. If students do not set the bar high and gain adequate skills to support any chosen path, they will limit themselves. Therefore, reminders of this strong college culture will be evident throughout the school. With banners in the classrooms and halls, college class names, and college school visits for 5th graders; students will realize that college is an expected goal and that success in college is attainable with the proper work ethic. To feed into this mindset, every aspect of every class will be goal-oriented; students will learn what it's like to set and reach goals, in math, in reading, in science, and across the board, because nothing breeds excitement like the confidence and feeling of success that comes from meeting goals.

Even just a peek in the door should reveal an evident enthusiasm. Because Lafayette Preparatory Academy feels strongly that learning should be exciting, teachers will be trained in delivering lessons that not only transfer information, but also build confidence and interest and engage students' natural curiosity and inquisitiveness.

Extended Learning Time

It takes time, effort, and practice to meet the challenge of high academic standards. Additionally, recent studies suggest that there is a direct link between extended learning time and student achievement.⁸ Armed with this evidence and the examples of other high-

⁷ U.S. Department of Education: Office of Innovation and Improvement, "Successful Charter Schools" (2004).

⁸ Farbman, David A. Tracking an Emerging Movement: A Report on Expanded Time Schools In America. National Center on Time and Learning (<http://www.timeandlearning.org/images/12.7.09FinalDatabaseReport.pdf>).

performing charter schools, the school day at Lafayette Preparatory Academy will be extended Monday through Thursday, running from 8:00 until 4:30.⁹ As a result, a student who attends Lafayette Preparatory Academy from kindergarten to 5th grade will receive roughly one year and a half's worth of more learning time than students in a typical St. Louis district school.¹⁰ In addition, the school will provide small group and one-on-one tutoring for students who need extra help and attention in order to master skills. Students in need of academic remediation, disciplinary consequences, or individual tutoring will receive extra attention during this time.

Differentiated, Data-Driven Instruction

Every student has different needs. Teachers at Lafayette Preparatory Academy will make it a constant point of emphasis to adjust and differentiate lessons to the levels and learning needs of each individual student, using data to inform and refine best teaching practices and ensure every student's success.

While many would criticize standardized testing, we believe testing is essential to pinpointing students' academic needs and measuring a school's effectiveness in meeting those needs. As a result, Lafayette Preparatory Academy will aggressively pursue high academic achievement by setting both short-term and long-term goals for each individual student and by using diagnostic, summative, and formative assessments to "drive" its instruction. During the first week of school, students will be assessed with age-appropriate, standardized diagnostic assessment tools, including the NWEA MAP¹¹ and the Fountas and Pinnell Benchmark Assessment. These initial assessments will give teachers the guidance to create action plans for each individual student. After that, the NWEA MAP and other appropriate assessments will be administered multiple times per school year for formative purposes, while a Friday Skills Assessment (FSA) will be used for measuring student progress over the course of the year. In order to maintain an appropriate balance between assessments and instructional time, Lafayette Preparatory Academy will utilize an assessment system that does not exceed 90 minutes a week.

Between diagnostic and summative assessments, teachers will be expected to utilize weekly formative assessments, while formally or informally measuring each student's daily progress. After each test, teachers will collaboratively analyze the results of these assessments and design the lessons for the next week with a specific focus on developing strategies for meeting the needs of students significantly below grade level. The significant amount of data generated by these assessments will not find itself in a binder in the school office. Rather, each teacher will use this data to generate action plans that are connected to

⁹ Students will be dismissed at 1:30 PM on Fridays to allow for added time for teacher professional development.

¹⁰ Based on SLPS school calendar from 2010-2011 School Year. Estimated 175 days, 6 hours per day.

¹¹ This assessment is currently used at Lift for Life, Construction Careers Center, Confluence Academies, and City Garden Montessori Charter School.

lesson plans, while designing targeted tutoring sessions and differentiated small groups.¹² In the end, teachers will not be casually evaluating or guessing what students need. At Lafayette Preparatory Academy, every teacher will take the initiative to make sure that every student gets more than a fair chance to master every standard.

Teacher-Directed, Inquiry-Based Learning

Robert M. Hutchens once said, “It must be remembered that the purpose of education is not to fill the minds of students with facts ... it is to teach them to think.” It’s imperative, particularly in primary grades, that students gain a strong conceptual understanding in each subject area, as well as begin the process of developing critical minds. Rather than simply dispensing information to students, teachers will combine fact drills with interactive lessons that invite critical thinking and require “discovery,” as teachers engage the students’ curiosity and guide them through the process of problem solving. Students won’t just be told foundational math facts; they’ll discover and prove them! This approach will help ensure greater retention of material and a stronger conceptual understanding, particularly in challenging subject areas like math and science.

Not only that, but Lafayette Preparatory Academy feels strongly that learning should be exciting and should encourage inquisitiveness. Similarly, students must begin to acquire some of the critical thinking skills that will enable them to reach their full potential in later grades, and an inquiry-based learning approach will create these desired results and will begin to build their confidence and ability as independent thinkers. Curricula that adhere to a similar philosophy have been selected accordingly, and teachers will be trained in the same manner.

Added Emphasis on Science

In schools around the country, science has taken a back seat to literacy and math, subjects that many would consider a prerequisite for all other learning. In Eva Moskowitz’s report “Lost in Space: Science Education in New York City Public Schools,” she writes:

Long before they can read, children ask endless questions – Why is the sky blue? Where does snow come from? – that can and should be explored in science class. Children love to experiment, and they love to ask questions, but our schools have not capitalized on that natural curiosity.¹³

Lafayette Preparatory Academy believes that it must capitalize on that curiosity. As a result, students will take science five days a week, for an hour each day. They will conduct experiments and will be encouraged to observe and ask questions about the world around them. At Lafayette Preparatory Academy, our students won’t read about frogs – they will dissect them!

¹² Bambrick-Santoyo, “Data in the Driver’s Seat,” *Educational Leadership* (2007).

¹³ Moskowitz, “Lost in Space: Science Education in New York City Public Schools,”

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.123.9207&rep=rep1&type=pdf>.

Relentless Focus on Literacy

While Lafayette Preparatory Academy will feature a schedule with more time devoted to science than the typical school, nothing will get more attention than literacy. Lafayette Preparatory Academy believes strongly that no child should be expected to succeed in the next grade, in other subject areas, or beyond school without being given the proper tools for successful reading and writing. As a result, Lafayette Preparatory Academy will use the research recommendations of a recent national report¹⁴ and create a literacy schedule that properly emphasizes all elements needed for effective literacy instruction - phonemic awareness, phonics, fluency, vocabulary, and comprehension. Additionally, the schedule will allow for whole and small group instruction within a standards-based balanced literacy program that doesn't only include fiction and novels, but non-fiction reading as well. Likewise, exposition will be an important component of the writing curriculum. While students will receive nine hours of direct literacy instruction per week, they will also be required to read daily at home, and parents will be asked to sign contracts ensuring that result. Finally, Lafayette Preparatory Academy realizes that students will enter the school with different vocabulary levels¹⁵ and develop reading skills at different paces. As a result, it will be paramount to hire a reading specialist(s) for special assistance during school hours and create an after-school program for students who require extra attention.

Environment Characterized by Structure, Rigor, Investment, and Support

In order to succeed and deliver on its mission, Lafayette Preparatory Academy must have a well-thought out and detailed approach to student management, particularly when dealing with different populations. At Lafayette Preparatory Academy, there will be a high code of conduct that is clear, detailed, and consistent throughout the school. Lafayette Preparatory Academy will adhere to the "Broken Windows" theory of school discipline, believing that if a big deal is made about the small issues, then many big problems can be avoided. Students at Lafayette Preparatory Academy will be expected to wear uniforms, adhere to strict behavior requirements during the school day, and actively participate in classroom activities. Each incoming student will be required to attend a two-week, half-day set of sessions during the summer just before the start of school where they will learn these expectations and values.

At the same time, Lafayette Preparatory Academy will operate with the assumption that, for all students to learn and contribute successfully to the school culture, they must be provided not only a high level of structure, but also the appropriate supports and reinforcements. We do not want to create a negative atmosphere or give up on any children no matter the time and attention they may require. As a result, Lafayette Preparatory Academy will operate under an interventionist, systems approach model that

¹⁴ Adler, "Put Reading First: The Research Building Blocks of Reading Instruction, Kindergarten - Grade 3" (2006).

¹⁵ Hart and Risely, "The 30 Million Word Gap by Age 3" (2003).

aims to support and promote positive, proactive behavior among all students¹⁶ with a constant focus on intrinsic motivation.¹⁷ Lafayette Preparatory Academy believes every student should be a part of a community of caring, understanding, and support, while at the same time excitement and investment.

Cultural Learning

An effective and complete education goes well beyond core academics. Lafayette Preparatory Academy will make it a constant point of emphasis to expose its students to types of individuals and cultures different than their own. We want our students to grow up learning to embrace, rather than avoid, differences and gain an enthusiasm for learning about places and people not normally encountered. In order to encourage this vision, Lafayette Preparatory Academy will take advantage of its location at the heart of the urban core of St. Louis. Classes will take part in various St. Louis multi-cultural events, ranging from the annual Japanese festival in the Botanical Gardens to the Festival of Nations each fall in Tower Grove Park. Numerous historic sites, from the Soulard Market to the International Institute to the Scott Joplin House, will be visited as well. Concurrently, teachers will regularly be encouraged and trained to find creative ways of incorporating elements of different cultures into the school environment. Classrooms will commonly take on the settings of targeted books and stories, hallways will adopt the themes of important social studies units, and speakers from all local St. Louis cultures will be frequently asked to pay visits to students at Lafayette Preparatory Academy. And, in the end, cultural learning will be baked into the very roots of Lafayette Preparatory Academy.

Service Learning

A service-learning program will lie at the core of Lafayette Preparatory Academy's vision for students becoming difference-makers in the world. In kindergarten, each social studies unit will culminate with a small, classroom-directed service project. Additionally, each class, with guidance from their teachers, will select a year long service project to complete as a community. As students progress through each grade level, their projects will require more and more critical thinking. By 5th grade, each student will be designing his/her own service project that will involve a research and presentation component. Additionally, Lafayette Preparatory Academy will highlight one value each month, incorporate it into the curriculum and each classroom, and select students who best exhibit that value to award with "Student(s) of the Month," all the while making character development a point of emphasis and discussion through exploration of poems, fables, fairy tales, and other literature with morals or messages. These strategies and others are

¹⁶ The most likely specific chosen model will be PBIS, which stands for Positive Behavioral Interventions and Support.

¹⁷ Sugai and Horner, "Introduction to the Special Series on Positive Behavior Support in Schools" (2002).

¹⁷ Once in high school, LPA students will engage in activities in small groups and gradually design and implement a service learning activity that will become part of the graduation requirements at Lafayette Preparatory Academy.

immensely important, as we believe ownership and initiative are critical for developing the kind of caring concern our students will embody when they graduate.¹⁸

Family Involvement

While our students will come from varied home environments and family units, Lafayette Preparatory Academy will hold to the uniform conviction that a child's education begins at home. Therefore, Lafayette Preparatory Academy will honor families and communities as valued partners in their children's success. As research demonstrates,¹⁹ a "positive and convincing relationship" between families and educators plays an essential role in student success. With the help of each student's family, Lafayette Preparatory Academy's staff will work to convince students and families that they can reach their goals if they work both diligently and collaboratively. Doing so will have a dual positive effect on the life of the student and the overall well being of the family unit. Lafayette Preparatory Academy will assume responsibility for this family involvement by engaging with families frequently and in a variety of methods. Information sessions will be held both during the application process and for new families after the lottery. Additionally, all students enrolled at Lafayette Preparatory Academy will attend a meeting with their families and teachers before the school year begins. This meeting will help outline the high expectations for all entities responsible for that child's education: including family, student, teacher and school. Teachers will contact families frequently and in a variety of methods to keep them updated on student academic progress and will commit to being available by phone before and after school to students and families. Meanwhile, weekly progress reports and weekly newsletters will be sent home with each student throughout the school year.

In response, Lafayette Preparatory Academy will expect and strive to ensure that, at least four times per year, 100% of families will participate in parent/teacher conferences. If a family cannot attend the conference at school, the teacher will arrange a meeting at the family's home or elsewhere. Parents will sign a *Commitment to Excellence* form ensuring their involvement in these matters.²⁰ The *Commitment to Excellence* will be the foundation for our shared culture at Lafayette Preparatory Academy. Families will be provided information about how to effectively partner as the support system for their student. Additionally, Lafayette Preparatory Academy will host at least four events per year aimed at celebrating student achievement and/or bringing families together. These events will range from a barbeque in the summer just before the start of the school year to award ceremonies during and at the end of the school year. Parents will be asked to volunteer their time at these events on a rotating schedule.

In addition to the formal programs that will be instituted to enhance family involvement in students' educations, Lafayette Preparatory Academy will seek to establish an overall ethos that celebrates the family and creates a culture that enables

¹⁸ Henderson, Johnson, Mapp, and Davies, *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships* (2007).

¹⁹ Please note that this contract is only requested of parents and students. By state law, the school cannot require parents and students to sign the contract.

parents/guardians and their children to thrive. In the end, Lafayette Preparatory Academy will be committed to edifying the family and enhancing home life as a valued partner of the school.

Greater Opportunities for Creativity

Whenever schools make high academic achievement the primary focus, it becomes easy for creativity to get lost in the shuffle. Lafayette Preparatory Academy believes strongly that those who truly lead society are innovators and entrepreneurs - those who don't just categorize objects and ideas as right and wrong - those who have the freedom and passion to pursue their own ideas. As a result, Lafayette Preparatory Academy will team its emphasis on inquiry and critical thinking with continual opportunities for creativity. Music education and composition will be offered, in addition to art, but even more than that, students will have the opportunity at every grade level and in every subject area to develop and work on projects that involve their own passions and ideas. In communication arts, students will have opportunities to showcase their own creative writing and poetry skills. In social studies, they'll identify needs in their communities they personally want to involve themselves with and develop plans to address those needs. In science, they'll be able to ask their own questions about how the world works around them and, in many cases, will be given the freedom to pursue those answers. In the end, Lafayette Preparatory Academy students will be given the proper tools to become creative thinkers and innovators.

A.2: Curriculum and Instruction

In order to see its mission realized and prepare its students for academic success and active citizenship, Lafayette Preparatory Academy will provide a relevant and rigorous standards-based educational program. Through a focus on skill mastery, literacy and inquiry across content areas, critical thought, and service learning, our teachers will use data-driven instruction to work with their students in becoming confident, compassionate, and active global citizens. We will realize our instructional vision through the following six building blocks of excellent instruction:

Diagram 2: Building Blocks of LPA Instruction

Standards-Based Unit Planning and Objective-Based Lesson Planning	Collaborative Data Analysis and Reflection	Response to Intervention Approach and Enrichment
Critical Thinking and Creativity	Service Learning and Community Involvement	Student Motivation, Goal-Setting, and Self-Efficacy

The building blocks will serve as a springboard for the required elements of any class or subject within the instructional program constructed to achieve our vision.

In forming our instructional program, Lafayette Preparatory Academy will identify, provide, and supplement research-based, results-driven curriculum that will ensure high levels of student achievement. During the first several years of operation, staff will utilize purchased curriculum programs and textbooks as a foundation off of which talented teachers may build. Purchased curriculum will be utilized as a research-proven resource, but will not be comprehensive, as teachers who are innovative, flexible and adaptable will adjust lessons to meet Lafayette Preparatory Academy's mission of providing instruction focused on inquiry, development of critical thinking skills, and differentiation meeting the needs of each student. As the staff and school develop the internal capacity, the curriculum for the school will be adapted and enhanced based on data analysis and the needs of the student population. The Head of School will play a critical role in making sure the school's curriculum and instructional materials are aligned to Missouri Show-Me Standards, Missouri State Grade Level Expectations, and Common Core State Standards. Work and support provided by the Head of School and, eventually the Director of Instruction, will

allow teachers to focus on lesson delivery and not on curriculum alignment. In the end, the standards will be our guide, while curriculum will remain a resource.

Literacy and Communication Arts Curriculum

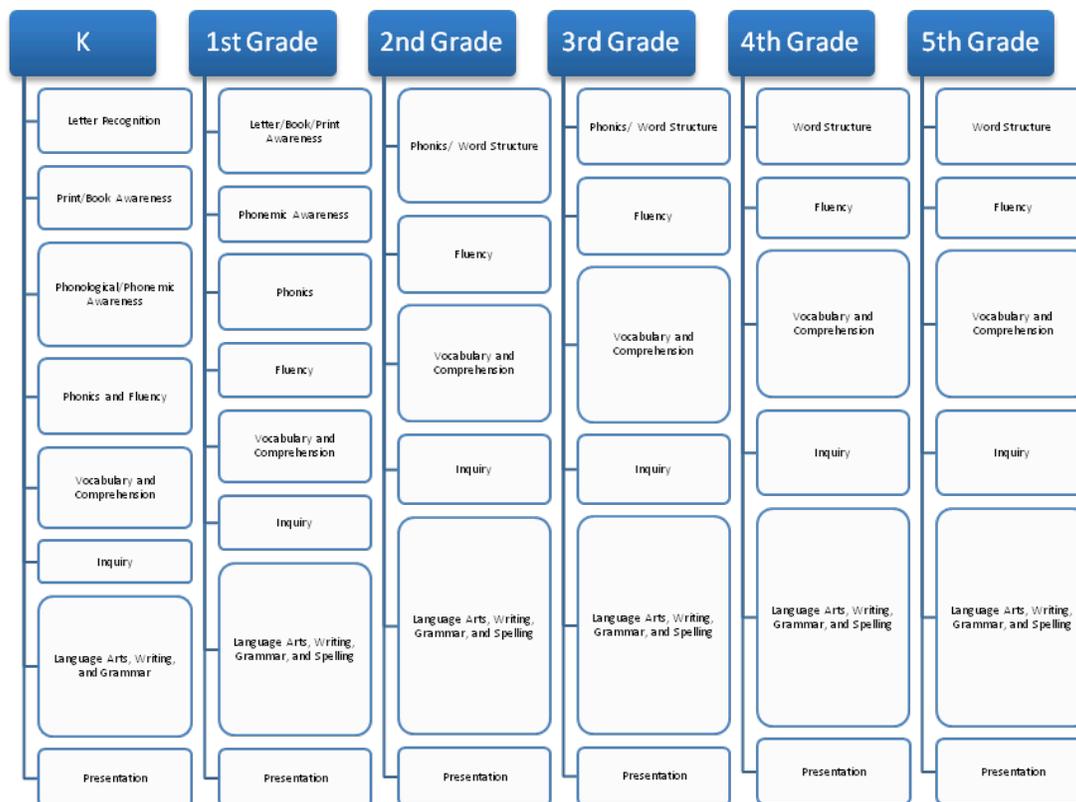
Through Lafayette Preparatory Academy’s literacy framework, students will become avid readers, eloquent writers, and creative and critical thinkers who not only know how to read and write but enjoy and love it. At the heart of the program will be our conviction that students become voracious readers and writers by reading and writing voluminously, and they develop the ability to express their ideas clearly and articulately through many daily opportunities to think and talk about great books, their own experiences, and the world around them. As a result, the Lafayette Preparatory Academy schedule will allow more time for literacy. Additionally, this extended framework will provide a balance between modeled teacher reading and writing, teacher reading and writing with students, and independent reading and writing by students. Throughout the week, students will have time set aside for independent reading, interactive read alouds, shared reading, guided reading, word study, writing workshops, interactive (team) writing, and non-fiction study.

In the process, *SRA Imagine It!* will be utilized as the primary resource for creating and executing a successful framework. *Imagine It!* is a research-proven curriculum²¹ that addresses five key areas of reading – phonemic awareness, phonics, fluency, vocabulary, and comprehension. The curriculum also supports Lafayette Preparatory Academy’s academic vision, as students are guided in an inquiry-based approach that helps them learn to question, investigate, and explore engaging concepts and topics. Simultaneously, *Imagine It!* will be supplemented by The University of Chicago’s *STEP (Strategic Teaching and Evaluation) Literacy Assessment Tool* and the *Fountas & Pinnell Benchmark Assessment System* for assessing students and managing data, *Scholastic Text Talk* for vocabulary and comprehension, *Junior Great Books* for fluency, and *Lucy Calkins’ Units of Study* for writing.

²¹ McRae, “The McRae Report: A Comparison Study” (2002).

The following chart outlines the sequence and grade-level emphases of the Lafayette Preparatory Academy literacy program:

Diagram 3: LPA Literacy Sequence²²



Mathematics Curriculum

The Mathematics curriculum at Lafayette Preparatory Academy will provide students not only with the opportunity to grasp key mathematical concepts and practical understandings, but the skills to grow as critical thinkers and problem solvers. We want our students to transcend the rote memorization and blind application of procedures that plague many math programs in the United States. We know that to be competitive in the global market, our students must have sound conceptual knowledge of math and be able to apply their skills fluently. Towards this end, TERC *Investigations in Number, Data, and Space* will be utilized as the primary K-5 Math resource. While also aligned to the Common Core State Standards, the *Investigations* program is built upon extensive classroom-based field-testing on how children most effectively learn mathematics. A research-proven curriculum,²³ it will offer students at Lafayette Preparatory Academy the chance to solve

²² Adapted from the *Imagine It!* K-5 framework.

²³ Gatti, "Pearson's Investigations in Number, Data, and Space Efficacy Study. Gatti Evaluation" (2009).

real world, contextualized mathematical problems, using conceptual understanding and procedural and computational fluency. It will allow classrooms to be centered on activity-based investigations, which encourage students to think creatively, develop their own problem-solving strategies, and work cooperatively. With this choice, students will be consistently writing, drawing, and talking about math in order to deepen their understandings.

Concurrently, Lafayette Preparatory Academy will supplement *Investigations* with *Cognitively Guided Instruction (CGI)*, a mathematical approach that requires students to use their own mathematical understandings to problem solve. CGI requires students to solve problems using their own mathematical strategies; these strategies are then shared with the entire class in order to advance all students' mathematical understandings.²⁴

Science Curriculum

Young children love to ask questions. Lafayette Preparatory Academy will capitalize on that natural curiosity with a hands-on, discovery-based science approach through which students will be encouraged to observe and ask questions about the world around them. Lafayette Preparatory Academy students will take science five days a week beginning in kindergarten. By the end of kindergarten, our students will have conducted more than 100 experiments. Certainly, Lafayette Preparatory Academy students will learn to be scientists by “doing science”. In this hands-on approach, Lafayette Preparatory Academy will place heavy emphasis on learning the processes and skills that students need in order to understand the scientific process and its implications. These processes (e.g. observing, sequencing, hypothesizing, classifying, describing, inferring, predicting, experimenting) will be valuable skills to reinforce across all disciplines. Additionally, Lafayette Preparatory Academy acknowledges that a comprehension gap exists between students' non-fiction and fiction comprehension; although non-fiction comprehension will be taught in the literacy program, the science teacher will work with the lead teacher team to reinforce expository text concepts and strategies within the science classroom.

The *FOSS* science program will be utilized as a resource for all science teachers. Activities are matched to the varied ways students think at different times in their lives, and the program is correlated to the hands-on, inquiry-based academic approach of Lafayette Preparatory Academy. As evidence shows, this inquiry-based approach in science has proven to foster ways of thinking, talking, and writing,²⁵ in addition to

²⁴ CGI has been implemented by seven Success Charter Network schools in New York with great success.

²⁵ Valadez, “Dispelling the Myth: Is There An Effect of Inquiry-Based Science Teaching On Standardized Reading Scores?” (2002).

supporting the development of reading skills, as students develop classification skills, oral communication skills, and positive attitudes towards science.²⁶

Social Studies Curriculum

Lafayette Preparatory Academy will be committed to developing thoughtful, analytical students of history. Students will gain both an appreciation for history as a discipline and a better understanding of the present through an understanding of the past. Through our guidance, we hope that our students will learn to look beyond themselves and engage more thoughtfully and empathetically with their world, as the Social Studies/Service learning program will lie at the core of Lafayette Preparatory Academy's vision for students to "be the change" they wish to see in the world. This approach will be largely project-based and will involve a large amount of teamwork. For our students to become active and involved participants in society, they need to be able to function in group settings and be given the opportunities to focus on problem solving and historical and sociological content and analysis. In kindergarten, each social studies unit will culminate with a small, classroom-directed service project. By fifth grade, each student will design his/her own service project that will involve a research and presentation component.

In addition to non-fiction comprehension, writing with appropriate style, organization, and mechanics will continue to be emphasized across Lafayette Preparatory Academy's Social Studies curriculum. As a resource, *Pearson's Scott Foresman Social Studies* curriculum will assist teachers in empowering students to connect, experience, and understand history and the world they live in through reading, hands-on activities, and technology and in a way that will positively impact students, as they go out and live in their communities. Students won't merely memorize facts, dates, and places, though they will certainly do that; they'll also take what they've learned and transfer that knowledge to new content, situations, ideas, and to their own lives and families.

Curriculum Development and Teacher Input

Strong curriculum development begins with the end in mind. In order to create rigorous and engaging lessons for students, a teacher must begin his or her planning with an understanding of the objective that he or she is trying to accomplish. Thus, Lafayette Preparatory Academy teachers will plan each lesson by identifying an outcome, as opposed to an activity. Only after carefully defining a manageable and measurable goal can a teacher move on to deciding how to assess whether the objective has been met and, after that, what sequence of activities will best help him or her reach this goal.

With this in mind, the curriculum described above and the framework in *Appendix A.2* are intended to provide a foundation for teachers' planning. However, teachers, and resultantly students, flourish best when they have the opportunity to innovate and bring their own ideas to the table.²⁷ So, while the Missouri GLEs (Grade Level Expectations) and

²⁶ Robinson, "The Use of Science Reform Instructional Methods and Their Effect on 3rd Grade Students' Participation and Attitude Towards Science" (2007).

²⁷ Gerver, *Creating Tomorrow's Schools Today* (2010).

Common Core State Standards will always serve as the foundation for curriculum development, and while everything produced must always be directed towards the mission, each year teacher lesson and unit plans that produce high levels of student achievement and engagement will be highlighted and revisited in common planning times. Effective strategies and ideas will be analyzed and incorporated into future planning, while teacher-created resources, from unit plans to individual lesson plans to assessment tools, will be saved in a central database for future use. Additionally, each summer, teachers will have four weeks of common planning/professional development, called Institute, during which the scope and sequence of the previous year in every subject area will be revisited and altered, where needed.

While the Head of School will undoubtedly serve as the central leader and will always have the power to make the final decision on permanent changes in curriculum, this teacher input and leadership will be expected at all levels of decision making. Teachers will not be expected to be passive employees simply following management decisions. Rather, all staff members will be invested in the school and its students and will be given the opportunity to participate in shared reflection, problem solving, and planning with the school leadership outside of the classroom. At Lafayette Preparatory Academy, an environment of collaboration, teacher input, and innovation will always be prioritized as a critical component for the school's long-term success.

Professional Development

Lafayette Preparatory Academy will view its teachers as Olympic athletes who must constantly train and improve their skills. In addition to offering teachers the opportunity to work within an educational community that values collaboration, Lafayette Preparatory Academy will offer its teachers and administrators extensive and ongoing professional development that will enrich the school culture and develop the school's rigorous academic program. In doing so, Lafayette Preparatory Academy will set 2-3 main areas of focus each year. In our first year of operation, we will focus on inquiry-based teaching strategies, culturally relevant teaching styles, and the establishment of a classroom and school culture. Professional development will be conducted by the Head of School, Director of Instruction, teachers, and outside experts in necessary areas. Staff will regularly visit other schools and attend outside professional development in order to identify further pedagogical innovations that will positively impact Lafayette Preparatory Academy instruction across the board. Additionally, Lafayette Preparatory Academy is positioned in a location in close proximity to the downtown core, which will provide access to professionals with widely varied expertise: mental health service, educational leadership, legal compliance, social services, scientific inquiry, writing for clarity, etc. Having access to such a talented and varied population will provide many resources to be utilized for professional development.

Institute

The Lafayette Preparatory Academy professional development program will begin with Institute, an intensive four weeks of staff development and common planning each July/August. During this time, new staff members will learn the school's academic and

behavioral systems, study individual student needs, absorb the school's assessment regime and data analysis system, and undergo training in instructional methods and classroom management. At the same time, returning staff will refine their instructional knowledge and skills, engage in data analysis, and work to refine the school's curriculum. By the time Lafayette Preparatory Academy students arrive to start the year, their teachers will be carefully prepared for their classes, will be socialized to approach behavior in a consistent and productive way, and will have a deep understanding of what it takes to help all students succeed. Institute will occur under the guidance and supervision of the Head of School, Director of Instruction, and Director of Operations with input and contributions from returning, successful, and respected teachers.

Weekly Professional Development

Frequent trainings throughout the year will build upon each year's Institute, covering everything from school and staff culture to student assessment and data analysis, as staff build upon and re-evaluate strategies from the beginning of the year. Each Friday, Lafayette Preparatory Academy will be dismissed from school at 1:30 PM. Throughout the afternoon, teachers and staff will engage in professional development activities, such as collective problem solving, grade-level and department meetings, and, most importantly, a cycle of three Inquiry Protocols, adapted from a similar model used by Uncommon Schools, that target the three most critical areas of staff development: the use of data to drive instruction, lesson planning, and proven instructional practices.

Data Analysis Inquiry Protocol – Lafayette Preparatory Academy will make it a point to develop and apply strategies that demonstrate success and flexibility – that can lead to student progress and can be adjusted to individual needs. The driving purpose behind this protocol will be to, first, build a culture of data-driven instruction that lives and thrives among teachers and to, second, develop skill with data-driven problem solving through constant practice. Teachers will present to colleagues data from recent assessments, describe the methods used in teaching the material, and lead conversations, as peers ask clarifying and critical questions, develop explanatory hypotheses, and suggest alternative instructional approaches.

Lesson Study Inquiry Protocol – The purpose of the Lesson Study Inquiry Protocol will be to focus teachers on the importance of effective lesson planning, to share and develop staff knowledge of effective lesson planning by mutual critique, and to develop and improve actual lesson plans. The Lesson Study Protocol has been used successfully at many high-performing charter schools, including Roxbury Preparatory Charter School, and has received extremely favorable teacher response. Under the protocol, teachers will present lesson plans they have prepared for the coming week to their peers, who will proceed to ask clarifying and critical questions about the plan in carefully timed segments before making suggestions for improvement or expansion of ideas. Such areas of concern will be centered around alignment between standards and lesson objectives, alignment between smaller components of the lesson cycles, feasibility of time allotments, effectiveness of lesson pacing, rigor and quality of proposed instructional materials, inquiry

strategy fostered among students, potential student misconceptions, and connections to prior and future learning.

Teaching Practices Inquiry Protocol – The purpose of the Teaching Practice Inquiry Protocol will be to develop effective instructional techniques by watching and discussing actual examples of those techniques, as demonstrated by other teachers within the school and outside master teachers with proven results. In the protocol, teachers will watch videos of themselves and their peers, in addition to videos of highly effective teachers collected from outside networks. Lafayette Preparatory Academy teachers will analyze the actions and methods that make the implementation of strategies effective and then discuss how they might use the technique in the coming days, paying particular attention to management, investment, and inquiry practices. Observations and reflections during subsequent days and weeks will then be designed to focus on and address teachers’ use of such techniques. As a result, teachers at Lafayette Preparatory Academy will not only significantly build their repertoire of high-performing teachers, but will do so consistently across classrooms, which maximizes effectiveness, and in collaboration and conversation with their peers. This, we believe, will build a “culture of craft” where teachers build effective classrooms by maximizing and aggregating the effectiveness of each interaction with students.

Initial and Long-Term Implementation

As Lafayette Preparatory Academy grows and as teachers gain experience within the school, they will be expected to take ownership and guide many facets of the school’s professional development program with oversight and direction from the Head of School and Director of Instruction. Teachers will instruct and lead guided discussions through each of the three primary protocols at a majority of the school’s Friday sessions. However, in the early years, until teacher leaders in the school are identified, the Head of School will assume many of the professional development responsibilities, as teachers become accustomed to and learn the intricacies of the school’s educational program. In an effort to avoid ‘overloading’ the Head of School in the first year, Lafayette Preparatory Academy will employ that individual beginning July 1, 2012 with a special emphasis being placed on planning the entire first year’s professional development during that pre-opening year. In following years, the Head of School will be expected to plan the coming year’s professional development as well as invite respected and relevant leaders in professional development to LPA during the summer. With the majority of the school’s operational responsibilities being given to its Director of Operations, the Head of School will be more freed up to act as the type of dynamic instructional leader that’s outlined in these plans.

Focused Instructional Leadership

The process of teachers constantly receiving advice, support, guidance, and feedback from a supportive leader is, we believe, the most powerful form of professional development. As a result, Lafayette Preparatory Academy’s leadership model will be specifically designed to allow its Head of School to focus on instructional leadership. While the Director of Operations will oversee and manage all non-academic aspects of the school,

the Head of School will be freed up to develop staff. At all times during the school year, informal evaluations will be a constant part of life at Lafayette Preparatory Academy. Such observations will occur at least once every two weeks for every teacher and will consist of at least 5-20 minutes of observation and as much as a full period of observation. Each teacher will then receive constructive feedback aimed at helping him push his practice. While it's expected that such focused attention from the Head of School will have a profound impact on instruction at Lafayette Preparatory Academy, less-experienced teachers will also be paired with more-experienced teachers, who will meet with them regularly to discuss their practice and develop goals for refining their teaching. Experienced teachers will be encouraged to provide professional development for the staff as a whole, in areas of expertise.

A.3: Assessment

Monitoring student progress will be an ongoing activity in all classrooms, as Lafayette Preparatory Academy is committed to continually using assessment data to “drive” instruction and decision-making. A variety of tools, listed in Table 2, will be used to monitor student progress, some formal and others more informal. In order to maintain an appropriate balance between assessments and instructional time, Lafayette Preparatory Academy will utilize an assessment system that does not exceed 90 minutes a week. Data will be used to guide teachers, as they make instructional decisions and inform school leaders in planning for interventions for groups and individual children each day. School leaders and teachers will use this data to adjust materials and lessons as needed, as this frequent collaboration and input will also influence professional development topics, which will constantly be reviewed and re-prioritized by the Head of School in order to meet teacher and student needs.

In addition to daily post-lesson assessments or “exit slips”, Lafayette Preparatory Academy will assess its students every Friday. Borrowing from Ralph J. Bunche Elementary School in California, which has implemented a similar system with great success, teachers will execute Friday Skills Assessments (FSA) every week in order to keep close track on student progress and maintain proactivity in scheduling and executing interventions and enrichment tasks. Each week, teachers will create the FSA at grade-level meetings for the following week. Each week will evaluate standards covered from the week, as well as an assortment of previously covered standards and related critical thinking skills. Teachers will administer the FSA on Fridays, and scores will be due to the Head of School by Monday morning. The Head of School or Director of Instruction will then publish school-wide FSA reports by the following week’s grade-level meeting. This data will be used to identify successful teaching practices and create and alter effective intervention schedules. It is a firmly held and research-proven²⁸ conviction that continual formative assessment is a critical component of attaining school-specific goals, and FSA will be an essential tool to accomplish this purpose.

²⁸ Marzano, *Formative Assessments and Standards Based Grading* (2010).

Another key component of Lafayette Preparatory Academy’s assessment program will be Fountas & Pinnell (F & P). The F & P Benchmark Assessment System has been field-tested in schools nationwide²⁹ and assesses the National Reading Panel’s five elements of reading (phonological awareness, phonics, vocabulary, fluency, and comprehension), as well as student motivation and interest in reading. Specifically, F & P assesses students’ independent reading readiness and reading in the following areas: comprehension within, beyond, and about the text, writing about reading, fluency, phonemic awareness, letter names, early literacy behaviors, phonics and word analysis, high frequency word reading, and vocabulary knowledge. Lafayette Preparatory Academy will administer the F & P four times each year (August, November, February, and May). The F & P is well aligned to the Common Core Standards, as well as state assessments.

As required by R.S.Mo 160.518, Lafayette Preparatory Academy will participate in the Missouri Assessment Program (MAP), when applicable. The NWEA MAP will serve as the primary formative tool for tracking progress towards year-end goals and will be administered four times per year. Such tools are aligned with Common Core Standards, as they are the state’s chosen assessment. The remainder of the Lafayette Preparatory Academy assessment program will cover a multitude of skills with a special emphasis placed on literacy and critical thinking skills. The assessment program is outlined in Table 2.

²⁹ Hienamann, “Field Study of Reliability and Validity of the Fountas & Pinnell Benchmark Assessment” (2009).

Table 2: Lafayette Preparatory Academy Assessment Program

Test	Grades	Selection/ Development	Purpose	Design and Format	How Teachers Can Use Data
Missouri Assessment Program (MAP)	3-5 Comm. Arts, Math; 5 Science	As stated in R.S.Mo 160,518, the MAP is a state requirement.	To understand how well students are learning and retaining Common Core State Standards (beginning in 2014-15).	The MAP will be administered according to all state-mandated protocols.	Administrators and teachers will gain an understanding of class mastery of standards, as well as which students may need extra support and which should receive enrichment.
Northwest Evaluation Association's Measurements of Academic Progress (NWEA MAP)	K-5	The NWEA MAP is a computer-based adaptive formative assessment aligned to Missouri state standards.	To glean student, classroom, and school-wide data in order to inform goals. The NWEA MAP will be administered four times per year, including once in August.	NWEA MAP assessments are administered individually using computers. As students respond to questions, the tests respond to each student, adjusting up or down in difficulty as needed.	Within 24 hours of each testing window, Lafayette Preparatory Academy teachers will know exactly what skills and standards individual students have mastered, making intervention and enrichment possible.
Friday Skills Assessment (FSA)	K-5	Borrowing from Ralph J. Bunche Elementary School, teachers will create the FSA at grade level meetings each week for the following week based on standards and skills that have recently been covered.	To measure mastery of objectives taught over the past week (1 st Grade and up) or two weeks (in kindergarten).	The FSA will include 10-25 minute assessments for math, communication arts, science, and social studies and will be administered at a class level. In kindergarten, administration will be done in small groups.	Continual data will help measure progress; scores will be due Monday morning to the Head of School, who will oversee and central database and publish school-wide FSA reports. Pull-out groups for the lowest-scoring students will be administered each Monday morning.
Fountas & Pinnell (F & P) Benchmark Assessment	K-5	F & P is a nationally recognized and widely used assessment system. It includes a strong comprehension component and is benchmarked against the F & P book-leveling system, which will be utilized at LPA.	To assess student's reading ability, specifically looking at accuracy, fluency, and, above all, comprehension.	F & P is administered one-on-one. Teachers select a book along a 26-level continuum (levels A-Z) and assess how accurately students can read. The teacher then conducts a comprehension conversation to see how well the scholar has understood the story.	Teachers will use data to differentiate instruction and pair scholars with proper books for independent reading. Teachers will additionally understand which students need additional interventions.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	K-2	DIBELS is a research-based set of procedures and measures designed to assess the acquisition of early literacy skills for primary students.	To monitor the development of pre-reading and early reading skills on a regular basis.	Teachers will administer short, one-minute DIBELS fluency measures on a bi-weekly basis. Each DIBELS score will indicate a student's fluency in sounds, phonics, and word use.	Teachers will be able to place students in reading groups based on levels related to specific skills.
Bi-monthly Compositions	K-5	Every other month, teachers will provide scholars writing prompts designed to test writing ability against grade-specific standards and ambitious, carefully designed rubrics.	To assess students' ability to write, looking specifically at their ideas, structure, details, and conventions.	The writing prompt will ask students to write a narrative, informative, or argumentative response using everything they know about writing. In 45-60 minute blocks, students will brainstorm, plan, and write their response.	Teachers will place students in writing groups based on growth areas and learn what whole-class teachings should be done to make students great writers.
Investigations Interim Math Assessments	K-5	Using Investigations' Unit Assessments as the starting point, teachers will pinpoint tasks that specifically test students' problem-solving and reasoning skills with appropriate rubrics where needed.	To stretch students' thinking and to show teachers where knowledge breakdowns occur in student thinking.	Interim Math Assessments will be full-hour, whole-class assessments that incorporate multiple-choice and open-ended questions at the end of every unit.	Teachers will see how well students are mastering state standards and learning skills through our rigorous math program. Assessments will be particularly helpful for interventions and differentiation regarding multi-step word problems.

Before the beginning of each school year, teachers, under the direction of the Head of School, will agree upon a set of ambitious year-end goals for each student. Working backwards from these goals, each grade level team will then determine what benchmarks students should be meeting at each primary test administration during the school year. From these goals, each team of teachers will decide at what level students should be at in November, February, and May in order to make sure they are on track to achieve each benchmark as assessed during FSA and other planned formative assessments. Upon receiving data, teachers will be able to modify goals, while these results will also help inform which students need interventions.

Raising the Bar

While working backward from a set of standards and goals and setting a certain bottom bar of expectations, Lafayette Preparatory Academy leaders and teachers will also ask bigger, more ambitious questions, not only “What do we want our students to be able to do?” but “What set of knowledge and skills will give them the ability to be competitors, leaders, and influencers of the future?” Armed with these types of questions, leaders and teachers will continually design and improve assessments with an eye towards rigor. Our goal will be to stretch students’ thinking. At Lafayette Preparatory Academy, we will never be satisfied with a test that almost all of our students ace – that tells us the test is too easy! During grade level meetings, teachers will continually re-evaluate the trajectory and effectiveness of assessments, always looking to raise the bar higher and challenge students in their critical thinking skills. We know that to compete and contribute in a global community, students must not only have a sound conceptual knowledge of math, they must be able to apply their skills fluently. In writing, they must not only be able to effectively communicate their ideas, they must be able to do so in an inspiring and eloquent fashion. In science, they must not only have a general grasp of concepts and how the world works, they must be able to hypothesize about and explore further issues. In order to ambitiously pursue this portion of the mission, assessments will constantly be re-evaluated, and students will continually be challenged.

Promotion Policy

Lafayette Preparatory Academy will use Fountas & Pinnell and other benchmark assessments, outlined in *Table 2*, to track and gauge student growth towards end of year goals. Student promotion will be determined based on student attainment of these goals and growth throughout the year with a review built into each eight-week cycle of intervention and assessment review. In addition, the school will keep parents abreast of student progress towards end of year goals and readiness for promotion to the following grade. Each year, the Head of School will make the final decision regarding student promotion in consultation with the student’s classroom teacher, parents/guardians, and other leaders, as applicable. However, with the right intervention system and proactive approach, Lafayette Preparatory Academy will strive to ensure that every student will be fully prepared for the following grade level every school year.

A.4: School Calendar and Daily Schedule

Lafayette Preparatory Academy will implement an extended school day in order to successfully execute its rigorous educational program. In compliance with R.S.Mo 171.031, Lafayette Preparatory Academy will provide students the minimum 174 days (with six additional days built in for “inclement weather days” in accordance to R.S.Mo 171.033.2) and 1,044 hours of regular instruction for all students. An extended school day Monday through Thursday will increase the hours of regular instruction to approximately 1,300 hours per year. While students will be released at 1:30 on Fridays to allow time for teacher professional development, the typical Monday through Thursday school day will run from 8:00 until 4:30. As a result, a student who attends Lafayette Preparatory Academy from kindergarten to 5th grade will receive nearly one year and a half’s worth of more learning time than students in a typical St. Louis district school. This extended day will give students the opportunity to engage in a rich and rigorous academic curriculum that will include more time for literacy as well as daily, inquiry-based science. An extended day will also give teachers more time to focus on individual student needs and execute necessary interventions.

In addition, Lafayette Preparatory Academy will employ a required 20-day summer school for students who don’t meet standards, commencing right after the regular school year is completed. With the additional time, these students will receive more than 1,400 hours of instruction in one year. If summer school financing is not provided, Lafayette Preparatory Academy will first seek to fund the program by requesting funding from local organizations with a vested interest in the success of our school, as well as community leaders and partners. We will utilize any available surplus in excess of the three percent targeted surplus, ask our landlord for concessions, consider cutting other expenses, etc. In the end, though, if we are unable to secure resources, summer school will be canceled and the school year will be 174 days.

All families will be encouraged to enroll in the full school schedule beginning in kindergarten, and kindergarten students will be eased into a full-day schedule at the beginning of their kindergarten year over a three-week process. However, parents and guardians of kindergartners will be given an ‘early-release’ option at the beginning of the year to pick up their child at 1:30 each day for the entire school year, rather than 4:30. This option will allow Lafayette Preparatory Academy the flexibility to recruit families who have historically anticipated and are seeking a half-day kindergarten scenario. In such cases, kindergartners will go home with additional reading and math activities compared with their peers, and parents will be trained at the beginning of the school year on how to effectively engage in reading activities with their children. Students who enroll in the ‘early-release’ option will be regularly assessed along with the rest of the student population in order to track successful progress towards individual goals. Moreover, students under this option will still receive more than one year of additional time than students in typical St. Louis district schools over the course of their time at Lafayette Preparatory Academy.

Lafayette Preparatory Academy’s Board of Directors is aware that the school will operate for an additional hour Monday through Thursday without state aid, as Missouri’s funding structure currently provides state aid for seven hours of instructional time per day. The school’s financial projections account for this funding structure, and the Board is aware that the school will not receive state aid for this additional time or for the Jump Start program. Financial projections anticipate the costs associated with additional instructional time and the Jump Start program. Costs for these operations are included in operating costs. In the fall of 2013, as well as in following school years, teachers will report in late July (as stipulated in their contracts), while new students will attend Jump Start in Mid-August, and the rest of the student population will start in late August. In compliance with R.S.MO 171.031.3, the Board of Directors will set up an earlier school start date than ten days prior to the first Monday in September.

Please see *Appendix A.4* for a proposed annual calendar for the 2013-14 School Year.

Daily Schedule

Lafayette Preparatory Academy’s daily schedule will be centered on its core educational distinctives: extended learning time, a relentless focus on literacy, a daily emphasis on science, and cultural and service learning.

Table 3: Kindergarten – 1st Grade Sample Daily Schedule

Monday – Thursday		Friday	
8:00 – 8:05	Greet class in cafeteria	8:00 – 8:05	Greet class in cafeteria
8:05 – 8:15	Morning Meeting	8:05 – 8:15	Morning Meeting
8:15 – 9:00	Literacy Skills	8:15 – 9:00	Literacy Skills
9:00 – 9:15	Math Facts/ Enrichment Act. ³⁰	9:00 – 9:15	Math Facts/ Enrichment Act.
9:15 – 10:00	Math Activity	9:15 – 10:00	Math Activity
10:00 – 10:15	Morning Activity/Recess	10:00 – 10:15	Morning Activity/Recess
10:15 – 10:45	Social Studies/ Service Learning	10:15 – 11:00	Science Activity
10:45 – 11:30	Science Activity	11:00 – 11:25	Lunch
11:30 – 11:55	Lunch	11:25 – 11:50	Recess
11:55 – 12:20	Recess	11:50 – 12:00	Transition/”Shout Outs”
12:20 – 12:30	Transition/”Shout Outs”	12:00 – 12:50	Reading Workshop
12:30 – 1:00	Interactive Read Aloud and Whole Class Conversation	12:50 – 1:15	Weekly Celebration/ Creed
1:00 – 1:40	Reading Workshop	1:15 – 1:30	Pack Up/ Dismissal
1:40 – 2:15	Writing Workshop	1:30 – 1:35	Dismissal
2:15 – 2:20	Snack	1:35 – 5:00	Staff Professional Development
2:20 – 2:45	Critical Thinking Activity		
2:45 – 3:20	Fitness (T, Th)/ Fine Arts (M, W)		

³⁰ Enrichment Activities

3:20 – 4:05	Character Education/ Cultural Learning		
4:05 – 4:20	End of Day Meeting/“Shout Outs”		
4:20 – 4:30	Pack Up/ Dismissal		
4:30 – 4:35	Dismissal		

Table 4: 2nd – 3rd Grade Sample Daily Schedule

Monday – Thursday		Friday	
8:00 – 8:05	Greet class in cafeteria	8:00 – 8:05	Greet class in cafeteria
8:05 – 8:20	Morning Meeting	8:05 – 8:20	Morning Meeting
8:20 – 9:00	Literacy Skills	8:20 – 9:00	Literacy Skills
9:00 – 9:10	Math Facts/ Enrichment Act.	9:00 – 9:10	Math Facts/ Enrichment Act.
9:10 – 9:55	Math Activity	9:10 – 9:55	Math Activity
9:55 – 10:15	Critical Thinking Activity	9:55 – 10:15	Critical Thinking Activity
10:15 – 10:50	Social Studies/ Service Learning	10:15 – 11:00	Science Activity
10:50 – 11:30	Science Activity	11:00 – 11:25	Recess
11:30 – 11:55	Recess	11:25 – 11:50	Lunch
11:55 – 12:20	Lunch	11:50 – 12:00	Transition/“Shout Outs”
12:20 – 12:30	Transition/“Shout Outs”	12:00 – 12:50	Reading Workshop
12:30 – 12:50	Grammar/ Spelling	12:50 – 1:15	Weekly Celebration/ Creed
12:50 – 1:30	Writing Workshop	1:15 – 1:30	Pack Up/ Dismissal
1:30 – 2:10	Reading Workshop	1:30 – 1:35	Dismissal
2:10 – 2:45	Fitness (T, Th)/ Fine Arts (M, W)	1:35 – 5:00	Staff Professional Development
2:45 – 3:20	Read Aloud and Whole Class Conversation		
3:20 – 3:25	Snack		
3:25 – 4:05	Character Education/ Cultural Learning		
4:05 – 4:20	End of Day Meeting/“Shout Outs”		
4:20 – 4:30	Pack Up/ Dismissal		
4:30 – 4:35	Dismissal		

Table 5: 4th – 5th Grade Sample Daily Schedule

Monday – Thursday		Friday	
8:00 – 8:05	Greet class in cafeteria	8:00 – 8:05	Greet class in cafeteria
8:05 – 8:20	Morning Meeting	8:05 – 8:20	Morning Meeting
8:20 – 9:15	Nonfiction/ Social Studies	8:20 – 9:15	Nonfiction/ Social Studies
9:15 – 10:30	Math	9:15 – 10:30	Math
10:30 – 11:05	Fitness (T, Th)/ Fine Arts (M, W)	10:30 – 11:05	Science
11:05 – 12:25	Literature	11:05 – 12:25	Composition

12:25 – 12:50	Lunch	12:25 – 12:50	Lunch
12:50 – 1:15	Recess	12:50 – 1:15	Weekly Celebration/ Creed
1:15 – 1:25	Transition/"Shout Outs"	1:15 – 1:30	Pack Up/ Dismissal
1:25 – 1:45	Grammar/ Spelling	1:30 – 1:35	Dismissal
1:45 – 2:30	Composition	1:35 – 5:00	Staff Professional Development
2:30 – 3:15	Science		
3:15 – 4:05	Character Education/ Cultural Learning/ Service Learning		
4:05 – 4:20	End of Day Meeting/"Shout Outs"		
4:20 – 4:30	Pack Up/Dismissal		
4:30 – 4:35	Dismissal		
3:00 – 3:30	Fine Arts		
3:30 – 4:05	Character Education/ Cultural Learning		
4:05 – 4:20	End of Day Meeting/"Shout Outs"		
4:20 – 4:30	Pack Up/ Dismissal		
4:30 – 4:35	Dismissal		

The daily schedule at Lafayette Preparatory Academy is designed to optimize student achievement and support teacher workloads. Research indicates that students learn best when the school day starts at 8 A.M or later.³¹ Cognitive research also indicates that students learn best right after the beginning of the day and just after lunch. In supports of the school’s relentless focus on literacy, all students will receive some form of literacy instruction at those times. In addition to daily literacy, math, and science, students will receive social studies four times per week and fitness and fine arts each twice a week. Throughout the school day, teachers will be encouraged to have brief class meetings and give students the opportunity to share what they’ve learned, as well as give “shout outs” to their fellow classmates who have done selfless acts or aided their classmates in learning so far that day. At the end of each week, the entire school will gather together to highlight students who have exhibited exceptional focus, achievement, and character, in addition to celebrating exciting projects and class accomplishments.

While not reflected in Tables 4-6, all teachers will have at least one preparatory period per day to work on planning, assessing student work, and communicating with families. Each teacher will also be given time for weekly communal planning time for grade-level teams and will receive 3.5 hours of professional development every week.

³¹ Heurich, School Start Time % Adolescent Sleep Trends (2005).

A.5: Target Population

Lafayette Preparatory Academy will serve students in the Downtown/Near Southside neighborhoods of Soulard, Lafayette Square, Clinton Peabody, King Louis (a.k.a. Darst Webbe), LaSalle Park, Downtown, and Downtown West.

These boundaries are being drawn in a very strategic manner. It's been no secret that the city of St. Louis has experienced a steady population decline in the past sixty years. However, a recent trend has been offering hope to the long-term health of the city's core. CEOs for Cities recently released a study,³² which found that in the last ten years the city of St. Louis has experienced the biggest percentage increase of any large city in the U.S. in the number of young, college-educated adults living within three miles of the city's core. Thanks to the renovation of older buildings, both residential and commercial, and the influx of shops, restaurants, and other urban amenities, downtown St. Louis and its near south side neighborhoods have been revitalized, and young adults are once again being drawn to the city of St. Louis not only as a place to live as singles or young couples, but potentially as parents of children.

While this surge of young people into the city's core is exciting and holds much promise for the continued renaissance of downtown and near south side neighborhoods, there's one very important caveat. Much of the continued success of this trend hinges on the city's ability to offer a quality education to these families with children. Although many of these young people have remained in their urban neighborhoods after starting their families, the city is likely to lose most of them to the suburbs by the time their children reach school age. As much as they love their urban lifestyles, most of these families are unwilling to send their children to underperforming schools. And those that don't have the options to move to the suburbs are often disadvantaged parents who have been continually forced to send their children to underachieving schools and need better options as well. As the evidence shows, schools in the Downtown/Near Southside neighborhoods have significantly underperformed and have been largely unable to provide either group with the kind of education both deserve.

³² "Young, College-Educated Population Booming in Urban Centers," CEOs for Cities, as reported in the St. Louis Post Dispatch, April 1, 2011.

Table 6: Elementary Public Schools in Downtown/Near Southside³³

School Name	Zip Code	3 th -5 th Grade Students ³⁴	Prof/Adv Comm. Arts	Prof/Adv Math	Prof/Adv Science ³⁵	% F/R Lunch
Henry Elementary	63106	91	16.5%	11.0%	0%	87.8%
Hodgen Elementary	63104	101	27.7%	31.7%	19.4%	93.9%
Jefferson Elementary	63106	78	10.3%	3.8%	0%	91.9%
Peabody Elementary	63104	94	42.6%	42.6%	17.9%	98.2%
Sigel Elementary	63104	110	10%	10.1%	5.8%	89.1%
Jackson Elementary	CLOSED					
Lafayette Elementary	CLOSED					

There is one private school, Soulard School, within our attendance zone. At K-6, it has an enrollment of 75 students. The one charter school, Imagine Academy of Cultural Arts with an enrollment of 519 students and a 90% F/R lunch population, opened in 2010 and was closed in 2012 due to financial mismanagement.³⁶

As has been acknowledged by the city’s political leadership, keeping young, educated adults in the city after their children reach school-age will require that the city, in the near term, offer new, innovative, and ultimately better educational options. Lafayette Preparatory Academy will be just that. As a charter school with the freedom to build the best possible educational program, we will offer the rigorous, multi-faceted education that students and their families need. With the emphasis on data and differentiation, as well as on our school culture, every student from any background will be able to succeed both academically and developmentally. Even more than that, we will provide the kind of diverse, multi-cultural environment that many families are looking for, as we all move more and more towards a diverse, global community.

³³ All information accurate as of 2011.

³⁴ Kindergartners and 1st and 2nd graders don’t take the MAP Assessment.

³⁵ Among elementary students, only 5th graders take the MAP Science Assessment.

³⁶ Thaman, “A Pattern of Inattention,” *St. Louis Post-Dispatch* (2011),

The targeted attendance zone of Lafayette Preparatory Academy is a diverse set of neighborhoods with the following demographics:

Table 7: Demographics of LPA’s Target Attendance Zone
(See Appendix A.5 for a full breakdown of LPA’s target attendance zone.)

RACE		HOUSEHOLDS BY TYPE	
Universe: Total Population		Universe: Total households	
Total population	29,364	Total households	15,776
White	49.2%	Family households with own children under 18 years	15.9%
Black or African American	46.2%	Married-couple families	15.4%
Hispanic or Latino of any race	1.2%	With own children under 18 years	4.7%
Asian	1.4%	Male householder, no wife present	3.5%
Other	3.2%	With own children under 18 years	2.3%
HOUSEHOLD INCOME AND BENEFITS		Female householder, no husband present	12.4%
Universe: Total households		With own children under 18 years	8.9%
Total households	15,776	Nonfamily households	68.6%
\$10,000 to \$14,999	8.0%	Households with one or more people under 18 years	17.4%
\$15,000 to \$24,999	12.3%	EDUCATIONAL ATTAINMENT	
\$25,000 to \$34,999	13.3%	Population 25 years and over	21,362
\$35,000 to \$49,999	14.2%	Less than 9th grade	5.1%
\$50,000 to \$74,999	14.3%	9th to 12th grade, no diploma	7.0%
\$75,000 to \$99,999	6.9%	High school graduate, includes equivalency	17.4%
\$100,000 to \$149,999	10.6%	Some college, no degree	19.2%
\$150,000 to \$199,999	2.3%	Associates degree	6.0%
\$200,000 or more	2.1%	Bachelors degree	26.5%
Mean household income	\$51,294	Graduate or professional degree	18.7%
OTHER INCOME MEASURES		High school graduate or higher	87.9%
Universe: Total Population		Bachelor degree or higher	45.3%
Per capita income	\$30,204	<i>Census Tracts Included: 1214, 1221, 1222, 1224, 1232, 1234, 1255, 1256</i>	
POVERTY STATUS OVER THE LAST 12 MONTHS			
Universe: Persons for whom poverty status is determined			
Persons Below Poverty	31.1%		

While *Table 7* describes the entire population within the attendance zone, the demographics specifically of school-age children are 59.4% African American, 36.5% Caucasian, 1.5% Asian, and 2.6% Other/Multi-Racial. Rather than ignoring or dividing that diversity, Lafayette Preparatory Academy intends to honor people from different spectrums and bring them together under a common purpose. Lafayette Preparatory Academy believes strongly that together we can build something that would be unattainable by any one group by itself. And our students will reflect that vision. Not only will they be inclusively reflective of our world, together our students will become harbingers of positive change.

Lafayette Preparatory Academy will open in the 2013-14 School Year with a maximum capacity of 46 students in Kindergarten and 48 students in 1st Grade. Classroom

sizes will gradually increase from a 23:1 teacher-student ratio in Kindergarten to 24:1 in 1st Grade to 25:1 in 2nd Grade. We have budgeted for 82% enrollment in the first year, so that would lead to only having a 19:1 student-teacher ratio in Kindergarten and 20:1 in 1st Grade. Therefore, if we reach only 82% enrollment, class sizes are reduced. If we reach 100% enrollment, the large class sizes will allow for more funding to hire staff to facilitate even more small group work. As often as possible, we will utilize Reading Specialists, Special Education teachers, and interns to assist teachers as they differentiate lessons to meet the needs of each and every student. Ample flex space will be utilized for pull-outs. Each additional year, the school will add 46 new kindergarteners and fill open seats in later grades caused by attrition. Anticipating a medium-to-low rate of mobility, due to the desire of most families to not change their children's educational track in the middle of their education, Lafayette Preparatory Academy anticipates a 7-8% attrition rate per year early on. We anticipate a low attrition rate for several reasons. First, we will be drawing from a localized area with a central location. Families will likely still be in close proximity to the school, even if they do move, so they will be less likely to change schools. Being located in the center of the transportation grid will also benefit families because Lafayette Preparatory Academy will be easily accessible from all areas of St. Louis. Furthermore, we will have developed a strong sense of community amongst our families. Therefore, families will be more likely to maintain a relationship with the school because it reaches into so many areas of their lives. Additionally, our families will be invested in the school. By staying in the city, rather than moving elsewhere or choosing private options, families will have taken a risk, and will therefore be more committed to the school as the final piece allowing them to establish permanent residence in a city that they have worked so hard to stay a part of.

After completing the enrollment process, whether by lottery or open enrollment, incoming students will be given diagnostic assessments and placed in the most appropriate level. It should be noted that such diagnostics will be based not only on content mastery, but also on problem solving, critical thinking, and overall current learning ability. While it is expected that some families will not be willing to have their student(s) placed in the most appropriate grade level, it is anticipated that the demand for the school, as Lafayette Preparatory Academy gains a reputation and as the number of families within our borders continues to trend upward, will balance this impact. In the 6th year of operation, Lafayette Preparatory Academy's Elementary School will be fully enrolled, Kindergarten through 5th Grade, with approximately 294 students.

Table 8: Anticipated Enrollment³⁷

Grade Levels	2013-14	2014-15	2015-16	2016-17	2016-17
K	46	46	46	46	46
1 st	48	44	45	48	48
2 nd		46	43	47	50
3 rd			45	45	50
4 th				47	50
5 th					50
Total Students	94	138	180	233	294

A.6: Special Student Populations

In order to fully serve all our students, Lafayette Preparatory Academy is committed to providing a free and appropriate public education (FAPE) and meeting the unique educational needs of any student with Limited English Proficiency (LEP), requiring an Individualized Education Program (IEP) under Missouri state law. At Lafayette Preparatory Academy, it is our belief that every student can and should achieve the school's academic and non-academic goals. Moreover, Lafayette Preparatory Academy will employ co-teaching practices, educating students with disabilities in the least restrictive environment (LRE) with their non-disabled peers to the extent appropriate and allowed by each student's IEP and all applicable regional and federal laws, including the Individuals with Disabilities Education Act (IDEA). Outside of the classroom, tutoring, counseling, physical, occupational, speech, and language therapy services will be provided (either by staff or specially contracted professionals), as needed, for those with special needs. Special classes, separate schooling, or removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Lafayette Preparatory Academy will hire an appropriately certified special education staff member to serve as the Special Education Teacher. In accordance with the students' IEPs, special education staff will ensure that classroom teachers and related service providers at the school are knowledgeable about the needs of students with disabilities, informed of their responsibilities for particular students, and equipped with the support and training they may require to implement each program.

Special Education Process

Considering Lafayette Preparatory Academy's intent to meet the needs of each and every student, no child will be discriminated against based on physical and/or mental

³⁷ We anticipate that 3-4 students will leave per grade per year. In the opening years of the school, we are planning conservatively, as if we will not be able to fill all those seats. However, once the school has gained a good reputation, we expect those seats will gradually be filled. By the third year, we expect to fill 2-3 of the lost seats in each grade. By the fourth year, we expect to fill 4-5 of the lost seats in each grade. By the 5th year, increased demand will bring the school to full capacity.

disability. If it is suspected that the student has a disability, the teacher, school administration, or school social worker will give the student's information to the school Child Study Team (CST). The CST will be comprised of school staff and will help determine if a child has a suspected disability. The CST will assist the teacher in implementing various researched-based interventions with that particular student, evaluating examples of student work, and tracking progress with the intervention. During follow-up meetings, the CST will recommend if a student should be evaluated for a disability. The student's parent or guardian will be notified at an appropriate time prior to being evaluated for a disability.

If it is determined that the student is a "child with a disability" as defined by IDEA, he or she will be eligible for special education and related services. Within 30 days, the school will convene an IEP team to develop an Individualized Education Plan for the student. The IEP team will be made up of a regular education teacher, special education teacher, local education agency representative, parent or guardian, and all other relevant individuals including therapists, counselors, nurses, and administrators who are important in the planning and implementation of the IEP. The purpose of each meeting will be to talk about the child's unique educational needs, write the IEP, and then determine placement based on the IEP. The IEP team will meet to review the child's IEP at least once a year to determine whether annual goals are being achieved. At least once every three years, all students with IEPs will go through a re-evaluation, which could include retesting of the student.

Special Education Parental Supports

When a student does not have an IEP but the parent feels his/her child should be evaluated, he/she may initiate the process as well. This request may be in either a written or oral form, so long as signed consent is provided, by the parent, on a Notice of Action before the child is tested as part of the evaluation. Within 60 days of receiving the written consent, a contracted special education evaluator will complete the testing, and the evaluation meeting will be held. After that, parents of students with IEPs will be kept informed of their children's progress in several ways. First, teachers at Lafayette Preparatory Academy will be expected to maintain consistent communication with all families. In addition, all students with IEPs will receive progress reports each month to be signed by parents and returned to the school. Parents of students with special needs will then meet with the team of teachers and special education coordinator to review the student's IEP and share the progress attained each year.

It is anticipated that 14%³⁸ of Lafayette Preparatory Academy's student population will qualify for special education services. In addition to hiring one part-time special education teacher in the first year, Lafayette Preparatory Academy will budget \$18,717 in the second year for contracted special education services like a school psychologist or other related services. Additionally, Lafayette Preparatory Academy will provide the appropriate accommodations for homeless students.

³⁸ State average as reported by the Special Education Advisory Panel and DESE (03/23/10).

English Language Learners

Based on the demographic data of Downtown/Near Southside neighborhoods, it is expected that less than 8% of students will be English Language Learners (ELL).³⁹ However, Lafayette Preparatory Academy will ensure that all enrolled ELL students with limited English proficiency (LEP) achieve proficiency in English as quickly as possible. School staff will be prepared to accommodate these students in the most effective way possible. When necessary, the school will hire or contract out for LEP services and assistance.

Identification Process

In order to identify LEP students, Lafayette Preparatory Academy will include a section for all parents to indicate Primary Home Language on the enrollment form. Additionally, Lafayette Preparatory Academy teachers will be responsible for observing each student throughout the class day with an eye toward detecting limited English proficiency. All teachers will receive professional development training on techniques for detecting whether a student has English language deficiencies and on communicating with students designated as ELL students. Any student suspected of having limited English proficiency based on the response on the enrollment form or teacher observation will be given the W-APT (the WIDA-ACCESS Placement test) to determine if and what level of services, if any, is necessary.

Once a student is identified as an ELL student, parents/guardians will be provided informed parental notification as to why the child is in need of placement in a specialized language instruction program within thirty days after the beginning of the school year. If the child enters Lafayette Preparatory Academy during the school year, the parents/guardians will be notified within two weeks. Parents may choose to immediately remove the child from an ELL program. Lafayette Preparatory Academy will notify the parents of any failure of the program to make progress on the annual measurable objectives within thirty days after this failure occurs.

Services

Lafayette Preparatory Academy will implement a content-based English for Speakers of Other Languages (ESOL) approach to educating students with limited English proficiency. If possible, students will not be removed from the regular education classrooms, as the content will be delivered in a way that makes the content understandable for the student. All instruction will be in English, and the level of instruction – both verbal and written – will be modified appropriately for each ELL student, and professional development will be provided to train staff in the most effective methods for such instruction. Additionally, Lafayette Preparatory Academy will make it a priority to employ at least one teacher who has ESOL certification who will be able to utilize pull-out time to work with ELL students in a one-on-one or small group environment.

³⁹ This number is based on the average ELL population in St. Louis.

If the percentage of ELL students at Lafayette Preparatory Academy is significantly higher than expected, a structured ESOL immersion strategy will be employed. Lafayette Preparatory Academy, in such a scenario, would provide a bilingual teacher who would work with students in a self-contained classroom, providing the same levels of instruction of the regular education classrooms.

Homeless Students

The Board of Lafayette Preparatory Academy will adopt a policy and procedure addressing the needs and rights of homeless students. Homeless students are any students whose residence is not fixed, regular or adequate. If a student is determined to be homeless, and there is availability at Lafayette Preparatory Academy, that student will be enrolled without the typically required enrollment paperwork. Transportation will be provided for the student. Lafayette Preparatory Academy will assist the student in finding resources to help the student in his or her pursuit of academic success.

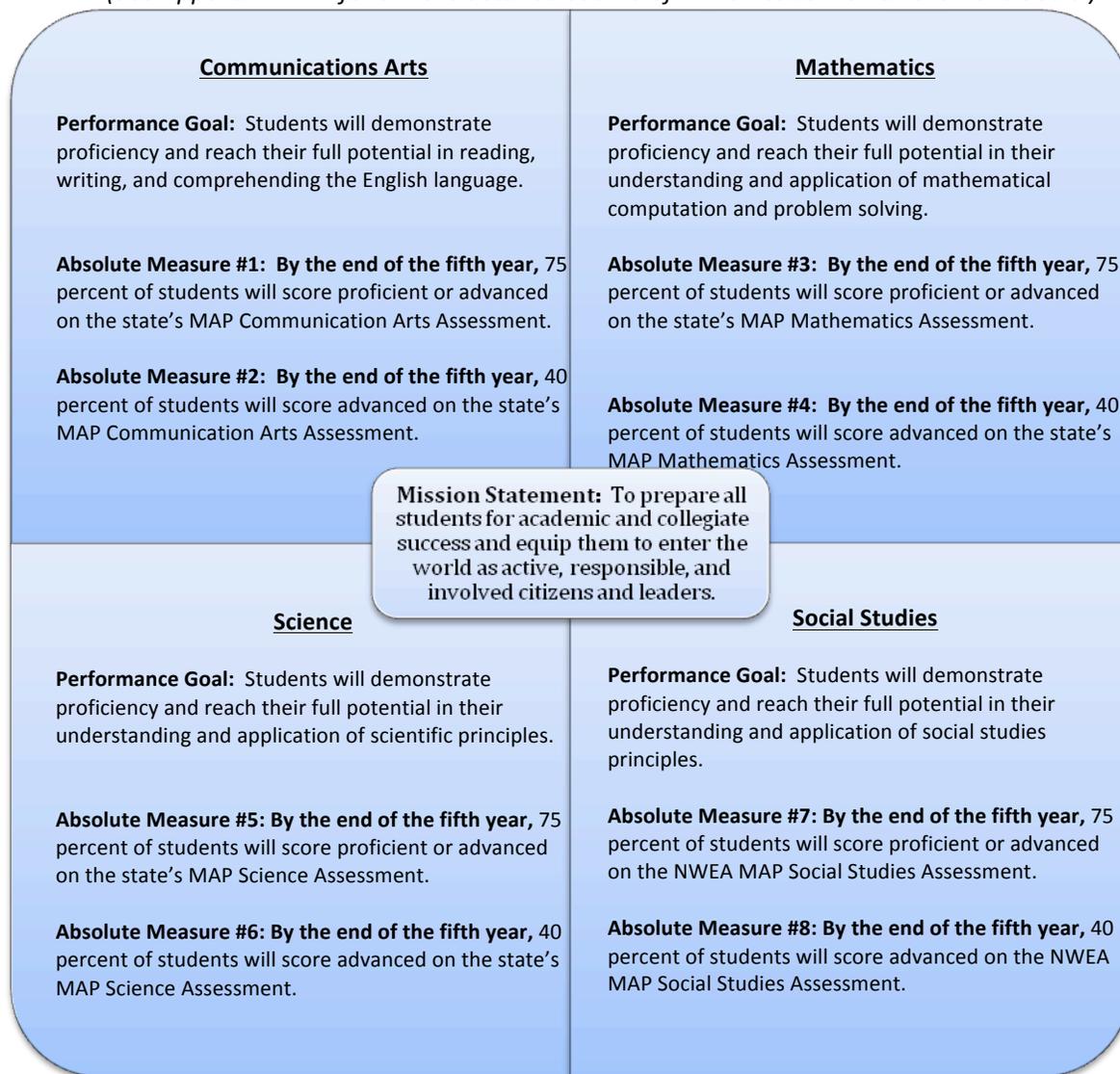
A teacher, until the time that a social worker is hired, will serve as the Homeless Coordinator at Lafayette Preparatory Academy. Once a social worker is hired, he or she will serve as the person to provide student support services.

A.7: School-Specific Goals and Objectives

In order for Lafayette Preparatory Academy to succeed, we must have clear, measurable, ambitious, yet attainable goals that can help set the course for the entire operation of the school. Flowing from its mission, Lafayette Preparatory Academy has set the following academic achievement goals we intend to strive relentlessly towards:

Diagram 4: Academic Achievement Goals⁴⁰

(See Appendix A.7-1 for a more detailed outline of LPA’s Academic Achievement Goals.)



⁴⁰ In Communication Arts and Mathematics, students will only be eligible for the Missouri Assessment Program beginning in 3rd Grade. Considering Lafayette Preparatory Academy’s desire for students to not only achieve high levels, but also maintain them, the school’s academic goals will be geared towards students achieving proficiency in every eligible year (3rd – 5th Grades). Additionally, these public goals will only be applicable for students who are in their third year in the school or later. There will be internal goals for newer students. In Science, students will only be eligible for the MAP in 5th Grade. Meanwhile, there is currently no MAP test in Social Studies for elementary students.

The goal for students who do not attain proficiency will be to see the gap between their previous year’s score and proficiency cut in half. ⁴¹

Lafayette Preparatory Academy will also monitor our MAP Performance Index to insure that we improve every year. Rather than build our goals in comparison to St. Louis Public Schools, we will set our own bar and strive towards it.

At the same time, Lafayette Preparatory Academy desires to go beyond academics and create an experience that positively impacts the lives of the entire families. Parents and families will be valued partners, as Lafayette Preparatory Academy strives to create a community of both achievement and care. This emphasis will help set the tone, as students are equipped to enter the world as active and involved citizens and leaders. Flowing from this aspect of the mission, Lafayette Preparatory Academy has set the following non-academic goals:

Table 9: Non-Academic Goals⁴²

Mission Statement	To provide students with academic core knowledge as well as the ability to reason, solve problems, and communicate and execute solutions in service and concern for their community as they prepare for academic success.
Performance Goal	Students and their families will become active parts of the larger Lafayette Preparatory Academy community.
<i>Absolute Measure #1</i>	95 percent of families will attend at least one of Lafayette Preparatory Academy’s four annual family events. ⁴³
<i>Absolute Measure #2</i>	Lafayette Preparatory Academy will obtain an overall attendance rate of 75 percent at the four annual family events.
Performance Goal	Students and their families will enjoy being a part of the Lafayette Preparatory Academy community.
<i>Absolute Measure #3</i>	Lafayette Preparatory Academy will obtain an 85 percent satisfaction rating from parents with at least a 90 percent received response rate.
Performance Goal	Students and their families will be enthusiastic and committed to education at Lafayette Preparatory Academy.
<i>Absolute Measure #4</i>	Lafayette Preparatory Academy will obtain an average daily attendance of 96 percent.
<i>Absolute Measure #5</i>	Lafayette Preparatory Academy will obtain a student retention rate of 95 percent.

⁴¹ In years before students are eligible to take each state MAP Assessment, the NWEA MAP Assessment program will be used as the primary tool for measuring achievement. In years before NWEA MAP Assessments are available, the Friday Skills Assessment program will be the school’s primary assessment tool.

⁴² These goals will be measured annually, but the absolute measure is to be evaluated after the fifth year of operation.

⁴³ This does not include parent-teacher conferences.

Performance Goal	Teachers and staff will enjoy and be committed to positively impacting Downtown/Near Southside neighborhoods through Lafayette Preparatory Academy.
<i>Absolute Measure #6</i>	Lafayette Preparatory Academy will obtain a staff retention rate of 90 percent.
Performance Goal	Lafayette Preparatory Academy will be marked by a tight, yet positive school culture.
<i>Absolute Measure #7</i>	Lafayette Preparatory Academy will have an average of one or fewer suspensions a month per grade.

UMSL will review academic progress annually through the use of an Accountability Plan. There are three types of outcomes measures used in the accountability plan: absolute, comparative, and growth. UMSL is committed to setting and ensuring high academic outcomes for all students enrolled at LPA. Should the academic targets not be met, additional resources and support will be provided through UMSL in targeted areas with the intention of increasing outcome measures.

At the end of the charter term, should academic outcomes not be adequate, showing significant growth, or meeting UMSL standards then the UMSL will remove itself as the sponsor and/or revoke the charter in accordance with charter school statute.

A.8: School Climate and Discipline

Strong school culture is essential for any school’s academic success. Lafayette Preparatory Academy believes that without a safe, orderly, and respectful environment, children cannot learn. Not only that, but without a caring, supportive, and positive environment, children cannot thrive. As a result, Lafayette Preparatory Academy will adopt a preventive and pro-active approach to discipline to ensure that students behave properly in the first place and that there are no obstacles to learning. This will involve a warm-strict view of discipline that holds that good behavior, like academics, must be taught. It also believes that the small stuff matters and, therefore, even minor infractions will not be tolerated. The goal is for students to become self-disciplined and self-directed individuals who respect others, the community around them, and themselves.

Lafayette Preparatory Academy will operate under the evidence-based and research-proven⁴⁴ PBIS, or positive behavioral interventions and support, approach. PBIS is a systems approach model that aims to support and promote positive, proactive behavior among all students. The key features of this system will include (1) a prevention-focused continuum of support, (2) proactive instructional approaches to teaching and improving social behaviors, (3) conceptually sound and empirically validated practices, (4) systems

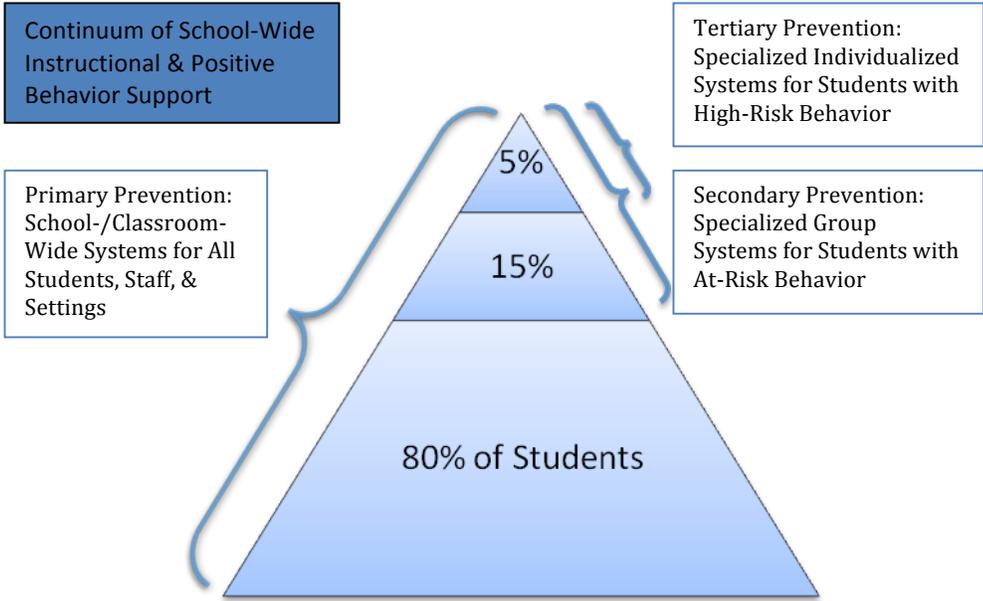
⁴⁴ Homer, Lewis-Palmer, Irvin, and Sugai, “The school-wide Evaluation Tool (SET): A research instrument for assessing school-wide positive behavior supports” (2004).

⁴⁴ Sugai and Horner, “Introduction to the Special Series on Positive Behavior Support in Schools” (2002).

change to support effective practices, (5) data-based decision-making, and (6) investment that focuses on and builds intrinsic motivation above all.⁴⁵

Lafayette Preparatory Academy’s primary behavioral support systems will serve as the first tier of PBIS, or “primary prevention,” which will aim to reach the 80% of a school’s students without chronic behavior problems. Armed with the belief that we can proactively and effectively teach children appropriate behavior, this prevention will consist of rules, routines, and values that will build into students a social ethos and encourage their good choices. The secondary level of prevention will provide specialized group systems, focusing on the 15% of a school’s students who may demonstrate at-risk behavior, even in the presence of effective primary prevention. This prevention will focus on particular subsets of students who require increased structure and predictability, as well as a more consistent flow of progress monitoring and feedback. At the level of tertiary prevention, Lafayette Preparatory Academy will create individual and specialized systems for the 1-5% of students with intense, high-risk behavioral needs. This prevention will be designed to assess the root of individual students’ behavioral issues and respond with an appropriate, collaborative, and comprehensive set of targeted interventions. Taken together, Lafayette Preparatory Academy will make it a point to meet the needs of each student, as they learn “how to learn” within a community. The table below demonstrates how Lafayette Preparatory Academy will structure the core elements of behavioral support at each of these tiers.

Diagram 5: Tiers of PBIS



An example set of PBIS structured-interventions is attached in *Appendix A.8*.

Professional Development

It will be a point of emphasis at Lafayette Preparatory Academy that all classrooms, while each distinct, carry the same set of expectations. We hold strongly that students flourish the most in consistent environments. As a result, all teachers will receive training in the PBIS system, as well as the *Stop and Think!* social skills program. *Stop and Think!* helps teachers model the skills of listening, following directions, asking for help, ignoring distractions, accepting consequences, apologizing, dealing with teasing, handling peer pressure, and setting goals. In addition to receiving this training as directed by the Head of School, who will receive consultation from a regional PBIS consultant, during Institute teachers will meet both as a group and as grade-level teams to construct a vision of classroom culture. Teachers will discuss in detail what 100% means, what quiet looks like, how lines will proceed in the halls, and what level of whisper voices are acceptable. Time spent on these norming procedures will prove invaluable in Lafayette Preparatory Academy's effort to achieve "one band, one sound" amongst the myriad of adults helping to shape the school's culture.

Jump Start

Each year incoming students will attend a two-week, half-day set of sessions during the summer just before the start of school where they will learn the Lafayette Preparatory Academy expectations and values. Additionally, students will meet their teachers, learn school chants and what they mean, set goals, practice transitions, learn the school dress code, and receive an overall introduction on what it means to be a part of the Lafayette Preparatory Academy community. By the end, students will be expected to "hit the ground running", as they will be expected to be able to articulate how to transition, how to listen, how to behave at lunch, and the expectations, as well as the positive and negative consequences, established in their classrooms. Jump Start will be planned and monitored by the Head of School, while direct instruction and modeling will be carried out by the teachers. All staff will be a part of Jump Start.

Dress Code

Lafayette Preparatory Academy students will be required to wear uniforms. These uniforms will denote our students' identities as part of a special community, minimize the differences in economic backgrounds between children, reduce the stress level associated with children's desires to keep up with fashion trends, and minimize distractions to learning at Lafayette Preparatory Academy. A typical Lafayette Preparatory Academy student will wear a seasonally appropriate uniform with slacks, shorts, or skirts that are of an appropriate length/size and that fit securely above the waist. Belts will be required, and sagging pants will not be allowed.

Student Discipline

While the Lafayette Preparatory Academy approach to discipline will be primarily preventative, teachers will be expected to be quick to implement appropriate consequences for negative behavior, ranging from low-level consequences (non-verbal cues, conferencing

with student, loss of privileges) to mid-level consequences (detention, parent phone call, parent conferencing). When certain, more extreme behavioral offenses occur, administration will step in and react appropriately. As evidence suggests, student achievement is higher in schools where student discipline issues are addressed at the administrative level.⁴⁶ Such offenses will sometimes result in in-school suspension, while other more serious violations will result in out-of-school suspensions. Only the most egregious violations – those that put students and/or the school in serious physical danger or continually and persistently disrupt school or classroom activity– will be considered grounds for expulsion. In such situations, the Board of Directors will afford the student a hearing, pursuant to R.S.Mo 167.161.

Short-Term Suspension

A student who has committed any of the infractions listed below will be subject minimally to a suspension of 5 or fewer days. The Head of School will reserve the right to adjust the punishment for each infraction per his or her judgment and will determine whether each suspension should be in-school or out-of-school, based upon each student's needs and situation. Disciplinary infractions will include but will not be limited to:

- Attempt to assault any student or staff member (including play-fighting)
- Abuse school property or equipment or vandalize school property causing minor damage
- Endanger the physical safety of another by the use of force or threats of force that reasonably places the victim in fear of imminent bodily injury
- Continually engage in conduct which disrupts school or classroom activity
- Use obscene or abusive language or gestures
- Fail to complete assignments, carry out directions, or comply with disciplinary sanctions

Long-Term Suspension or Expulsion

A student who is determined to have committed any of the infractions listed below will be subject minimally to a long-term suspension of more than 5 days or possibly expulsion. The Head of School will reserve the right to adjust the punishment for each infraction per his or her judgment. Disciplinary infractions will include but will not be limited to:

- Assault any student or staff member
- Persistently engage in conduct which disrupts school or classroom activity
- Possess, use, attempt to use, or transfer any weapon, such as a knife or razor blade

The Head of School will notify the parents or guardians in writing that the student has been suspended from school. Where possible, notification also shall be provided by

⁴⁶ Hirsch and Church, "North Carolina teacher working conditions survey brief. Teacher working conditions are student learning conditions" (2009).

telephone if the school has been provided with an accurate contact telephone number. Any student who is expelled or given a suspension of longer than 10 days will have the right to appeal the decision in writing to the Board of Directors within 5 days (in the case of a long-term suspension) or 10 days (in the case of expulsion). Hearings to consider the expulsion of a student will be held in executive session unless the parent requests an open hearing.

Students who are suspended will be required to make appropriate amends for their actions before being welcomed back into our community. Suspended students will also be responsible for making up all missed work within an agreed upon timetable.

Discipline for Students with Special Needs

SPED students with an approved IEP will be held to the same standards as other students. However, Lafayette Preparatory Academy acknowledges the special rights of IEP students, as it relates to disciplinary issues. Accordingly, discipline for SPED students will be handled within the context of their respective IEPs to determine if the conduct in question is related to previously identified disabilities.

Short-term suspension (ten school days or less in a school year) will be handled on a case-by-case basis. School personnel may remove a child with a disability who violates a code of student conduct to an appropriate interim setting or suspension for not more than ten school days in a year, in accordance with 34 CFR §300.10.

Any subsequent removals of a student over ten school days cumulatively in a school year will require a determination of a pattern of suspension or be treated as a long-term suspension. If no pattern is created, school personnel must determine the extent to which services are required on the 11th school day, and thereafter, and the location in which the services will be provided to enable the child to appropriately progress in general curriculum and appropriately advance towards achieving goals set out in IEP, as is required in 34 CFR §300.20. The school's IEP team will hold a manifestation determination hearing for SPED students facing a suspension of ten days or more pursuant to the Federal IDEA regulations to determine if the behavior in question is a result of, or had a relationship to, a student's disability or was a direct result of the school's failure to implement the student's IEP properly.

If the Manifestation Determination indicates that the conduct is found not to be a manifestation of the disability, the school may request a change of placement for the student (34 CFR §300.50). If the conduct in question is found to be a manifestation of the disability, or is the result of Lafayette Preparatory Academy's failure to implement the IEP, the IEP team would conduct a Functional Behavior Assessment (FBA) and implement or modify a Behavioral Intervention Plan (BIP) in accordance with 34 CFR §300.60.

Whether or not the student's conduct was a manifestation of the child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the school's IEP team) for up to forty-five school days for weapon, drugs, serious bodily-injury, or violent/dangerous behavior, in accordance with 34 CFR §300.80.

B. Organizational Plan

B.1: Governing Body

Lafayette Preparatory Academy, Inc. is a non-profit corporation created pursuant to R.S.Mo 355 and established with the sole purpose of educating students within the boundaries of the St. Louis Public School District. St. Louis Public School District has been notified of this application, in compliance to section 106.405 (8) (a) of the state statute for charter schools. Upon approval from the Missouri Department of Elementary and Secondary Education (DESE), Lafayette Preparatory Academy will operate as a local educational agency (LEA) and will abide by all state statutes regarding charter school governance, including applicable items contained in the following:

- 105.450 (conflict of interest, decision-making public servants)
- 105.483 105.485, 105.487, 105.489 (financial disclosure)
- 160.400 (charter schools defined)
- 160.405 (charter application, operation, and oversight)
- 160.410 (admissions and public information)
- 160.420 (employment, contracts, and certification)
- 355, R.S.Mo (nonprofit corporation)
- 355.326 (election of officers)
- 537.700 – 537.756 (MO public entity risk management fund)
- 610.010 – 610.035 (quasi-public government body, Sunshine Law)

While Lafayette Preparatory Academy's sponsor will provide public oversight and accountability, Lafayette Preparatory Academy's Board of Directors will set the school's strategic direction, set policy, and carry out their fiduciary responsibility. The composition of the Board will reflect a variety of skill sets, as well as the diversity of the community where the school intends to serve. Moreover, such members of the Board will receive no compensation for their position other than reimbursement of actual expenses incurred while fulfilling duties as members of the Board. The school will conduct criminal background and child abuse registry checks of all inaugural and future board members in compliance with R.S.Mo 160.400.11. Please see *Appendix B.1* for Lafayette Preparatory Academy's Articles of Incorporation, Bylaws, and 501(c)3 letter of application.

B.2: Governing Board Composition

Board of Directors

Shane Duggin: 3 Year Term: Board President: is a compliance attorney at Edward Jones, a St. Louis based investment firm. At Edward Jones, Shane is responsible for facilitating the creation of supervisory processes that are designed to ensure compliance with securities regulations. He obtained his bachelor's degree at Truman State University (Justice Systems) and his juris doctorate at St. Louis University School of Law. In 2000, while at Truman State, Shane participated in the Missouri State Legislature internship program,

where he worked for State Senator Ted House, chairman of the Senate Education Committee and sponsor of the 1998 legislation that authorized charter schools in Missouri. Prior to joining Edward Jones, Shane was the area director for K-Life, an inter-denominational Christian youth ministry, in Kirksville, MO. Shane is a member of the Securities Industry and Financial Markets Association Compliance and Legal Society and the Lafayette Square Restoration Committee. Shane lives with his wife, Erin, and their two children in Lafayette Square.

Mike Werkheiser, 1 Year Term: a graduate of both Penn State University (B.S.) and Covenant Theological Seminary (M.Div.), Mike moved to the city of Saint Louis in 2007. Being the father of two young children, the desire for quality education options for his girls has become a driving passion in recent years. Having a father who was a professor at Penn State University for 36 years and a brother who is currently an accomplished school administrator in Maryland, Mike is familiar with what is required to achieve high academic excellence. Additionally, being a pastor in the city has cultivated in Mike a heart for the city's holistic restoration, something in which education plays a prominent role.

Philip Woods, 2 Year Term: is a dedicated and committed member of his community. Phil has his Masters of Divinity from Covenant Theological Seminary in Saint Louis, MO. He has over twenty years experience serving local communities. He most recently accepted the Saint Louis Federal Bureau of Investigation chaplain office.

Matt O'Leary, 1 Year Term: is currently a real estate developer who has worked for the last 10 years primarily in Downtown St. Louis, renovating large vacant historic buildings, totaling over \$500 million in costs. For eight years, Matt ran a division for the largest urban developer in St. Louis. Previously, Matt worked as an attorney for 5 years after graduating from law school at St. Louis University. Matt brings professional skills in real estate, finance, subsidy for urban redevelopment, space planning, general business practices, and law. Matt has also studied extensively in the areas of autism, ADHD and other psychological disorders, sensory processing abnormalities, and the human stress response. Matt's spouse is a PHD social worker who works at Washington University in the schools of Occupational Therapy and Psychology. Matt lives in Downtown with his spouse and two-year-old son, and is expecting another child in the spring.

Board Development

The current Board of Directors encompasses a range of valuable skill sets necessary to properly govern a charter school in Missouri. These skill sets include, but are not limited to, legal, real estate, finance, community leadership, and non-profit leadership; and most current board members are also interested parents. In addition, Lafayette Preparatory Academy's various subcommittees consist of members with expertise in finance, curriculum development, teaching, school leadership, marketing, and development. Along with a wide assortment of skills, the Board will reflect the ethnic and racial diversity of the community in which it will serve. Specific effort is currently being invested in recruiting a

racially diverse board with proper representation from multiple neighborhoods included within the school's targeted area.

Currently, Lafayette Preparatory Academy's Board of Directors is attending to the various strategic matters of the proposed school, identifying potential community partners, recruiting an assortment of community members with relevant areas of expertise, and meeting with interested families to generate grassroots-level excitement. After the Missouri DESE approves the charter in the fall of 2012, the Board will turn its attention to developing the top-level plans and policies for the future governance of the school.⁴⁷ Additionally, members of the Board are attending and will continue to attend Missouri Charter Public School Association's CharterStart Workshop Series, including sessions on board training.

Lafayette Preparatory Academy's Board of Directors is currently evaluating potential colleagues, as it seeks to form a board of at least seven members. In addition to ensuring a diverse board, special attention is being given to identifying one or two members with impressive education experience. In order to satisfactorily carry out their duties, potential board members must believe in and support the mission and design of the school, share the high expectations of the school's founders, communicate a willingness to attend board meetings and volunteer for necessary board functions, possess experience or expertise in a relevant area (education, business, accounting, law, government, or community leadership), and exhibit a capacity to examine school performance data and make informed decisions in the best interest of students' education and the entire school community at large.

Once the Board is formed and the school is in operation, it will create a subcommittee responsible for creating a succession plan to prepare for a scenario in which a founding board member decides to transition off the Board. Additionally, the Board will constantly self-evaluate and seek ways to effectively improve its governance of the school, and annual retreats will take place to review roles and engage in strategic planning in cooperation with the school's leadership.

Board Member Roles and Responsibilities

In accordance with R.S.Mo 105.450(6), Lafayette Preparatory Academy's Board of Directors recognizes that they are "decision making public servants." The Board furthermore understands its legal responsibilities, takes them very seriously, and will act independently and autonomously to ensure that all fiduciary duties are met. The board members know and agree to the Missouri Sunshine law and Missouri Ethics requirements.

The Lafayette Preparatory Academy Board of Directors will meet twelve times per year, or more often if required by the needs of the school, exercising final authority over all matters of school policy and operations. All board meeting minutes and board meeting attendance rosters will be maintained and kept for purpose of public record, and board

⁴⁷ McNamara, Carter. Field Guide to Developing, Operating, and Restoring Your Nonprofit Board (2008).

meetings will be made open to the public, as stated in the Missouri Sunshine Law. Committees and subcommittees will also comply with Missouri Sunshine Laws. Specific duties of the Board will include:

Oversight

- **Mission and Vision:** Set organizational goals and engage in strategic planning.
- **Program:** Approve operating policies that comply with the provisions of the charter, laws, and regulations.
- **Management:** Evaluate the performance of the Head of School.
- **Academic Results:** Monitor school-wide, grade-level, classroom, and individual student progress on formative and summative assessments through frequent monthly reporting.
- **Finances:** Review and approve annual budgets, review periodic budgets, monthly financials, and ensure timely audits and adequate financial controls.
- **Contracts:** Act as the negotiating party in approving and ensuring the compliance of major contracts.

Resource Development

- **Expertise and Personnel:** Provide expertise in areas such as law, business, finance, and educational programming.
- **Fundraising:** Raise capital and operating funds and solicit “in-kind” donations.

Publicity and Advocacy

- **Credibility:** Establish and maintain the school’s reputation.
- **Visibility:** Enhance the school’s visibility in the community at large, the education community, and the news media.
- **Support:** Garner support and recruit potential partners from other organizations, individuals, and government agencies.

Currently, Lafayette Preparatory Academy’s Board of Directors meets with a larger steering committee bi-weekly, and individual sub-committees meet periodically, as well. All sub-committees include the Head of School in meetings, activities, and decisions made. The Head of School serves to maintain adherence to the school’s vision and principals. By operating under one central person, Lafayette Preparatory Academy ensures that actions taken by each committee support all of the other committees. Once the school is operational, the Board of Directors will meet monthly, and the sub-committees will meet on alternate months. Committees have been created in the following areas: (1) Development, (2) Finance, (3) Facilities, (4) Publicity/Advocacy, (5) Curriculum/Assessment, and (6) Personnel/Management. These committees will be open for participation of school employees, parents, community members, and other school stakeholders.

The Board of Directors will be led by board members in the following positions:

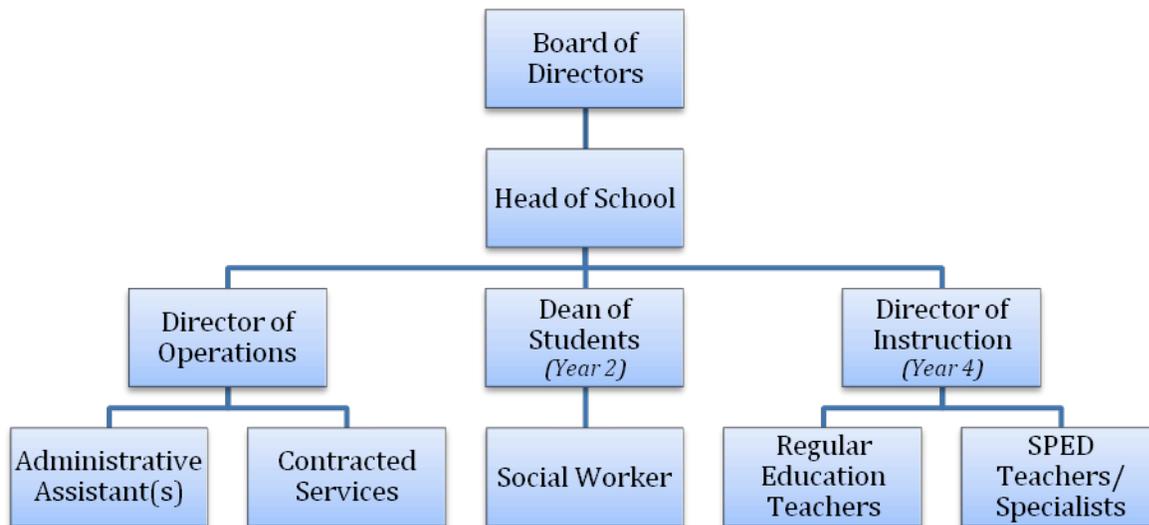
Table 10: Board Officer Job Descriptions

Board Officers	Position Description
President	Uphold Lafayette Preparatory Academy’s mission and vision; chair board meetings and collaborate with the Head of School to set meeting agendas; oversee and manage interaction between committees; formally evaluate the Head of School; monitor the school’s performance; oversee financial planning and reporting.
Secretary	Keep board meeting minutes; regularly attend board and committee meetings.
Treasurer	Set financial policies; monitor the budget and report back to the Board; maintain bank accounts; prepare necessary financial forms; chair the finance committee; formally evaluate the Director of Operations.

B.3: Management and Operations

All employees and board members of Lafayette Preparatory Academy will undergo criminal background checks and a child abuse registry will be conducted for all employees and board members.

Diagram 6: Organizational Chart



Head of School

Susan Marino is a school leader dedicated to the revitalization of St. Louis by way of educational reform. She has worked with a wide range of students in varied settings for twelve years. Before moving to a traditional setting, she was a leader in the development and implementation of an alternative program for several urban districts. Susan was instrumental in the design of the program; the hiring, training, and evaluation of teachers; the ongoing analysis and evaluation of the effectiveness of the curriculum; and the building of relationships with all stakeholders. She also taught and served as a leader for seven years in a traditional school setting. She has a Bachelor of Arts from the University of New Mexico and a Master of Arts Teaching from Lindenwood University. In addition to her career, Susan volunteers with young people as a mentor with Big Brothers Big Sisters and at a local independent school.

As the Head of School, Susan will oversee strategic, programmatic, financial, and administrative operations at Lafayette Preparatory Academy. She will provide leadership and direction to all school staff members, while ensuring the highest levels of teaching and learning occur consistently throughout the school. She will be responsible for providing a safe learning environment and monitoring and improving the quality of all components of the Lafayette Preparatory Academy curriculum. She will also lead the efforts to establish the school and act as Lafayette Preparatory Academy's primary representative in development and community affairs activities. The Head of School will be the public face of the school in the community, working to build connections between the school, families, and other stakeholders that are strong, mutually respectful, and marked by continual communication about student performance and behavior. She will be responsible for student recruitment, as well as support the Dean in student discipline.

Additionally, the Head of School will be responsible for establishing a culture of support and excellence that is centered on the school's mission and vision. She will be charged with effectively leading a diverse staff and student population that is laser-focused on student achievement. In collaboration with the administrative staff, the Head of School will be held accountable for driving student achievement gains by setting goals, aligning staff members and programs, maintaining a positive campus environment, supporting and monitoring teacher effectiveness, and making sure the school has all necessary resources and support. In doing so, the Head of School will be responsible for effectively implementing data-driven decisions following the school's accountability plan.

She must also ensure that the school is in compliance with all local, state, and federal policies and regulations. In order to ensure that compliance is maintained, the Head of School and Lafayette Preparatory Academy will employ the many resources available to them through Missouri Charter Public Schools Association (MCPSA) and the University of Missouri – St. Louis (UMSL). She will attend leadership training, as well as participate in a mentoring program, through MCPSA. Training in Title 1, MOSIS and CORE DATA, finance, HQT, special education, etc. will be provided by UMSL as well as resources to be determined at a later date. Additionally, Lafayette Preparatory Academy has a strong Steering Committee with varied experience to be utilized as support for the Head of School.

Director of Operations

The Director of Operations will be a senior-level staff person capable and charged with the task of managing the day-to-day financial and operational needs of the school. The Director of Operations will be responsible for effectively managing the budget and purchasing all items the school needs in a timely fashion. He/she will establish class schedules and various transition procedures in addition to anticipating and monitoring the health, cleanliness, and overall maintenance of the school. The Director of Operations will additionally oversee administrative assistants, ensuring the Head of School, teachers, and other faculty members have all the supplies they need to ensure student achievement. Any potential Director of Operations must demonstrate a detail-oriented disposition. Preferred candidates will have charter school office management experience, familiarity with MOSIS, Core Data, public school finance, Title I, public school benefits, teacher qualification requirements, financial reporting, QuickBooks, special education, etc.

Dean of Students

The Dean of Students will be responsible for ensuring that Lafayette Preparatory Academy establishes and maintains a positive culture of behavior and learning, supporting teachers in behavior management and student discipline. The Dean of Students will work with the Head of School to establish a professional rapport with students, staff, and families and will meet with parents regularly regarding student discipline and behavior issues. He/she will maintain a safe, orderly environment that encourages students to take responsibility for their behavior and will be charged with creating high morale among staff and students. The Dean of Students will additionally plan and manage the necessary logistics and preparations for school events and activities as needed, including family academic and social events. Potential candidates for the Dean of Students position must demonstrate an ability to interact positively and collaboratively with families and must have a warm but firm and direct disposition with students, as well as an agreement with Lafayette Preparatory Academy's student management philosophy.

Director of Instruction

The Director of Instruction will lead teachers and staff in the development and ongoing improvement of a rigorous, engaging curriculum. He/she will be responsible for providing coaching and professional development support, along with the Head of School, to all teachers in the core content areas. The Director of Instruction will also be responsible for creating and maintaining a culture of collaboration amongst teachers and encouraging creativity and input, as teachers strive to identify and execute the best possible instructional practices. He/she will observe each teacher at least once a week and will maintain the central databases for both data and teacher resources (lesson plans, unit plans, etc.). He/she will hold teachers accountable and will meet with teachers individually, by grade level, and by subject area to review all assessment data to help improve student learning and teacher practice. The Director of Instruction must be an individual with at least five years of teaching experience with highly successful results. A highly qualified candidate will have experience in assessment and achievement data analysis and an unwavering belief in the school's vision.

Teachers

Lafayette Preparatory Academy feels strongly that the most critical factor in a student's success is teacher quality, and studies show that the most successful charter schools fill their teaching staffs with relentless over-achievers who have proven to be ambitious self-starters and operate with both urgency and responsibility.⁴⁸ Lafayette Preparatory Academy will aggressively seek these exact types of candidates. Teachers at Lafayette Preparatory Academy will be those who demonstrate a strong love for teaching, a firm belief in the vision of the school, a desire to work with at-risk students, and a willingness to do whatever it takes to ensure that every child succeeds. They must be prepared to plan instruction appropriate to subject and grade level and must be willing to put in the time and effort to differentiate to the needs of each individual student. They must demonstrate loving care for students and their futures yet also a firm personality and belief in a high level of structure. Additionally, a strong commitment to assessment and accountability is necessary for aligning closely to the mission and vision of the school. While not a requirement for the position, Lafayette Preparatory Academy will encourage teachers to live in the communities of their students and will expect teachers to be consummate big-vision, "team" players.

Experienced teaching candidates must demonstrate a track record of exceptional student performance, while candidates without teaching experience will be evaluated based on past leadership experience, participation in extracurricular programs, academic performance, and a "no excuses" attitude to teaching. Considering the demands of the job, Lafayette Preparatory Academy will make it a priority to budget in such a way that teachers will be paid, on average, \$5,000-\$10,000 above the St. Louis Public Schools average. Candidates' past results, rather than their simple experience, will be the primary factor when determining this base pay. Additionally, a performance based pay program will be adopted by the Board of Directors and implemented for all school staff.⁴⁹ A significant proportion of a teacher's financial compensation will be determined by student academic growth and frequent evaluations by the school administration. The Head of School will be responsible for designing and implementing Lafayette Preparatory Academy's performance based pay program.

B.4: Staffing and Human Resources

Initial Staffing Plan

During the first year of operation, Lafayette Preparatory Academy will employ a Head of School, part-time Director of Operations, administrative assistant, and regular education teachers. For the two years of the school's operation, the Head of School will

⁴⁸ U.S. Department of Education: Office of Innovation and Improvement (2004). "Successful Charter Schools".

⁴⁹ Lafayette Preparatory Academy will seek partnerships with local business/organizations who may be willing to make donations in the form of bonuses for the teachers each year based on those teachers' academic results.

assume the primary responsibilities of the Director of Instruction, coaching teachers and overseeing the development of the school’s curriculum. However, one teacher with outstanding experience and success will be identified to assist in this role. For the first four years, the Head of School will also assume the responsibilities of the Dean of Students, overseeing student discipline and ensuring an environment of positive student behavior. The first special education teacher hired will serve as the SPED coordinator and will continue in that role as more SPED teachers are hired. This person must intend to pursue the training required for the Director’s position.

Five-Year Staffing Plan

Table 11: Five-Year Staffing Plan

	2013-14	2014-15	2015-16	2016-17	2017-18
Student Enrollment	94	138	180	233	294
Head of School	1	1	1	1	1
Director of Operations	0.5	1	1	1	1
Dean of Students	0	0	0	0	1
Director of Instruction	0	0	1	1	1
Administrative Asst.	1	1	1	1	2
Regular Ed. Teachers	4	6	8	10	12
SPED Teachers	0.5	1	1	1	1
Reading Specialist	0	1	1	1	2
Physical Education	0	0	0.5	1	1
Music/Art	0	0	0.5	1	1
Social Worker/Counselor	0	1	1	1	1
Enrichment Specialist	0	0	0	0	0

The five-year staffing plan reflects conservative estimates yet supports sound operational practice and will enable successful implementation of the school’s educational program. In the third year, a Director of Instruction will be identified to assist the Head of School in working with teachers on successful implementation of the school’s academic program. As the plan shows, Lafayette Preparatory Academy will make it a priority to ensure that, in the fifth year, a full-time Dean of Students will be employed to maintain a structured, positive learning environment. Also in the fifth year, a second Reading Specialist will ensure that the focus on literacy remains at the forefront of the LPA model.

Contingency Plans

Lafayette Preparatory Academy believes strongly that, with its mission to contribute to the continued development of St. Louis, it will attract considerable community resources and philanthropic giving. While such giving is not assumed in this document, Lafayette

Preparatory Academy has prepared several budget scenarios and staffing plans that allocate such resources efficiently and effectively and can contribute significantly to furthering student achievement. Lafayette Preparatory Academy's first priority, under such scenarios, would be to employ a full-time Director of Operations, full-time social worker, full-time Special Education teacher, full-time Reading Specialist, part-time music/art teacher, and a part-time physical education teacher in the first year. Other priorities include hiring a Director of Instruction in the second year of operation, rather than the third. A Dean of Students would be hired in the third year of operation, rather than the fifth, and a second reading specialist would be employed in the fourth year, rather than the fifth.

A second set of scenarios Lafayette Preparatory Academy has prepared for is one in which enrollment numbers are less than expected. Based on analysis of included neighborhoods, Lafayette Preparatory Academy fully anticipates recruiting and enrolling the number of students listed in *Table 8: Anticipated Enrollment*. However, we have prepared contingency budget scenarios and staffing plans in order to be fully prepared. These scenarios are not included in this document but can be provided upon request.

Recruiting and Retaining Effective Teachers

Lafayette Preparatory Academy will invest a significant amount of resources to recruit and identify a cadre of highly qualified, effective, and mission-aligned teachers. In the pre-opening year and following, we will seek applicants from prestigious universities,⁵⁰ from Teach for America alumni networks, and from historically black colleges/universities, considering the diversity of our future student population and our desire for that diversity to be represented on our staff as well. We will employ a wide range of recruitment strategies, utilizing Internet advertising, direct mail and email campaigns, job fairs, open houses, and referral programs to encourage third party candidate referrals. With the unique mission and vision of Lafayette Preparatory Academy, the opportunity to work in a diverse environment, and the performance-based pay program, it is anticipated that Lafayette Preparatory Academy will attract talented applicants.

It is worth mentioning that successful charter schools, after recruiting such teachers, often struggle to retain them beyond a couple of years. However, Lafayette Preparatory Academy has a multi-faceted approach to retaining its teachers. At Lafayette Preparatory Academy, teachers will be working in a unique environment of support and involvement, as all teachers will be encouraged to move into the community, and will be given pay-related rewards based on their performance and hard work. Additionally, they will be a part of a culture of learning among staff, and successful, experienced teachers will be granted opportunities to explore best charter school practices through school visits and take leadership in curriculum and professional development, leading the various professional development inquiry protocols as appropriate. Great teachers are attracted to opportunities to be a part of something special and make a difference, and great teachers will be given the opportunities to do just that at our school.

⁵⁰ Frumkin, P (2003). *Creating new schools: The strategic management of charter schools*.

Evaluating Teachers and Other Key Staff

Lafayette Preparatory Academy will maintain the highest standards for hiring the best people. Should a teacher's performance fall short of expectations, they will immediately be assigned an aggressive performance improvement plan and will be given extra support and attention for the duration of the plan and after its conclusion. Such teachers, along with highly successful teachers, will be identified throughout the year through a performance monitoring system that measures student growth rates combined with teachers' achievement of school-wide academic and culture goals. The Head of School and Director of Instruction will also perform classroom observations through both formal and informal processes to provide the necessary information for accurate mid-year and end-of-year reviews. The Board of Directors, meanwhile, will monitor school-wide student performance throughout the year to evaluate the Head of School. The Head of School will be primarily responsible for evaluating all of the staff, including the Director of Operations and Director of Instruction.

Criteria for Evaluating Teachers

Teachers at Lafayette Preparatory Academy will be evaluated frequently and on a variety of criteria. Teachers will be formally evaluated at least 4 times per year. Informal evaluations will be much more frequent, and will take place every week by the Head of School or Director of Instruction. The top four criteria used to evaluate teachers will be: 1) an ability to articulate curriculum material to a variety of students at a variety of levels and engage all students in critical thinking activities, 2) a willingness to do "whatever it takes", 3) classroom management skills and rapport with students, and, most importantly, 4) individual student growth as measured by Lafayette Preparatory Academy's assortment of formative assessments, including the Fountas and Pinnell Benchmark Assessment and the NWEA MAP Assessment, as well as the Missouri Assessment Program.

Performance-Based Pay Program

In an effort to attract, retain, and reward teachers who are confident in their craft and can spark dramatic levels of student progress, Lafayette Preparatory Academy will employ a performance-based pay program that can identify the value each teacher brings to the school and reward them accordingly, up to 10 percent of the base salary for the most outstanding teacher(s). Lafayette Preparatory Academy is currently researching the most effective and fair performance-based pay programs other successful charter schools across the country have implemented and will encourage the Head of School to choose and construct the design deemed to be the best fit. At this point, Lafayette Preparatory Academy is very attracted to Achievement First's entire teacher performance management system, which rigorously evaluates, recognizes, and rewards excellence.⁵¹ In particular, Achievement First diversifies teacher compensation with a very comprehensive evaluation system. Similarly, Lafayette Preparatory Academy intends to use summative assessments to measure student progress and attainment of goals, as well as internal and external

⁵¹ The Aspen Institute, "Achievement First: Developing a teacher performance management system that recognizes excellence" (2011).

evaluations, to assess each teacher's added value and determine the appropriate level of added compensation at the end of each school year.

B.5: Student Recruitment and Enrollment

As described further in *A.5: Target Population*, the communities to be served by the proposed charter school have a very strong need and demand for expanded choice and improved quality in public education. As of the 2010 census data, there are 873 children under age 5 that live within our target area and could potentially be served by Lafayette Preparatory Academy.

Marketing and Student Recruitment

In order to meet its projections listed in *Table 8: Anticipated Enrollment*, Lafayette Preparatory Academy will launch a multi-faceted plan to market the school and generate excitement across its future community. Beginning in the fall of 2011, founding committee members began hosting informational meetings for potential student families to present the school's vision and educational program as well as gauge interest, answer questions and establish a family database. Families that expressed interest are listed in the database and are being contacted to discuss the school further. Founding committee members and the Head of School are continuing to hold informational meetings at specifically targeted neighborhood and tenant associations, daycare and community centers, and churches within all of the targeted Downtown/Near Southside neighborhoods. Additionally, as the school learns of or is invited to community events, founding committee members and the Head of School are setting up informational booths or are on hand to discuss the school. The Downtown and Lafayette Square Movie Nights are examples of the types of events Lafayette Preparatory Academy is participating in. The school has already attended the following events in 2012: Mayor Slay's "St. Louis City Education Expo," Peabody Tenant Association meetings, Lafayette Square Movies Nights, and the 6th ward's "State of Elementary and Secondary Education Symposium & School Options Fair."

In the spring of 2012 we created the school website, Facebook page, and Twitter account. We also hosted our first fundraiser to which prominent city leaders were invited. The event was well attended and well received. Lafayette Preparatory Academy will continue to reach out to local organizations and decision makers. Every alderman and many legislators, ministers, and community leaders within our target area have been contacted and pursued in an effort to raise awareness and identify potential partnerships.

Canvassing door to door will be an ongoing effort and is imperative to ensuring Lafayette Preparatory Academy is able to reach those who may not be actively involved in their communities or do not have access to the internet.

By the late summer and early fall of 2012, Lafayette Preparatory Academy will identify the locations that are most frequently visited by the school's target population, such as coffee shops and recreational centers, and place marketing materials where appropriate. At the same time, Lafayette Preparatory Academy will seek to reach the

broader community, placing marketing materials in barbershops, beauty salons, churches, and restaurants as well. Additionally, Lafayette Preparatory Academy's Head of School will be connected with opportunities by the Board of Directors to meet with individual families to discuss their children and answer any questions families may have. From the beginning, we want parents to understand that it will take an entire community to create a successful school, and access to school leaders will be an important part of this emphasis.

Through all of these marketing methods Lafayette Preparatory Academy is compiling a database of potential student/family applicants. The database will be continuously monitored to ensure contact information is being obtained in earnest from families in all of the targeted neighborhoods. This database will then be used to get applications into families' hands and follow up with them to ensure they are meeting our student enrollment deadlines.

Student Enrollment

In October 2012, student enrollment will begin. Interested families from our database will be invited to visit Lafayette Preparatory Academy where they will receive comprehensive enrollment packets. After the enrollment materials have been reviewed, school leaders will visit their homes to outline the enrollment process, communicate expectations, and answer pertinent questions. Lafayette Preparatory Academy will utilize the following tiered student enrollment process to ensure we receive applications that are representative of our targeted neighborhoods.

First Open Enrollment period (October 1, 2012 – December 31, 2012) – efforts will be directed at receiving applications in equal proportions from the school's targeted neighborhoods. Progress towards this goal will be monitored throughout the first open enrollment period and recruitment efforts will be adjusted accordingly.

All documentation must be submitted by 3:00 p.m. on December 31, 2012. All students submitting enrollment forms by this deadline will be admitted into the school at this time. A lottery will be held on January 7, 2013 if necessary. Accepted students will be notified within three days. Those students then have two weeks to respond to let Lafayette Preparatory Academy know they will indeed attend the school in 2013-2014.

We expect enrollment to be at 65% by the end of the First Open Enrollment period with most of those students residing within one of the targeted neighborhoods.

Second Open Enrollment period (January 28, 2013 – March 8, 2013) – efforts will be directed at receiving applications from targeted neighborhoods that were underrepresented in the First Open Enrollment period.

All documentation must be submitted by 3:00 p.m. on March 8, 2013. All students submitting enrollment forms by this deadline will be admitted into the school at this time. A lottery will be held on March 15, 2013 if necessary. Accepted students will be notified

within three days. Those students then have two weeks to respond to let Lafayette Preparatory Academy know they will indeed attend the school in 2013-2014.

We expect enrollment to be at 85% by the end of the Second Open Enrollment period with most of those students residing within one of the targeted neighborhoods.

Third Open Enrollment period (April 8, 2013 – May 31, 2013) – efforts will be targeted at receiving applications from both the school’s targeted neighborhoods and other Near Southside neighborhoods such as the Gate District, Compton Heights, Fox Park, McKinley Heights and Benton Park.

All documentation must be submitted by 3:00 p.m. on May 31, 2013. All students submitting enrollment forms by this deadline will be admitted into the school at this time. A lottery will be held on June 7, 2013 if necessary. Accepted students will be notified within three days. Those students then have two weeks to respond to let Lafayette Preparatory Academy know they will indeed attend the school in 2013-2014.

We expect enrollment to be at 100% by the end of the Third Open Enrollment period.

The Board of Directors will actively monitor the enrollment numbers and if, by the end of the Second Open Enrollment period, we are not on schedule to reach 100% of the target enrollment, other potential strategies, such as seeking applicants citywide, may be implemented. Additionally, Lafayette Preparatory Academy will consider reducing the number of classes in the first year, if necessary, in order to ensure organizational stability. While unexpected, a budget has been prepared for such a scenario.

Students wishing to participate in the Voluntary Interdistrict Choice Corporation program (VICC) must fulfill the following enrollment requirements: white students residing in St. Louis County who are members of the racial majority at a school in a participating district which is more than 50 percent white in its enrollment shall be eligible to transfer voluntarily to the St. Louis Public Schools, unless per the Settlement Agreement the district has elected to no longer participate in the county-to-city transfer program.

VICC students must complete the same enrollment application process as St. Louis Public School Students. Lafayette Preparatory Academy is aware that the funding for such students is handled differently than it is for St. Louis City residents.

Table 12: Marketing, Recruitment, and Enrollment Timeline

Recruitment Strategy	Completion Timeframe
Host potential student families for informal discussions	Fall 2011 – Winter 2012
Launch school website, Facebook page, and Twitter account	Spring 2012
Reach out to local community organizations, churches, and decision makers	Spring 2012 – Summer 2012
Place marketing materials in strategic locations	Fall 2012
Head of School to share the vision with individual families as well as at larger events	Fall 2012 – Summer 2013
Begin to accept applications	Fall 2012
Place ads in local media	Fall 2012 – Spring 2013
65% Projected Enrollment	December 2012
“Spread the word” door to door	Spring 2013 – Summer 2013
Host community-forming events for families	Spring 2013 – Summer 2013
Conduct Lafayette Preparatory Academy’s first lottery	March 2013
85% Projected Enrollment	March 2013
100% Projected Enrollment	May 2013

In accordance with federal laws, no student will be denied admission to Lafayette Preparatory Academy based on race, ethnicity, national origin, gender, or disability. Consistent with R.S.MO 160.140, the school will be open to any child who is eligible for admission to a public school. However, students with siblings who already attend Lafayette Preparatory Academy or whose parents/guardians work at the school will receive priority in the enrollment process and lottery procedures by being admitted through enrollment or lottery first. Students who do not have a statutorily approved enrollment preference, based on R.S.MO 160.410.2, will then be admitted through enrollment or a secondary lottery.

An analysis of the most recent census data and 71 signatures from community members indicating they would consider sending their children to Lafayette Preparatory Academy are attached in *Appendix B.5-2* to support our enrollment projections.

B.6: Parent, Community, and Educator Involvement

Family Involvement

Garnering the ongoing support and participation of each student's parents or guardians in the educational process is fundamental to the mission of Lafayette Preparatory Academy. An effective school that desires to empower students to reach their full potential, while simultaneously creating a strong sense of community, must effectively promote the involvement of parents in all aspects of the school. At the base level, we are all working for the same outcomes: we want the very best for our students, and our parents want the very best for their children. We will work together to make this happen. On a practical level, a few aspects of how Lafayette Preparatory Academy will serve to strengthen our partnership with parents are outlined below.

- **Information Sessions:** Both before and after the lottery, information sessions will be held to outline Lafayette Preparatory Academy's core tenets, introduce staff members, describe encouraged family involvement, and answer any questions parents may have.
- **Commitment to Excellence form:** All parents and students, once enrolled, will be encouraged to sign a school contract, outlining the rights, responsibilities, and expectations of all parties.⁵² This contract is not meant to discourage families from applying or be considered an interview for acceptance, but rather to be the basis from which we develop our shared culture at Lafayette Preparatory Academy. We want families to know our expectations up front, so they can make an informed choice.
- **Family Discussion:** Prior to the start of the first school year, the homeroom teacher will meet with every admitted family and have an introductory family discussion. As many of these meetings as possible will happen as home visits, and as often as possible the Head of School will be in attendance as well. The purpose of this visit is to start building the relationship with the family, get to know both the parent(s) and child, understand parents' hopes and dreams for their children, explain the vision and program of the school, review the specific elements of the Lafayette Preparatory Academy *Commitment to Excellence* form, and answer any questions the family may have. At the end of this discussion, if the parent(s) and student are comfortable, everyone will sign the contract, including the Head of School.
- **Parent Responsibilities:** As explained in the contract, all parents will be encouraged to provide their child with a quiet space for studying. They will also be asked to monitor their child's independent reading for at least 30 minutes per night, make sure all student homework is completed, and ensure their child comes to school every day and in uniform. The family of each student is also expected to commit to volunteering twenty-five hours in service to Lafayette Preparatory Academy.
- **Parent Leadership Council:** Lafayette Preparatory Academy will form a council of parent leaders to help organize the four major school events (and any other

⁵² Please note that this contract is only requested of parents and students. By state law, the school cannot require parents and students to sign the contract.

initiatives deemed necessary) each year. The Council will work closely with the administration and faculty to harness the energy and talent of parents and get them involved in the school.

- **Monthly Newsletter:** Every month Lafayette Preparatory Academy's Head of School will send out a newsletter to parents, highlighting sensational student gains, Student(s) of the Month, Teacher(s) of the Month, upcoming family events, and educational discoveries identified in each Friday's professional development session. This latter component will be utilized with the intention of investing parents who may be inconvenienced by the early-release Friday schedule.
- **Parent Phone Calls:** All parent phone calls will be returned within one business day. Parents will receive at least one phone-call on their child's progress and performance every two months.
- **Weekly Progress Reports:** Parents (as well as students) will receive a weekly progress report that outlines each student's academic mastery, behavioral performance, and homework completion.
- **Parent/Teacher Conferences:** Parents will be asked to conference with teachers four times a year to review student progress and performance.
- **Parent Feedback:** Each spring, parents will complete a robust Parent Satisfaction Survey to share their experience with Lafayette Preparatory Academy. Results will contribute to planning for the next school year. Meanwhile, informal feedback will be sought out, gathered, and incorporated when appropriate throughout the school year.
- **Governance:** At least three parents of students attending Lafayette Preparatory Academy will participate on the school's Board of Directors. One parent serving on the school Board will also serve as a liaison to the school's Parent Leadership Council.

All conversations, school visits, home visits, emails, and other interaction with families will be tracked by teachers. Communication data will be compiled and analyzed to assess patterns and ensure all families are receiving ample communication from the school.

In addition, Lafayette Preparatory Academy will make it point to make sure that families not only feel connected to the school but have an opportunity to become a part of a community that transcends racial boundaries and typical isolationism. Lafayette Preparatory Academy desires to not only serve students themselves, but also the family unit as a whole. As a result, an entire ethos will be built and discussed in professional development sessions, as a culture of engagement, care, and respect is built across all stakeholders. Families will have opportunities to join together to celebrate their students' academic success at family academic events that range from math nights to science fairs to dance recitals, while barbeques and other social events will also be held frequently throughout the year to provide further opportunities for families to connect. In an effort to maintain an emphasis on community, staff, teachers and other faculty will be encouraged to live within the school boundaries, as does the Head of School, to open up further opportunities for family interaction. What's needed for students and the Downtown/Near

Southside neighborhoods as a whole is not merely an isolated school, but an entire community of support and involvement, consistent with our mission.

Community Involvement

With the revitalization of Downtown St. Louis, there are many organizations and groups of people, many of which are located in Lafayette Preparatory Academy's targeted neighborhoods, that could potentially support or partner with the school in ways that benefit students and support the school's mission. While Lafayette Preparatory Academy will benefit greatly from these partnerships, the founders of Lafayette Preparatory Academy strongly believe that its presence in the community will be a great benefit to its partnering organizations and the community at large. By being a part of this changing force in the community students will gain an understanding of the power of their actions. The school has sought and will continue to seek partnerships in four specific areas.

Academics

Lafayette Preparatory Academy will continuously seek ways to enrich its educational program by identifying and pursuing potential partners who can assist in raising academic performance and/or incorporating various elements of a well-rounded education. One identified partner is the Chess Club and Scholastic Center of St. Louis, whose mission is to encourage the development of new chess programs within regular school curriculum. Recognizing the cognitive and behavioral benefit of chess, initial discussions have started between the Chess Club and Lafayette Preparatory Academy to implement a chess program either during the regular school day or after school. Other academic partners include the Arts Council of Lafayette Square, Downtown Children's Center, and St. Louis Public Library.

Student Mental and Physical Health and Family Well-Being

From the beginning, Lafayette Preparatory Academy will emphasize across all staff the need to educate and serve the "whole child", as well as positively impact the entire family unit. Considering Lafayette Preparatory Academy's desire to serve students who have significant emotional needs, every effort will be made to ensure the best possible future for these students, extending beyond academic achievement. At a foundational level, school staff will receive extensive professional development from mental health professionals in the St. Louis area. Connections will be pursued with either St. Louis University's School of Social Work and Washington University's Brown School of Social Work to facilitate this training. Lafayette Preparatory Academy's social worker will help establish a partnership with either graduate program to facilitate possible graduate student practicums at the school and will serve as the primary point of contact in connecting families with appropriate service agencies within the community. Agencies who can serve entire family units will also be pursued and partnered with, as Lafayette Preparatory Academy wishes to help and direct families who need and request help in the right direction. Safe Connections, which counsels families who have dealt with domestic

abuse, and the International Institute, which works with immigrant families, are two such organizations that Lafayette Preparatory Academy is currently seeking to partner with.

Additionally, Lafayette Preparatory Academy recognizes that students need healthy bodies to have healthy minds and that fitness and nutrition habits formed at an early age will affect them for the rest of their lives. Therefore, the school will seek to incorporate fitness, health, and nutrition strategies into multiple components of its weekly activities. Many of these strategies will require the school to partner with health- and fitness-oriented organizations and facilities located near the school. A partnership has already been established with the Downtown Marquette YMCA, though others are currently being pursued as well.

Service Learning

A critical component of Lafayette Preparatory Academy's vision is that students will grow up to not only become competitors but contributors in a global community. Our hope is that our students will graduate not only with mastery of academic content, but also with a curiosity about the world and a developing ethos and commitment to their communities and social change. As a result, students will move through a progressive outline of service learning projects, as they enter each additional grade level. In kindergarten, each social studies unit will culminate with a small, classroom-directed service project. Additionally, each class, with guidance from their teachers, will select a year-long service project to complete as a community. As students progress through each grade level, their projects will require more and more critical thinking. By 5th grade, each student will be designing his/her own service project that will involve a research and presentation component. In line with the philosophy of being a school driven by data, Lafayette Preparatory Academy will base evaluation of these service learning projects on detailed rubrics, along with diagnostic and summative assessments, in order to evaluate over the course of the year and over several years such positive characteristics like awareness of the community, unselfishness, honesty, integrity, responsibility, and creative problem solving ability.

Example service learning projects could include cleaning up a nearby block, planting trees in local parks, organizing community fundraising events for a concern students become passionate about, and even tutoring younger students. Identified partners include the Lafayette Square Restoration Committee, St. Louis Housing Authority, and Downtown Community Garden Association.

Cultural Learning

In order to ensure students graduate as well-rounded learners, Lafayette Preparatory Academy will make it a constant point of emphasis to expose its students to types of individuals and cultures different than their own. We want our students to grow up learning to embrace, rather than avoid, differences and gain an enthusiasm for learning about places and people not normally encountered. In order to encourage this vision, Lafayette Preparatory Academy will take advantage of its location at the heart of the urban core of St. Louis. Classes will take part in various St. Louis multi-cultural events, ranging

from the annual Japanese festival in the Botanical Gardens to the Festival of Nations each fall in Tower Grove Park. Numerous historic sites, from the Soulard Market to the International Institute to the Scott Joplin House, will be visited as well. Partnerships are currently being pursued with these various organizations.

Table 13: Community Partners

Business/Organization	Services Provided	Partnership Possibilities
Arts Council of Lafayette Square*	Sponsorship of visual and performing arts	Arts exposure and appreciation
The Chess Club and Scholastic Center	Increasing awareness of the educational value of chess	Educational programming, Youth activities
Downtown Children’s Center*	Early childhood services	Resource for assessing the needs of incoming students
Downtown Marquette YMCA*	Youth development, social responsibility, healthy living	Youth sports
Downtown St. Louis Residents Association*	Community improvement, safety, residential concerns	Marketing, safety concerns
Home Works!	Teacher home visit program	Assistance with family involvement goals
Lafayette Square Restoration Committee*	Fostering community improvement and stabilizing the Lafayette Square neighborhood	Helping students identify and carry out service projects
McGowan Brothers Development	Urban revitalization	Financial support
Missouri History Museum	Special presentations, exhibits, archival resources	Educator workshops, professional development, research
Partnership for Downtown St. Louis*	Community improvement	Financial support, marketing
Peter and Paul Community Services*	Housing and supportive services for the homeless	Accommodations for homeless students
Rodemyer Christel, Inc.	Property management	Marketing, event space, financial support
St. Louis Public Library*	Library and information services	Literacy programs, reading support, tutoring
St. Louis Housing Authority	Low and Moderate Income Public Housing	Community outreach opportunities
Urban Community	Landscaping	Community service

Garden/Downtown Community Garden Association*		through landscaping
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* Organization is located within Lafayette Preparatory Academy’s targeted attendance zone

Evidence of the above community partnerships can be provided upon request.

Educator Involvement

Lafayette Preparatory Academy has a two-part plan to involve its educators in the leadership, direction, and operation of the school beyond the extent that most schools facilitate.

First, teachers will be intimately involved in the continual improvement of the school’s curriculum and entire educational program. It is a foundational belief of Lafayette Preparatory Academy that teachers flourish best when they have the opportunity to innovate and bring their own ideas to the table. As a result, they will be encouraged to try new ideas in the classroom, evaluate each idea’s success, and bring the successful strategies to the rest of the school. With approval from the Head of School and/or Director of Instruction, time will be allotted for teachers to share successful tactics to the rest of the school during weekly professional development sessions, in addition to common planning times. Additionally, teacher-created resources, from unit plans to individual lesson plans to assessment tools, will be saved in a central database for future use. Each summer, teachers will then have four weeks of common planning/professional development, called Institute, during which the scope and sequence of the previous year in every subject area will be revisited and altered, where needed, and new educational strategies will be evaluated and incorporated, where appropriate. At Lafayette Preparatory Academy, an environment of collaboration, teacher input, and innovation will always be prioritized as a critical component for the school’s long-term success.

Additionally, Lafayette Preparatory Academy will employ several strategies to create a unique sense of community among parents and educators, as well as other members of the Lafayette Preparatory Academy community. First, in addition to standard parent-teacher conferences and other similar events, the school will host four annual family events, such as barbeques and picnics, in which all parents and educators will be encouraged to attend throughout the year. Goals will be set for attendance at each event, and parent planning and involvement will be continually solicited. While such events should be helpful to build a strong camaraderie for all stakeholders in the school, just as important will be the emphasis placed on being a part of the community, as families and educators begin their time with Lafayette Preparatory Academy. As previously stated, educators will be strongly encouraged to live within the boundaries of Lafayette Preparatory Academy’s target attendance zone to increase interactions at coffee shops, parks, and grocery stores. Transportation will also strategically not be offered to help facilitate more interaction across the entire community, as parents will collaborate to make arrangements for their child’s safe arrival and departure from school. By being involved in the process of transporting students to school, parents will engage in more opportunities to

interact with teachers and other parents. We recognize that this may be a hardship for some parents, but feel strongly that through our support and insistence on collaboration within, as well as outside of, school, families will demonstrate their problem-solving skills and come up with a solution. Lafayette Preparatory Academy's Head of School and social worker (when present) will also assist families as they search for feasible solutions. At Lafayette Preparatory Academy, the vision is not simply to provide an excellent education, though it will certainly do that. It is to unite parents, educators, and even an entire community under a common purpose.

C. Business Plan

C.1: Budget

Lafayette Preparatory Academy is committed to ensuring the school is designed on solid financial footing and continually employs sound financial management. While it is anticipated the school will attract philanthropic giving, the core budget reflects only local, state, and federal money with contingency plans in place to allocate any additional funds. Lafayette Preparatory Academy is currently pursuing start-up funding from the Walton Family Foundation, while exploring other grants and preparing for a corporate and individual fundraising campaign in the spring and summer of 2012. Without philanthropic giving, the school can still open in the 2013-14 school year by opening a line of credit and obtaining a loan for furniture, fixtures, and equipment from IFF.

If Lafayette Preparatory Academy obtains additional funding from grants or donations, the school will use such funds in a variety of methods. At minimum, grant funds will be used in areas such as:

- Hiring a full-time Special Education teacher in the first year
- Hiring part-time music/art and P.E. teachers in the first year
- Hiring a social worker in the first year
- Hiring a reading specialist in the first year
- Hiring a Director of Instruction in the second year
- Hiring a part-time Dean of Students in the first year
- Slightly increasing personnel salaries to help attract top talent
- Increasing technology
- Curriculum development

See *Appendix C.1* for breakdowns of Revenues, Expenditures by Function, Salaries, Purchased Services, and Year 1 Cash Flow, as well as a 5-Year Budget (proposed charter term).

Budget Assumptions

Enrollment: The attached budget assumes that the school will open at subpar enrollment (77 students) and will maintain a 92% attendance rate that will increase to 96% in 2018-19.

Staff Compensation: In the first year, teachers will be paid at 84% of the target starting salary of \$45,000 a year, which is nearly \$10,000 above the average for many starting schools in St. Louis. Teachers will receive 92% of the target starting salary in the second year and restored to 100% of the target salary by the third year. Teachers and other staff will also be eligible for compensation through a performance-based pay program, which is budgeted to consist of an additional 4% of the school's base salary structure and will start in the fourth year.

Food Services: Lafayette Preparatory Academy's food service will be contracted out with a food service management company. Options currently being considered include Fresh Ideas, Sodexo, and Ameriserve.⁵³ The school will contract with a food service management company after issuing an RFP (Request for Proposals) as necessary or required.⁵⁴

Pre-Operating Costs: Lafayette Preparatory Academy contracted with its Head of School July 1, 2012 in order to give her time to prepare curriculum and professional development, effectively recruit quality teachers and staff, and attend to all other pre-operational details that require attention. Other pre-operating costs include \$3,850 for recruitment and advertisements, \$15,000 for improvements to lease space, \$2,000 for the lease of an office space, \$4,000 for accounting services, \$4,250 for liability insurance, \$840 for a phone, and \$1,840 for various office expenses.

Contingency Plans

Lafayette Preparatory Academy has also prepared various budget scenarios to account for different financial issues that might come up over the next 12 months. Such scenarios include if the school is not fully enrolled (ranging from 77 students to 94 students respectively). Altogether, the Budget Committee has accounted for five different financial scenarios and such projections will allow Lafayette Preparatory Academy to make sound financial decisions. These projections are not attached to this charter but can be provided upon request.

⁵³ For a full list of food service management companies
http://www.dese.mo.gov/divadm/food/FSMC_index.html

⁵⁴ LEA will follow all requirements:
http://www.dese.mo.gov/divadm/food/Food_Service_Management_index.html

C.2: Financial Management

Lafayette Preparatory Academy acknowledges that effective financial management systems are critical to the success of any school. All systems and procedures for managing Lafayette Preparatory Academy's finances will be established by the Director of Operations with the assistance of an outsourced financial consultant and the approval of the Board of Directors. Throughout the year, the Director of Operations will work with the Head of School to assess the school's programmatic effectiveness and the academic needs of the students to determine the extent, if any, that changes are warranted in the implementation of the school's educational program

The Director of Operations will ensure that the school adheres to R.S. MO 167.020.7 and will make sure that within two business days of enrolling a student, the school requests the student records from the transferring school or district. Accordingly, the Director of Operations will make sure that the school responds to receiving a records request from another school or district within five business days. Additionally, Lafayette Preparatory Academy will use financial practices consistent with the Missouri financial accounting manual. As a Local Education Agency (LEA), Lafayette Preparatory Academy will have an annual audit conducted by a certified public accountant. In accordance with R.S. MO 162.821, in the summer of 2014, the school will be prepared to submit all necessary financial documentation for the Annual Secretary of the Board Report (ASBR).

In accordance with R.S. MO 160.405.13(2), Lafayette Preparatory Academy will purchase an insurance policy covering all employees in the amount of \$500,000 or more to provide coverage in the event of employee theft. The school has accounted for those costs within the budget based on quotes from CharterSafe Insurance.

When purchasing goods or services, Lafayette Preparatory Academy will gather a list of potential vendors and submit a Request for Proposals (RFP). Based on the response, we will make an informed decision when purchasing goods or entering into contracts.

Internal Controls

Accounting System: Lafayette Preparatory Academy will purchase a computer-based accounting system – such as Software Unlimited or Financial Edge – to produce financial reports and link student information to school finances.

Student Information System: A student information system (SIS), possibly PowerSchool or Infinite Campus, will be used to track student enrollment, attendance, free/reduced lunch eligibility, special education, student assessment data, grades, as well as many other things. The chosen SIS will be internet-based, used to house administrative and assessment data, aligned to state reporting requirements, and used for an online grade book, a robust report generator, and online lesson plans. The system will track such information over multiple years in order to comply with public school retention laws. The selected system will accommodate the financial coding system as prescribed by the Missouri Financial Manual.

Special Education Tracking System: Lafayette Preparatory Academy will purchase a Special Education tracking software to be used in the tracking of students' eligibility determination, IEPs, evaluations, data, goal progress, etc. The software will also assist in Medicaid billing and portfolio assessment. This will allow Lafayette Preparatory Academy to maintain information over multiple years in order to comply with public school retention laws. The selected system will accommodate the financial coding system as prescribed by the Missouri Financial Manual.

Annual Budgeting: Lafayette Preparatory Academy's fiscal year will run from July 1 through June 30. The Director of Operations will be responsible for planning a detailed budget and cash flow statement each year. The Board's Budget Committee and the President of the Board will review the initial drafts of the budget and cash flow statements before presenting such documents to the full Board for approval. The Board will review and approve the budget at least one full month before the beginning of the new fiscal year.

Financial Statements: The Director of Operations will prepare monthly balance sheets and statements of activity. These statements will include a detailed reporting of asset, liability, revenue and expense categories, and a comparison between year-to-date actual and year-to-date budget data. Financial statements will be presented to and reviewed by the Board of Directors quarterly. A school financial system will be employed to maintain information over multiple years in order to comply with public school retention laws. The selected system will accommodate the financial coding system as prescribed by the Missouri Financial Manual.

Cash Receipts: All deposits received for the school will be properly received, deposited, and recorded by the Director of Operations or by an individual delegated by the Director of Operations and Head of School. All records will be promptly reconciled. All monies will be kept under the strictest security provisions, and all cash received will be deposited within the same day.

Cash Disbursement: All money paid or withdrawn will be authorized, used exclusively for business purposes, and properly recorded and reconciled. These controls will include purchase orders and use of the school's credit cards and other accounts. The use of petty cash will be restricted and limited.

Purchasing Practices: Money will not be spent on plans and commitments that are not reflected in the budget. In the event that an unexpected expense arises, the Head of School and Director of Operations will review the budget and make a recommendation to the Board Treasurer and Budget Committee on how to address the expense. The Board of Directors must approve budgetary modifications, while provisions will be developed for emergency situations.

Payroll: Documentation of authorized pay rates will be maintained in personnel files, which will be secured with access limited to authorized individuals. Additionally, all payroll disbursements will be properly recorded, comply with all laws and applicable tax

regulations, and be properly reconciled.

Issuing/Signing Checks: The Head of School will sign school checks. Checks in excess of \$5,000 will require the second signature of an authorized signer. All check registers will be maintained in order to ensure accurate cash flow projections.

Additional Financial Planning and Reporting

Manual: During the planning year, a Financial Management and Accounting Procedures manual will be developed internally to fully outline controls, levels of authority, and overall expectations of staff, teachers, accountants, and the Head of School. This manual will be reviewed annually, and any interim changes will be submitted to the Budget Committee and presented to the Board for approval.

Annual Auditing: As an LEA, Lafayette Preparatory Academy will meet the requirements imposed by the Elementary and Secondary Education Act regarding annual financial audits (R.S.Mo 160.405.5). The school will seek to contract with a reputable, independent financial firm to conduct its annual audit. The financial audit will comply with state board of education rule, 5 CSR 30-4.030. The results of this annual audit will be supplied to the Missouri DESE and the school's sponsor.

Reporting: Lafayette Preparatory Academy will submit an annual report card to the school's sponsor that provides detailed information regarding the school's academic and financial governance, as well as any other areas requested by the sponsor. Lafayette Preparatory Academy will also cooperate with the Secretary and the Missouri DESE in evaluating the school's academic and financial program as well as any programs assisted by the use of Federal or State administered grants, including the Federal CSP grant. Additionally, Lafayette Preparatory Academy will provide such other information and assurances as the Secretary and the Missouri DESE may require.

C.3: Facility

First Phase

The founding team is committed to securing a site that will allow Lafayette Preparatory Academy to pursue its programmatic mission to provide a high-quality education to students in the Downtown / Near Southside neighborhoods.

For the school years 2013-14 and 2014-15, we will need a minimum of 7 classrooms (2 classrooms per grade for 3 grades and 1 additional multi-purpose cluster room). Each classroom must be approximately 800-1,000 square feet ("sf") in size to accommodate a class size of 25 students comfortably. We will also need at least one sizable administrative space for office and operational staff (min. 500-600 sf), 3-4 teacher / specialist offices (min. 120-150 sf each), and a mixed-use space for cafeteria / gatherings (minimum 2,500-3,000 sf). In total, the Lafayette Preparatory Academy initial facility must encompass 75-100

square feet per student, or approximately 10,350-13,800 total square feet, not including outdoor recreational / green space.

Other key considerations in the first phase of facilities include a safe and secure environment, adequate parking for staff and visitors, a convenient and safe drop off area for students, safe and secure recreational space, full ADA accessibility, and a physical environment that promotes learning (i.e. extensive natural light and proximity to usable green space).

Lafayette Preparatory Academy primarily looked at locations in Lafayette Square and Downtown, both of which are within the targeted areas, as these locations offer unique advantages.

- Lafayette Square is the most central and accessible location to the targeted neighborhoods. It offers unparalleled accessibility to green space. It is also a neighborhood that feels very safe and has tremendous curb appeal, helping with student / parent recruitment and retention. The biggest challenge with Lafayette Square is the limited number of options due to the residential character of the neighborhood.
- Downtown is attractive because the number of physical school options is very high, which will help keep occupancy costs low and ensure a superior facility. Also, Downtown offers unparalleled access to resources, from funding, to partnerships, to transportation, and to educational opportunities.

One factor that must be kept in mind during our location search is the funding constraints under which start up charter schools operate. Such schools have no track record of success, and a relatively high failure rate. Typically, there is no one other than the school to guarantee debt taken out by the school, which greatly restricts lending institutions willing to entertain extending credit to a charter school. There are only a few potential sources of debt for a start up charter school, and the amount of debt available from these sources is very limited due to the risk of making such a loan. This is one of the reasons why independent start up charter schools typically start in free or very low cost space, where the level of their investment can be kept to a minimum, and move to nicer space after they have developed a track record of performance.

We discussed our needs with IFF and Entertainment Properties, and understand the way those lenders work. We amended the focus of our real estate search to fully take into account the funding constraints. To the extent we pursued properties that required a very substantial up front investment, we understood the need to access subsidies such as New Market and Historic Tax Credits to make up for the inability of LPA to secure large amounts of debt financing. Moreover, due to the complexity and uncertainty of transactions involving such subsidies, we are working to lock in, at our option, an inexpensive short term option that we know will be ready by our move in date, prior to devoting scarce resources to the more difficult permanent home option.

Lafayette Preparatory Academy has looked at dozens of possible locations and is

currently working to pursue Christ Church Cathedral as the initial, inexpensive short-term option:

- This facility is the Episcopal Cathedral for the St. Louis region. Adjacent to the actual church is the 6 -story Bishop Tuttle Memorial Building, which was built to serve the local community but is currently underutilized. The Dean of Christ Church Cathedral is very excited about the possibility of LPA making this building its home for two years, and then using the space as an incubator for other charter schools thereafter. The space would be rent-free, though LPA would have to improve the space it occupies and pay its share of common area maintenance costs during its occupancy. We have preliminarily budgeted \$50,000 to improve the space, primarily in reconfiguring the 2nd floor to house 6 classrooms. The rest of the facility is spectacular and available for our use, with a beautiful banquet room on the 4th floor that can be reconfigured into two more classrooms, a 3,500 square feet assembly hall / dining hall on the 4th floor with a commercial kitchen, along with a 5,000 square foot gym in the basement. We have discussed with IFF the possibility of providing a \$150-200,000 loan that would fully amortize over the two-year occupancy, and they have indicated that they think this is very doable, subject to normal underwriting.

The intention is to have a Memorandum of Understanding with Christ Church Cathedral by August 2012, with architectural schematics and a construction estimate in place at that time. Construction of the school improvements would need to start in March 2013, in order to allow for August 2013 occupancy.

In all events, Lafayette Preparatory Academy will work to provide Lafayette Preparatory Academy with the lowest possible cost facility option, that still satisfies that other above stated considerations, so that a maximum amount of financial resources will be freed up to support the school's educational program.

Second Phase

In the school's third year, Lafayette Preparatory Academy will transition to a larger facility with a target of 26,000-30,000 square feet, or 80-100 square feet per student. The second facility must include at least 14 classrooms (2 classrooms per grade and 2 multi-purpose rooms). Additional teacher / specialist officers will be needed and the cafeteria / gathering space would need to double in size. The above other considerations are also applicable to the second facility.

The second facility will either be an expansion of a facility secured initially that was large enough to accommodate growth or a new facility that the school moves to after its stay in its temporary location. If the latter is the case, then a new real estate search will be commenced after the school starts operating as market conditions, property availability, and funding options will change over time in this volatile economic climate.

One option that is currently on the table is the Jefferson Institute. This is a property on Tucker Avenue Downtown that a local developer is working to convert into a new home for Teach for America in St. Louis, along with apartments that are targeted for local Teach for America teachers, similar to a model in Baltimore. The developer has extra space on the 2nd floor that they have asked LPA to consider leasing. Because of the large amount of subsidy the developer thinks they can obtain, they would offer very affordable, yet high quality space for LPA. However, there is no way this property can be available by August, 2013, so this would be an option as a permanent facility after LPA moves out of temporary space, such as at Christ Church Cathedral directly across Locust Street.

Other options include the following:

- 1881 Pine: This is a property that housed Ethyl Hedgeman Lyle High School until that school shut down a few years ago. The property owner is interested in leasing portions of the already improved school building to charter schools – they tell us that the Language Immersion School is going to lease two floors for another school starting in the fall of 2012. This is a situation where the space LPA would occupy would need minimal improvements, and the owner would make those improvements for us, charging us for them in the lease rate. This model would allow us to avoid the financial challenges associated with borrowing as a start up charter school.
- 1917 Rutger: This is a 30,000 square foot, 2-story property at the corner of Rutger and Mississippi in Lafayette Square, one block from Lafayette Square Park. It has housed a medical equipment company that is closing and selling the property. The property would be a perfect long-term home for LPA, perfectly housing its full program as a K-5 school, but without any extra space that would have to be improved or maintained, unlike several buildings we have looked at. Since it has been an occupied structure, the improvements could be staged as needed to keep down occupancy costs in the first two years. The property even comes with parking for 50+ cars, some of which parking area could be converted to an outdoor play area. This would truly be an ideal home for LPA. The challenge is financing. Fortunately, the property would qualify for Missouri and Federal Historic Tax Credits to help buffer the costs of improvement. IFF has indicated that a \$500,000 loan would be potentially underwriteable for the facility, since LPA would own the facility and IFF could take deed of trust on the property. Also, the seller is open to a certain level of seller financing to help bridge the gap in the early years. New Market Tax Credit financing would be necessary in order to make this deal possible and we have started talking to CDEs (Community Development Entities) about the potential for tax credit allocation to be pointed at this property. LPA is actively exploring that possibility, as one of its board members has extensive experience working with both Historic and New Market Tax Credit programs. Occupancy in this property would be a challenge for a start up charter school to attain. However, the ideal nature of the property for LPA long-term program justifies stretching to try to make this facility work.

- Lafayette Square Baptist Church: This is a church across the street from the southeast corner of Lafayette Square Park, which has an approximately 30,000 square foot annex building that is largely unused. The pastor has expressed a high level of interest in Lafayette Preparatory Academy occupying and improving the entire annex, subject to the right of the church to use a portion of the facility on the weekends and evenings and the right of a small, after-school educational program to co-locate in the space after school hours. The building is large enough to accommodate the entire school, and improvements could be staged as the school grows. We are currently engaged with an architect to determine whether the school program would fit in the building at an affordable cost. This option would likely come with limited compensation to the church but with significant rehabilitation costs. With the funding constraints described above, LPA would have to secure New Market Tax Credit support for the project and would have to purchase the annex. This possibility is being explored.
- 1900 Washington: A local developer is working on the redevelopment of this vacant, two story, 50,000 square foot (plus full basement) building into 2nd floor apartments and first floor commercial space, as part of the long term plan to revitalize the neighborhood as a destination for families with young children. This building is large enough to accommodate the entire school program on the ground floor plus a part of the basement (which is above grade in portions). The developer's architect is working to evaluate what portions of the building are potentially available for the school, at which time a "test fit" can be conducted to evaluate the ability of the building to accommodate the school program at what cost. The developer has indicated that he expects to have federal New Market Tax Credits, as well as Federal and Missouri historic tax credits, available to help defray the costs of school construction so that an attractive occupancy cost can be achieved. The developer likes the school use, as it will help him market the residential units he is working to create.

Budget Alignment

The current Lafayette Preparatory Academy budget presented in *Appendix C.1-1* reflects a facilities lease scenario as a baseline assumption. Although it is anticipated that facility costs as a percentage of total revenue could fluctuate over time, the average budgeted share of facilities to total revenues for Lafayette Preparatory Academy is approximately 17% (including rent, amortization of debt, and real estate operating costs). This figure is in line with other Missouri charter schools, where facilities costs range from 7% - 27% of total revenues. However, it is the intention of Lafayette Preparatory Academy to find a facility that will allow us to reduce occupancy costs over the budgeted amount, to free up resources for our educational program.

C.4: Transportation

As part of its vision to provide Downtown/Near Southside a local neighborhood school, most students will be within two miles of the school. As a result, transportation will not be provided. For students who do need transportation, options include: family/friends with a car dropping and picking up the child, local car pools organized by neighbors with the support of the school, bicycle transportation for older children, and organized walking groups supervised by neighborhood parents. Parents will collaborate to make arrangements for their child's safe arrival and departure from school. By being involved in the process of transporting students to school, parents will engage in more opportunities to interact with teachers and other parents. We recognize that this may be a hardship for some parents, but feel strongly that through our insistence on collaboration within, as well as outside of, school, families will demonstrate their problem-solving skills and come up with a solution. Lafayette Preparatory Academy's Head of School and social worker (when present) will also assist families as they search for feasible solutions. At Lafayette Preparatory Academy, the vision is not simply to provide an excellent education, though it will certainly do that. It is to unite parents, educators, and even an entire community under a common purpose.

Students, who require transportation due to a requirement stated in the IEP, will be provided transportation through a contracted special services van and driver. The contracted van and driver will be in compliance with all Missouri statutes and regulations regarding transportation, including, but not limited to, driver's school bus licensing and vehicle compliance. \$50/student will be reserved for such potential costs with anticipated 20% state reimbursement.

C.5: Insurance

Several different options have been explored regarding liability insurance coverage for Lafayette Preparatory Academy. Scott Wightman has provided the quotes from CharterSafe Insurance that have been used in the budget. CharterSafe Insurance is the nation's first insurance program designed particularly for charter schools and is available to any charter school operating in Missouri. All carriers for CharterSafe are rated at least A-BEST. After the charter has been approved from the Missouri DESE, the Board of Directors will obtain the necessary insurance at the appropriate time.

The list below identifies CharterSafe's capacity to provide required insurance, and also presents any necessary additional information for each category.

- Directors' and Officers' Liability
 - May be accessed during school's pre-operational year for school board members.
- Commercial General Comprehensive Liability
 - Also expressly covers corporal punishment and athletic participation.

- Educator’s Legal Liability
- Employment Practices Liability
- Sexual Abuse Liability
 - Separate policy or a separate part of general comprehensive insurance with independent limits.
- Automobile Liability
- Excess Liability or Umbrella
 - i.e., bundled commercial general liability, directors’ and officers’ liability, legal liability, employment practices liability, automobile liability, and sexual abuse liability.
- Workers Compensation Liability
- Surety bond for the school’s Director of Operations
 - In an amount to be determined based on the cash flow of the school.
 - R.S.Mo160.405.13 allows a charter school the option of obtaining a surety bond or acquiring an insurance policy covering all employees in the amount of at least \$500,000 in the event of employee theft.

See *Appendix C.5* for a quote from CharterSafe for the required insurance coverage and the estimated costs for such coverage over the first five years of operation.

D. Pre-Opening Plan

Lafayette Preparatory Academy’s pre-opening plan, upon approval of the charter, is outlined below.

Table 14: Pre-Opening Plan

Key Milestone	Start Date	End Date	Person Responsible
Write charter application/ Walton application	June 2011	November 2011	Drew Sokol
Form Board of Directors	Present	August 2012	BOD
Secure facility	Present	August 2012	Facility Committee
Identify community partners	Present	March 2013	
Send Letter of Intent to Mayor’s Office	August 2011		BOD
Apply for Walton Family Foundation Pre-Authorization Grant	November 2011		BOD
Recruit applications for and identify School Leader	December 2011	May 2012	HoS Search Committee
Full Application Approved by Mayor Slay	May 2012		
Charter Approved by Sponsor	August 2012		
Charter Approved by DESE	October 2012		BOD
Apply for Walton Family Foundation Post-	October 2012		BOD

Authorization Grant			
Apply for Charter Schools Program Grant	October 2012		BOD
All board meetings become public	October 2012		BOD
Issue public statement regarding state approval and enrollment window timeline	October 2012		Head of School
Complete Student and Employee Handbooks	August 2012	February 2013	Head of School
Identify and acquire accounting services	July 2012		Head of School
Draft Transportation, Food, and Technology Policy documents	September 2012	January 2013	Head of School
Develop lottery applications and materials for student applicants	August, 2012	September, 2012	Head of School
Develop curriculum for 1 st school year	November 2012	April 2013	Head of School
Recruit applications for and identify Director of Operations	November 2012	March 2013	Head of School
Distribute and collect lottery applications through various student recruitment events and strategies	January 2013	April 2013	Head of School
Recruit and hire 4 teachers, 1 SPED teacher, 1 Music/Art teacher, 1 P.E. teacher, and 1 reading specialist	October 2012	June 2013	Head of School
Develop school purchasing lists for furniture, books, materials and other items needed for the launch	March 2013	April 2013	Director of Operations
Ensure successful lottery event	April 2013		Director of Operations
Recruit and hire 1 administrative assistant	April 2013	June 2013	Head of School
Develop professional development training	April 2013	July 2013	Head of School
Order all materials, furniture, and books for the school to be delivered in time for student orientation	April 2013	July 2013	Director of Operations
Make sure all K and 1 st Grade classrooms are painted and renovated as needed	May 2013	July 2013	Director of Operations
Hold orientation for new teachers	July 2013	July 2013	Head of School
Plan and lead four-week summer professional development training (Institute)	July 2013	August 2013	Head of School
Hold orientation for incoming students	August 2013		All school staff

Lafayette Preparatory Academy - Appendix

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A.2-1: Scope and Sequence, English Language Arts (K)

Unit	Standard	Objective (Curricular Skill)	Missouri GLE	CCSS
<p>Unit One: Launching Reading and Writing Workshops</p> <p>Primary Curriculum: Imagine It! Supplement: STEP</p> <p>Unit Theme: Community</p> <p>Thematic Understandings:</p> <ul style="list-style-type: none"> - We all have different characteristics that make us uniquely different. - We each have a different role/name depending on the community being discussed. - Every student is a member of a classroom community, which in turn is part of a school community. - Our school community is a part of a larger neighborhood community. - All communities need to have rules to live by, for the good of everyone. - Communities work best when people work together. 	Develop and apply skills to the reading process.			RF.K.1.a-d Demonstrate understanding of the organization and basic features of print.
		Phonics (Letter Recognition)	K.R.1.C.a Develop alphabetic and phonics knowledge: a. identify letters	d. Recognize and name all upper-and lowercase letters of the alphabet
		Phonics (Phonological/ Phonemic Awareness)	K.R.1.C.b Develop alphabetic and phonics knowledge: b. say sounds associated with letters	b. Recognize that spoken words are represented in written language by specific sequences of letters.
				RF.K.3.a-d Know and apply grade-level phonics and word analysis skills in decoding words.
			K.R.1.C.b Develop alphabet and phonics knowledge: b. say sounds associated with letters	a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound s for each consonant.
		Print Concepts (Print/Book Awareness)	K.R.1.C.c Develop alphabet and phonics knowledge: c. write letter that goes with consonant sound	c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
			K.R.1.A.a Demonstrate basic concepts of print: a. directionality left to right, return sweep, top and bottom.	a. Follow words from left to right, top to bottom, and page by page.
		Phonemic Awareness	K.R.1.A.c Demonstrate basic concepts of print: c. word by word matching	c. Understand that words are separated by spaces in print
	d. Isolate and pronounce the initial, medial, and final sounds			

		Develop ability to recognize sounds (phonemes) in words (phonemic awareness): d. hear and say spoken phonemes	*(This does not include CVCs ending with /l/, /r/, or /x/.)
		K.R.1.B.d Develop ability to recognize sounds (phonemes) in words (phonemic awareness): d. hear and say spoken phonemes	e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
	(Phonological/ Phonemic Awareness)		RF.K.3.a-d Know and apply grade-level phonics and word analysis skills in decoding words. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	Fluency (Phonics and Fluency)	K.R.1.D.a Read simple text a. containing a small bank of high frequency words	c. Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
Develop and apply effective listening skills and strategies.	Listening Behavior (Presentation)	K.LS.1.B Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions) with teacher assistance.	SL.K.1.a-b Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and large groups. a. Follows agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
Compose well-developed text.	Conventions (Print/Book Awareness)	K.W.2.E.a In written text: a. form letters using correct pathway of movement (letter formation.)	a. Print many upper-and lower case letters
		K.W.2.E.d In written text d. use correct spelling of own first and last names, semi-phonetic spelling, spelling strategies	d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Unit	Standard	Objective (Curricular Skill)	Missouri GLE	CCSS
<p>Unit Two: Learning About Books</p> <p>Primary Curriculum: Imagine It! Supplements: STEP, Scholastic Text Talk, Junior Great Books</p> <p>Unit Theme: Cultural Celebrations</p> <p>Thematic Understandings:</p> <ul style="list-style-type: none"> - Cultural celebrations that we observe are determined by your family. - Many cultural celebrations come from family traditions, handed down from one generation to the next. <ul style="list-style-type: none"> - The celebrations or traditions your family participates in are often influenced by your spiritual beliefs. - Climate and geographic location can influence many celebrations and traditions. - Everyone has different traditions they celebrate. We can learn many things by observing and learning about a variety of cultural celebrations. 	<p>Develop and apply skills to the reading process.</p>	<p>Post-Reading (Vocabulary and Comprehension)</p>	<p>K.R.1.H.a-b Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text:</p> <ul style="list-style-type: none"> a. answer basic comprehension questions b. question to clarify 	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p>
			<p>K.R.1.H.c Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text:</p> <ul style="list-style-type: none"> c. retell 	<p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p>
			<p>K.R.1.H.a-b Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text:</p> <ul style="list-style-type: none"> a. answer basic comprehension questions b. question to clarify 	<p>SL.K.2 Confirm understanding of a text read aloud or information presented orally through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
			<p>K.R.1.H.a-b Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text:</p> <ul style="list-style-type: none"> a. answer basic comprehension questions b. question to clarify 	<p>SL.K.3 Ask and answer questions in order to seek help, get information or clarify something that is not understood.</p>
		<p>Vocabulary (Vocabulary and Comprehension)</p>	<p>K.R.1.E Develop vocabulary by listening to and discussing unknown words in stories.</p>	<p>RL.K.4 Ask and answer questions about unknown words in a text.</p>
		<p>Making Connections (Vocabulary and</p>	<p>K.R.1.I.a Identify connections, with assistance,</p>	<p>RL.K.9 With prompting and support, compare and</p>

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		Comprehension)	between a. text to text (text ideas--similarities and differences in fiction and nonfiction works)	contrast the adventures and experiences of characters in familiar stories.
		Fluency (Phonics and Fluency)	K.R.1.D.a Read simple text a. containing a small bank of high-frequency words	RF.K.4 Read emergent-reader texts with purpose and understanding.
Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	Literary Elements (Vocabulary and Comprehension)	K.R.2.C.a-b Use details from text, with assistance, to a. locate names of author and illustrator b. and apply information in the title and pictures		
		K.R.2.C.a-c Use details from text to identify story elements in shared reading and read-alouds with assistance: a. main characters b. problem(s)/events c. setting	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	
	Text Features (Print/Book Awareness)	3.R.2.A.b Use grade level text to b. locate and recognize the features of fiction, poetry, and drama	RL.K.5 Recognize common types of texts (e.g., storybooks, poems)	
		K.R.2.A.a Use details from text, with assistance, to a. locate names of author and illustrator	RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story	
		K.R.2.A.b Use details from text to: a. apply information in title and pictures	RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)	
	Develop and apply effective research process skills to	Acquire Information (Inquiry)	K.ICTL.2.B.a Share what is known about a topic	W.K.8 With guidance and support from adults,

	gather, analyze and evaluate information.			recall information from experiences or gather information from provided sources to answer a question.
			K.ICTL.5.B Construct new knowledge based on information gathered from a variety of sources.	

Unit	Standard	Objective (Curricular Skill)	Missouri GLE	CCSS
Unit Three: Personal Narrative Primary Curriculum: Lucy Calkins Supplements: Imagine It!, STEP, Scholastic Text Talk, Junior Great Books Unit Theme: Changing Over Time Thematic Understandings: - Living things grow and change over time. - As a baby grows and changes into a toddler, kid, and then an adult it will have many new experiences such as walking, riding a bike, and driving a car.	Write effectively in various forms and types of writing.	Forms/Types/Modes of Writing (Language Arts, Writing, and Grammar)	K.W.3.A.a a. Plan and write stories and ideas (through pictures and words) using narrative, descriptive, expository, and/or persuasive features.	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>)
			K.W.3.A.a a. Plan and write stories and ideas (through pictures and words) using narrative, descriptive, expository, and/or persuasive features.	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
			K.W.3.A.a a. Plan and write stories and ideas (through pictures and words) using narrative, descriptive, expository, and/or persuasive features.	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events in the order in which they occurred, and provide a reaction to what happened.
	Apply a writing process in composing text.	Writing Process (Language Arts, Writing, and Grammar)	1.W.1.A.d Follow a writing process to: d. Revise	W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
Develop and apply effective research process skills to gather, analyze and evaluate information.		Research Plan (Presentation)	K.ICTL.5.A Record relevant information, with assistance, in at least one format (e.g., writing, pictures, audio recordings, photos)	W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

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<p>- Friendships are a relationship between friends that can change as the people grow and change.</p> <p>- Plants and animals are living things that grow in change over time.</p> <p>- People, plants and animals are all living things that grow and change over time, however they do not look like one another and the time it takes to grow in change is different.</p>		Acquire Information (Inquiry)	K.ICTL.1.B Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work	
		(Language Arts, Writing, and Grammar)		<p>SL.K.4 Describe familiar people, places, things, and events, and with support, provide additional detail.</p> <p>L.K.1.a-f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.a-f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p>
	Compose well-developed text.	Conventions (Language Arts, Writing, and Grammar)	<p>1.W.2.E.d [In written text d. use naming words (nouns) and action words (verbs) correctly]</p> <p>1.W.2.E.b In written text b. capitalize names of people and beginning words of sentences</p> <p>K.W.2.E.c In written text c. Use ending punctuation in written text, with assistance</p>	<p>L.K.1.a-f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. use frequently occurring nouns and verbs.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>b. Recognize and name end punctuation.</p>

Unit	Standard	Objective (Curricular Skill)	Missouri GLE	CCSS
Unit Four: Poetry	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	Literary Techniques (Print/Book Awareness)	K.R.2.B Participate in read-aloud experiences involving rhythm, rhyme, alliteration, and repeating line or phrase	RL.K.10 Actively engage in group reading activities with purpose and understanding.

<p>Primary Curriculum: Imagine It! Supplements: Lucy Calkins, STEP, Scholastic Text Talk, Junior Great Books</p> <p>Unit Theme: Exploration</p> <p>Thematic Understandings:</p> <ul style="list-style-type: none"> - An explorer can be anyone or anything (an animal) that is discovering new things. - An adventure is an exciting experience. - Adventures happen throughout the day when you are with your family or at school when exciting new events are happening. <ul style="list-style-type: none"> - Animals live in exciting places and can explore in different environments. - Animals' adventures are mostly told in stories. - Adventures can happen anywhere and it is exciting to discover new places and even the same places in different seasons. <ul style="list-style-type: none"> - People and animals can both explore and have adventures, but animals cannot talk about adventures to share like people can share with others what happened during an adventure. 	Develop and apply skills to the reading process.	(Phonological/ Phonemic Awareness)	<p>K.R.1.B.a,c</p> <p>Develop ability to recognize sounds (phonemes) in words (phonemic awareness):</p> <ul style="list-style-type: none"> a. recognize rhyming words c. hear and say onset and rime 	a. Recognize and produce rhyming words.	
				<p>K.R.1.B.c</p> <p>Develop ability to recognize sounds (phonemes) in words (phonemic awareness):</p> <ul style="list-style-type: none"> c. hear and say onset and rime 	b. Count, pronounce, blend, and segment syllables in spoken words.
			(Print/Book Awareness)		c. Blend and segment onsets and rimes of single-syllable spoken words.
			(Inquiry)		SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
		Develop and apply effective speaking skills and strategies for various audiences and purposes.		<p>K.LS.2.A</p> <p>When sharing ideas or experiences</p> <ul style="list-style-type: none"> · speak audibly · use age-appropriate vocabulary 	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
		Develop and apply effective research process skills to gather, analyze and evaluate information.	(Presentation)	<p>K.ICTL.5.A</p> <p>Record relevant information, with assistance, in at least one format (e.g., writing, pictures, audio recordings, photos)</p>	W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
			<p>K.ICTL.1.B</p> <p>Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work</p>		

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Unit	Standard	Objective (Curricular Skill)	Missouri GLE	CCSS
<p>Unit Five: Nonfiction Reading and Writing</p> <p>Primary Curriculum: Imagine It! Supplements: Lucy Calkins, STEP, Scholastic Text Talk, Junior Great Books</p> <p>Unit Theme: Heritage</p> <p>Thematic Understandings:</p> <ul style="list-style-type: none"> - We all have a heritage that's made us who we are today. - Our heritage involves our family, our community, and our culture. - Our heritage is something to take pride in. - Our heritage is something we can ask about and read about. - We have the opportunity affect what will be viewed as heritage in the future. 	<p>Develop and apply skills to the reading process.</p>	<p>Post-Reading (Vocabulary and Comprehension)</p>	<p>K.R.1.H.a-b Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text:</p> <ul style="list-style-type: none"> a. answer basic comprehension questions b. question to clarify 	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p>
			<p>K.R.1.H.c Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text:</p> <ul style="list-style-type: none"> c. retell 	
		<p>Vocabulary (Vocabulary and Comprehension)</p>	<p>K.R.1.E Develop vocabulary by listening to and discussing unknown words in stories.</p>	<p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text</p>
	<p>Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times.</p>	<p>Making Connections (Vocabulary and Comprehension)</p>	<p>K.R.1.I.a Identify connections, with assistance, between</p> <ul style="list-style-type: none"> a. text to text (text ideas---similarities and differences in fiction and nonfiction works) 	<p>RI.K.9 With prompting and support, identify basic similarities between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</p>
			<p>K.R.3.C.a-c In response to text and with assistance,</p> <ul style="list-style-type: none"> a. ask questions to clarify meaning b. answer questions c. recognize important information and identify supporting details 	
		<p>Text Structures (Vocabulary and Comprehension)</p>	<p>K.R.3.C.c In response to text and with assistance,</p> <ul style="list-style-type: none"> c. recognize important information and identify supporting details. 	<p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p>
		<p>3.R.3.C.g Use details from text to</p>	<p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	

			g. compare and contrast 3.R.3.C.i i. identify author's purpose for writing text	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text
		Text Features (Vocabulary and Comprehension)	K.R.3.A Develop an awareness that text and pictures provide information	RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
			K.R.3.A Develop an awareness that text and pictures provide information	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)
		(Print/Book Awareness)		RI.K.5 Identify the front cover, back cover, and title page of a book.
		(Vocabulary and Comprehension)		RI.K.10 Actively engage in group reading activities with purpose and understanding.

Unit	Standard	Objective (Curricular Skill)	Missouri GLE	CCSS
Unit Six: Author Study Primary Curriculum: Imagine It! Supplements: Lucy Calkins, STEP, Scholastic Text Talk, Junior Great Books	Develop and apply effective research process skills to gather, analyze and evaluate information.			L.K.1.a-f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Acquire Information (Inquiry)	K.ICTL.2.B.b Recognize that questions are a form of communicating and information need (understand correct uses of who, what, when, where, why, how)	d. understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).
Unit Theme: Helping Out Thematic Understandings:	Develop and apply skills to the reading process.	Vocabulary (Vocabulary and Comprehension)	4.R.1.E.a Develop vocabulary through text, using a. root words and affixes	b. use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word
			K.R.1.E Develop vocabulary by listening to and discussing unknown words in stories	L.K.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial

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<ul style="list-style-type: none"> - We all have skills that we can use to help our communities. - Many authors have contributed to their communities with great stories. - Our communities all have areas where we can help out. - It's easier to help and contribute with other people than by ourselves. 			and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).
		(Vocabulary and Comprehension)	e. use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, by, with</i>).
		(Language Arts, Writing, and Grammar)	f. produce and expand complete sentences in shared language activities.
			L.K.2.a-d Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			L.K.4.a-b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .
		(Inquiry)	a. identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>)
			L.K.5.a-d With guidance and support from adults, explore word relationships and nuances in word meanings.
	a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.		
	b. demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		
		c. Identify real life connections between words and their use (e.g., note places at school that are colorful).	
		d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	
	(Presentation)	W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	

A.2-2: Scope and Sequence, Mathematics (K)

Unit	Standard	Concept	Missouri GLE	CCSS	
Unit One: Who Is In School Today? Mathematical Emphases: <ul style="list-style-type: none"> - Counting and Quantity (Developing strategies for accurately counting a set of objects by ones) - Data Analysis (Sorting and classifying) - Data Analysis (Carrying out a data investigation) - Whole-Number Operations (Using manipulatives, drawings, tools, and notation to show strategies and solutions) 	Compute fluently and make reasonable estimates.	Develop and demonstrate fluency.	K.N.3.B Connect number words (orally) and quantities they represent.	K.CC3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	
	Understand numbers, ways of representing numbers, relationships among numbers and number systems.	Read, write and compare numbers.	1.N.1.A Read, write, and compare whole numbers less than 100.	K.CC1 Count to 100 by ones and by tens.	
			K.N.1.A Rote count to 100 and recognize numbers up to 31.		
	Compute fluently and make reasonable estimates.	Develop and demonstrate fluency.	Classify and describe numeric relationships.	1.N.1.D Skip count by 2s, 5s and 10s.	K.CC4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

Unit	Standard	Concept	Missouri GLE	CCSS
Unit Two: Counting and Comparing Mathematical Emphases: <ul style="list-style-type: none"> - Counting and Quantity (Developing strategies for accurately counting a set of objects by ones) - Counting and 				K.CC4 Understand the relationship between numbers and quantities; connect counting to cardinality.
	Understand numbers, ways of representing numbers, relationships among numbers and number systems.	Read, write and compare numbers.	1.N.1.A Read, write, and compare whole numbers less than 100.	K.CC6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. ¹ [¹ Include groups with up to ten objects.]

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<p>Quantity (Developing the idea of equivalence)</p> <ul style="list-style-type: none"> - Linear Measurement (Understanding length) - Counting and Quantity (Developing an understanding of the magnitude and position of numbers) <p>- Whole-Number Operations (Using manipulatives, drawings, tools, and notation to show strategies and solutions)</p>				<p>K.CC7</p> <p>Compare two numbers between 1 and 10 presented as written numerals.</p>
	<p>Understand measurable attributes of objects and the units, systems and processes of measurement.</p>	<p>Determine unit of measurement.</p>	<p>K.M.1.A</p> <p>Compare and order objects according to their size or weight.</p>	<p>K.MD2</p> <p>Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p>

Unit	Standard	Concept	Missouri GLE	CCSS
<p>Unit Three: What Comes Next?</p> <p>Mathematical Emphases:</p> <ul style="list-style-type: none"> - Data Analysis (Sorting and classifying) - Repeating Patterns (Constructing, describing, and extending repeating patterns) - Repeating Patterns (Identifying the unit of a repeating pattern) 				<p>K.CC4c</p> <p>Understand that each successive number name refers to a quantity that is one larger.</p>
				<p>K.CC2</p> <p>Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>

Unit	Standard	Concept	Missouri GLE	CCSS
<p>Unit Four: Measuring and Counting</p> <p>Mathematical Emphases:</p>	<p>Use mathematical models to represent and understand quantitative relationships.</p>	<p>Use mathematical models.</p>	<p>K.A.3.A</p> <p>Model situations that involve whole numbers, using pictures, objects or symbols.</p>	<p>K.CC5</p> <p>Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20 , count out that many objects.</p>
				<p>K.OA4</p>

<ul style="list-style-type: none"> - Linear Measurement (Understanding length and using linear units) - Counting and Quantity (Developing strategies for accurately counting a set of objects by ones) - Whole-Number Operations (Making sense of and developing strategies to solve addition and subtraction problems with small numbers) - Counting and Quantity (Developing an understanding of the magnitude and position of numbers) - Whole-Number Operations (Using manipulatives, drawings, tools, and notation to show strategies and solutions) 				For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
	Understand meanings of operations and how they relate to one another.	Represent operations.	1.N.2.A	K.OA2 Solve addition and subtraction word problems, and add and subtract within 10, e.g. by using objects or drawings to represent the problem.
			Represent/model a given situation involving addition and subtraction of whole numbers using pictures, objects, or symbols.	
Apply appropriate techniques, tools and formulas to determine measurements.	Use standard or non-standard measurement.	K.M.2.A		

Unit	Standard	Concept	Missouri GLE	CCSS
Unit Five: Make a Shape, Build a Block Mathematical Emphases: <ul style="list-style-type: none"> - Features of Shape (Describing, identifying, comparing, and sorting 2-D and 3-D shapes) - Features of Shapes (Composing and 	Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	Use coordinate systems.	K.G.2.A *describe, name and interpret relative positions in space (above, below, front, behind)	K.G1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
		Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	K.G.1.A *identify and describe 2- and 3-dimensional shapes using physical models (circle, rhombus, rectangle, triangle, sphere, rectangular prism, cylinder, pyramid) that represent shapes in their environment	
			K.G.1.A *identify and describe 2- and 3-	K.G2 Correctly name shapes regardless of their

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decomposing 2-D and 3-D shapes)			dimensional shapes using physical models (circle, rhombus, rectangle, triangle, sphere, rectangular prism, cylinder, pyramid) that represent shapes in their environment	orientations or overall size.
			K.G.1.A *identify and describe 2- and 3-dimensional shapes using physical models (circle, rhombus, rectangle, triangle, sphere, rectangular prism, cylinder, pyramid) that represent shapes in their environment	K.G3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
			3.G.1.A *compare and analyze 2- dimensional shapes by describing their attributes (circle, rectangle, rhombus, trapezoid, triangle)	K.G4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., having sides of equal length.)
			1.G.1.C *use models to compose and decompose 2-dimensional shapes	K.G6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"
				K.G5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes

Unit	Standard	Concept	Missouri GLE	CCSS
Unit Six: How Many Do You Have?	Understand meanings of operations and how they relate to one another.	Represent operations.	1.N.2.A	K.OA1 Represent addition and subtraction with objects, fingers, mental images, drawings ² , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. [² Drawings need not show details, but should show the mathematics in the problem.]
			Represent/model a given situation involving addition and subtraction of whole numbers using pictures, objects, or symbols.	
Mathematical Emphases: - Counting and Quantity (Developing strategies for accurately counting a set of objects by ones)	Understand numbers, ways of representing numbers, relationships among numbers and number systems.	Compose and decompose numbers.	K.N.1.C	K.OA3
			Use concrete objects to compose and decompose values up to 10.	

<p>- Whole-Number Operations (Making sense of and developing strategies to solve addition and subtraction problems with small numbers)</p> <p>- Whole-Number Operations (Using manipulatives, drawings, tools, and notation to show strategies and solutions)</p>				Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$)
				<p>K.NBT1</p> <p>Compose and decompose numbers from 11 to 19 into tens and ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>
				<p>K.OA5</p> <p>Fluently add and subtract within 5.</p>
	Use mathematical models to represent and understand quantitative relationships.	Use mathematical models.	<p>K.A.3.A</p> <p>Model situations that involve whole numbers, using pictures, objects or symbols.</p>	

Unit	Standard	Concept	Missouri GLE	CCSS
<p>Unit Seven: Sorting and Surveys</p> <p>Mathematical Emphases:</p> <p>- Counting and Quantity (Developing strategies for accurately counting a set of objects by ones)</p> <p>- Data Analysis (Representing data)</p> <p>- Data Analysis (Sorting and classifying)</p> <p>- Data Analysis (Carrying out a data investigation)</p>	Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them.	Formulate questions.	<p>K.D.1.B</p> <p>Sort items according to their attributes.</p>	<p>K.MD3</p> <p>Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.³</p> <p>[³Limit category counts to 10]</p>
			<p>1.D.1.B</p> <p>Sort and classify items according to their attributes.</p>	
	Understand meanings of operations and how they relate to one another.	Represent operations.	<p>1.N.2.A</p> <p>Represent/model a given situation involving addition and subtraction of whole numbers using pictures, objects, or symbols.</p>	
Use mathematical models to represent and understand quantitative relationships.	Use mathematical models.	<p>K.A.3.A</p> <p>Model situations that involve whole numbers, using pictures, objects or symbols.</p>		

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A.2-3: Scope and Sequence, Science (K)

Unit	Strand	Standard	Concept	State GLE			
<p>Unit Two: Plants & Animals</p> <p>Primary Curriculum: FOSS</p> <p>Essential Skills: Observing and Grouping</p>	Investigation and Experimentation		Scientific progress is made by asking meaningful questions and conducting careful investigations.	<p>CA K.I&E.4 As a basis for understanding this concept and addressing the content in the other strands, students should develop their own questions and perform investigations. Students will</p> <p>a. Observe common objects by using the five senses.</p> <p>b. Describe the properties of common objects.</p> <p>d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).</p> <p>e. Communicate observations orally and through drawings.</p>			
				Impact of Science, Technology and Human Activity	Historical and cultural perspectives of scientific explanations help to improve understanding of the nature of science and how science knowledge and technology evolve over time.	Advances in technology often result in improved data collection and an increase in scientific information.	<p>MO K.8.2.A.a</p> <p>Describe how tools have helped scientists make better observations.</p>
				Life Sciences		Different types of plants and animals inhabit the earth.	<p>CA K.LS.2 As a basis for understanding this concept, students know:</p> <p>a. how to observe and describe similarities and differences in the appearance of the plants and animals (e.g., seed-bearing plants, birds, fish, insects).</p> <p>c. How to identify major structures of common plants and animals (e.g. stems, leaves, roots, arms, wings, legs).</p>
							<p>MO K.3.1.D.a Observe and compare the structures and behaviors of different kinds of plants and animals.</p> <p>MO K.3.3.D.a Recognize that living things have offspring.</p> <p>MO K.3.3.D.b Recognize a parent-offspring relationship based on the organism's physical</p>
	Characteristics and Interactions of Living Organisms	There is a genetic basis for the transfer of biological characteristics from one generation to the next through productive processes.	Plants and animals have different structures that serve similar functions necessary for the survival of the organism.				
				There is heritable variation within every species of organism.			

				similarities and differences.
	Impact of Science, Technology and Human Activity	The nature of technology can advance, and is advanced by, science as it seeks to apply scientific knowledge in ways that meet human needs.	The nature of technology can advance, and is advanced by, science as it seeks to apply scientific knowledge in ways that meet human needs.	MO K.8.1.A.a Observe and identify that some objects occur in nature (natural objects); others have been designed and made by people.

Unit	Strand	Standard	Concept	State GLE
Unit Three: Matter Matters Primary Curriculum: FOSS Essential Skill: Making Comparisons	Properties and Principles of Matter and Energy	Changes in properties and states of matter provide evidence of the atomic theory of matter.	Objects, and the materials they are made of, have properties that can be used to describe and classify them.	MO K.1.1.A.b Identify materials (e.g., cloth, paper, wood, rock, metal) that make up an object and some of the physical properties of the materials (e.g., color, texture, shiny/dull, odor, sound, taste, flexibility).
				MO K.1.1.A.a Describe physical properties of objects (i.e., size, shape, color, mass) by using the senses, simple tools (e.g., magnifiers, equal arm balances), and/or nonstandard measures (e.g., bigger/smaller, more/less).
				MO K.1.1.A.c Sort objects based on observable physical properties (e.g., size, material, color, shape, mass).
	Scientific Inquiry	Science understanding is developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking.	Scientific inquiry relies upon gathering evidence from qualitative and quantitative observations.	MO K.7.1.B.a Make qualitative observations using the five senses.
				MO K.7.1.B.b Make observations using simple tools and equipment (e.g., magnifiers/hand lenses, magnets, equal arm balances, thermometers).
				MO K.7.1.B.c Measure length and mass using non-standard units.
				MO K.7.1.B.d Compare amounts/measurements.
				MO K.7.1.C.a Use observations as support for reasonable explanations.
				MO K.7.1.C.b Use observations to describe relationships and patterns and to make predications to be tested.
				Scientific inquiry includes evaluation of explanations (laws/principles, theories/models) in light of evidence (data) and scientific principles (understandings).

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				MO K.7.1.C.c Compare explanations with prior knowledge.
	Physical Sciences		Properties of materials can be observed, measured, and predicted.	CA K.PS.1.a As a basis for understanding this concept, students know:
b. As a basis for understanding this concept, students know water can be a liquid or a solid and can be made to change back and forth from one form to another.				
c. As a basis for understanding this concept, students know water left in an open container evaporates (goes into the air) but water in a closed container does not.				

Unit	Strand	Standard	Concept	State GLE
Unit Four: Sound	Properties and Principles of Force and Motion	The motion of an object is described by its change in position relative to another object or point.	Forms of energy have a source, a means of transfer (work and heat), and a receiver.	MO K.1.2.A.c Recognize that the ear serves as a receiver of sound.
Primary Curriculum: FOSS				MO K.1.2.A.a Identify the sounds and their source of vibrations in everyday life (e.g., alarms, car horns, animals, machines, musical instruments).
Essential Skill: Identifying Causes and Their Effects				MO K.1.2.A.b Compare different sounds (i.e., loudness, pitch, rhythm).
				MO. 2.1.2.A.c Describe how the ear serves as a receiver of sound (i.e., sound vibrates eardrum).
				MO. 2.1.2.A.a Recognize that sound travels through different mediums (i.e., air, water, solids).
				MO 2.1.2.A.b Describe different ways to change the pitch of a sound (i.e., changes in size, such as length or thickness, and in tightness/tension of the source).

Unit	Strand	Standard	Concept	State GLE
Unit Five: Physics Primary Curriculum: FOSS Essential Skills: Organizing and Presenting Observations	Properties and Principles of Force and Motion	The motion of an object is described by its change in position relative to another object or point.	The motion of an object is described as a change in position, direction, and speed relative to another object (frame of reference).	MO K.2.1.A.a Describe an object's position relative to another object (e.g., above, below, in front of, behind).
		Forces affect motion.	Forces are classified as either contact (pushes, pulls, friction, buoyancy) or non-contact forces (gravity, magnetism), that can be described in terms of direction and magnitude.	MO K.2.2.A.a Identify ways (push, pull) to cause some objects to move by touching them. MO K.2.2.A.b Recognize magnets cause some objects to move without touching them.
	Physical Sciences		The motion of objects can be observed and measured.	CA 2.PS.1 As a basis for understanding this concept, students know: a. The position of an object can be described by locating it in relation to another object or to the background. b. An object's motion can be described by recording the change in position of the object over time. c. The way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.
		Scientific Inquiry		Science understanding is developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking.

Unit	Strand	Standard	Concept	State GLE
Unit Six: The Sun, Earth, and Moon Primary Curriculum: FOSS	Composition and Structure of the Universe and the Motion of the Objects Within It	The universe has observable properties and structure.	The Earth, Sun and moon are part of a larger system that includes other planets and smaller celestial bodies.	MO K.6.1.A.a Observe and describe the presence of the Sun, moon and stars in the sky.
				MO 3.6.1.A.a Describe our Sun as a star because it provides light energy to the solar system.
				MO K.6.1.A.b Observe that there are more stars in the sky than anyone can count and that they are scattered unevenly and vary in

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Essential Skills: Observing and Describing Change		Regular and predictable motions of objects in the universe can be described and explained as the result of gravitational forces.		brightness.
			The apparent position of the Sun and other stars, as seen from Earth, changes in observable patterns.	MO K.6.2.A.a Describe the Sun as only being seen in the daytime.
				MO K.6.2.A.b Recognize the Sun appears to move across the sky from morning to night.
			The apparent position of the moon, as seen from Earth, and its actual position relative to Earth change in observable patterns.	MO 3.6.2.A.a Illustrate and describe how the Sun appears to move slowly across the sky from east to west during the day.
MO K.6.2.B.a Observe the Moon can be seen sometimes at night and sometimes during the daytime.				
			MO K.6.2.B.b Observe that the Moon appears to change shape over the course of a month.	

A.2-3: Scope and Sequence, Social Studies (K)

Unit	Strand	Standard	Concept	Missouri GLE
Unit One: A Citizen of a Community Primary Curriculum: Scott Foresman Unit Theme: Community	Principles of Constitutional Democracy	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	Principles of constitutional democracy in the United States	K.1.A Identify why laws and rules are made.
	Principles and Processes of Governance Systems	Knowledge of principles and processes of governance systems	Processes of governmental systems	K.2.C.a Describe how groups need to make decisions and how those decisions are made in families and classrooms.
				K.2.C.b Explain what it means to make rules and how it is necessary to carry out or enforce rules.

Unit	Strand	Standard	Concept	Missouri GLE
Unit Two: A Citizen of a Multi-Cultural Community Primary Curriculum: Scott Foresman Unit Theme: Cultural Celebrations	Principles and Processes of Governance Systems	Knowledge of principles and processes of governance systems	Principles and purposes of government	K.2.A.a Participate in a democratic decision-making process
				K.2.A.b Explain how to resolve disputes peacefully in the classroom and on the playground.

Unit	Strand	Standard	Concept	Missouri GLE
Unit Three: A Changing Citizen in a Changing Community Primary Curriculum: Scott Foresman Unit Theme: Changing Over Time	Relationships of Individuals and Groups to Institutions and Traditions	Knowledge of relationships of the individual and groups to institutions and cultural traditions	Cultures meeting the needs of people	K.6.A Name common physical, social and emotional needs.
	Economic Concepts and Principles	Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand).	Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events.	K.4.A.b Identify examples of opportunity cost.
	Tools of Social Science Inquiry	Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)	Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry	K.7.A.a Identify visual, graphic and auditory aids (posters and recordings).

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Unit	Strand	Standard	Concept	Missouri GLE
Unit Four: An Adventurous Citizen in an Exciting Community Primary Curriculum: Scott Foresman Unit Theme: Exploration	Elements of Geographical Study and Analysis	Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment	Reading and constructing maps	K.5.A Identify maps and globes as geographic tools
	Identify, select, use, analyze and create appropriate resources, primary and secondary for social science inquiry	Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)	Identify, select, use, analyze, and create appropriate resources, primary and secondary, for social science inquiry.	K.7.A.d Identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments).

Unit	Strand	Standard	Concept	Missouri GLE
Unit Five: A Proud Citizen in a Historic Community Primary Curriculum: Scott Foresman Unit Theme: Heritage	Principles of Constitutional Democracy	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	Knowledge of the symbols of our nation	K.1.D.a Identify the flag as a symbol of our nation.
	Tools of Social Science Inquiry	Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)	Identify, select, use, analyze, and create appropriate resources, primary and secondary, for social science inquiry	K.1.D.b Recite the Pledge of Allegiance. K.7.A.b Identify primary and secondary sources (diaries, letters, people, interviews, journals, and photos).

Unit	Strand	Standard	Concept	Missouri GLE
Unit Six: A Committed Citizen in an Imperfect Community Primary Curriculum: Scott Foresman Unit Theme: Helping Out	Economic Concepts and Principles	Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events.	K.4.A.a Identify examples of scarcity.
	Tools of Social Science Inquiry	Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)	Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry	K.7.A.c Identify library and media resources (videos, electronic resources, periodicals and books).

A.2-5: Sample Lesson Plans, English Language Arts (K-1)

Kindergarten Sample Lesson Plan

PRE-PLANNING: KNOW, SO, SHOW	OBJECTIVE.	CONNECTION TO STANDARDS.
	Writers will be able to get ideas for stories by choosing topics that gives them big, strong feelings.	UNIT THREE: Personal Narrative The lesson helps cover Missouri GLE W.K.3 and Common Core State Standard K.W.3.A.a.
	ASSESSMENT.	
	Writers will have one pinpointed idea for a story.	
	KEY POINTS.	
	Writers write stories to show big ideas. The best way to decide on a story is to ask, "What idea am I trying to show?"	
LESSON CYCLE: GO	OPENING. (8 min.)	MATERIALS.
	Look: Writers will get out their small moment stories from the previous day and share them with one person who hasn't yet heard it (the person on the other side of them than their writing teammate). Hook: Writers will then make a list of three topics they care deeply about, and one they think is funny, and share them with their writing teammate.	Small moment stories Paper/pencil
	CONNECTION. (8 min.)	
	Capture students' attention: <i>Yesterday we wrote our small moment stories thinking about the ideas we wanted to show. We will continue with this type of work today.</i> <i>Many of our favorite books by published authors are powerful at least in part because they evoke strong feelings in us, the reader. For example, when we read <u>Across the Ally</u>, by Richard Michelson, we can feel the narrator's hope and fear, as he steps up to the pitcher's mound to throw the first pitch. We also feel incredibly angry when the people in the temple move away when Willie and his father sit down. The strong feelings these stories evoke help lead us to understand the idea the author is trying to show. For example, in <u>Across the Ally</u>, both of these parts help us understand how in this story the two boys were able to overshadow prejudice with their friendship and talents.</i> Writers, today I'm going to teach you that writers get ideas for stories by choosing topics that give us big, strong feelings. Then we ask ourselves, "What idea am I trying to show?"	<u>Across the Ally</u>
	TEACH. (10 min.)	
	Teach ONE thing by demonstrating : <i>Watch what I do to choose an idea for a story that gives me a big, strong feeling. Then I will ask myself, "What idea am I trying to show?"</i> Model choosing a topic for writing, perhaps for your family, that evokes a strong feeling for you. Then ask and answer the question, "What idea am I trying to show?" Write your big idea at the top of the first page of your booklet (twice-folded sheet of paper) as you did yesterday. Quickly sketch on each page of your booklet, as you story-tell planning your story. For this lesson, have your story pre-written. Display it and read it to scholars, so they have a model of what they are aiming for. Writers, did you see how I got an idea for a story by choosing a topic that gives me a big, strong feeling? Then I asked myself, "What idea am I trying to show?"	Model booklet Booklet for each student
TRY. (12 min.)		

<p>Students must participate and practice to learn: <i>Now it's your turn to try. You're going to get an idea for a story by choosing a topic that gives you a big, strong feeling. Then you will ask yourself, "What idea am I trying to show?"</i></p> <p>Prompt writers to think of a topic for writing that evokes a strong feeling for them. They can use their writing folder or heart map (both made in previous weeks) if they need assistance. After choosing a topic, scholars write the idea they want to show at the top of page one, like they did the day before. Then prompt scholars to turn and tell their partner the big idea they want to show.</p>	<p>Writing folders</p>
<p>CLOSING. (2 min.)</p>	
<p>Restate teaching point and connect it to ongoing scholar work in one or two sentences: <i>Today and from now on remember that writers get ideas for stories by choosing topics that give them big, strong feelings. We do that by asking ourselves, "What idea am I trying to show?"</i></p> <p><i>The first thing you will do tomorrow is meet with your writing partner at your table stops to plan how your story will go. You will take turns touching each page and telling your story bit-by-bit.</i></p>	

1st Grade Sample Lesson Plan

PRE-PLANNING: KNOW, SO, SHOW	OBJECTIVE.	CONNECTION TO STANDARDS.
	Readers will be able to identify and make inferences based on clues from characters' behavior. (This is the third in a set of lessons designed to teach students how to make inferences.)	The lesson helps cover Missouri GLE RL.1.1 and Common Core State Standard 1.R.1.H.a-b . Also begins preparation for CCSS 2.R.A.H.a .
	ASSESSMENT.	
	Students will choose an animal from the story, draw a picture, and write about the inference that animal made. They should answer the questions: "What inference did the character make? What did he do? What could red bird have said?" Review students' drawings and writing to determine whether they understand how to make inferences.	
	KEY POINTS.	
	Inferences are logical guesses, based on clues, about what is not said. They can be based on what we know of peoples' behavior, and they are influenced by our own experiences.	
LESSON CYCLE: GO	OPENING. (8 min.)	MATERIALS.
	<p>Hook: Find some pictures from magazines that show expressive faces. Use construction paper to make covers for the pictures so you only see the eyes through a window in the paper. Close the covers with scotch tape. Pass around the cards and have students write down inferences about what the person in the picture is feeling based on the clue in the eyes. After everyone has had a chance to make an inference, let the children open the cards to see the full face. Talk about how when students were playing the game, they were making inferences about the pictures based on incomplete information. They used their own prior knowledge about what people's faces look like when they're feeling happy, sad, angry, tired, and so on.</p> <p><i>Readers, reading is a lot like this. As readers, we are often asked to make inferences about what the author wants us to understand, even though we do not have all the necessary information. We have to use clues in the text to get the full meaning. They're our best guesses, and that's part of the fun of reading.</i> Explain that because everyone uses their own experiences, we may all make different inferences. Not everyone understands the story in the same way. However, it's important that we be able to explain the inferences we make by pointing to the clues in the text that we used to make the inferences.</p>	Cards with masked faces
	CONNECTION. (8 min.)	
	<p>Capture students' attention: <i>Yesterday we read <u>Too Many Tamales</u> and were able to make inferences based on clues in the text and from what we already know about the story. Today, we're going to pay close attention specifically to the character's behavior to make our inferences. More than that, we're going to see what happens when the characters make inferences about each other.</i></p> <p><i>Now, how many of you have been outside at dusk and had a mosquito come buzzing around your ear? What did you do? How did you feel? Today we will be reading a story – an African legend that gives a possible explanation why mosquitoes buzz in our ears. Before we begin, tell me why you think mosquitoes buzz in people's ears.</i></p> <p><i>In <u>Why Mosquitoes Buzz in People's Ears</u> the characters make inferences based on another character's actions. Remember that inferences are logical guesses, not facts. The problem in the story is that the inferences the characters make about each other's behavior is wrong. These misunderstandings cause a great problem. Today we are going to identify the inferences that the animals make and the problems that these misunderstandings cause. As we read, you will notice that a red bird is a part of every illustration. He witnesses all of the misunderstandings, but never says anything. We are going to pretend to be the red bird and talk back to the characters. We will explain to each character how the inference that they made was incorrect."</i></p>	<u>Why Mosquitoes Buss in People's Ears</u> Red bird puppet
TEACH. (6 min.)		

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	<p>Teach ONE thing by demonstrating : Model this process for the students by thinking aloud. Read until python goes into rabbit's hole. <i>First, we see that python made an inference about the way iguana treated him. Iguana did not talk to him, so, python thinks that iguana is mad at him and planning mischief.</i></p> <p>Present the red bird puppet. <i>As the red bird, I would say, "Python, there is no danger, just a misunderstanding. Look at iguana. He is not mad at you, nor is he planning mischief. He has sticks in his ears and cannot hear you. Do not hide in rabbit's hole."</i></p>	Model booklet Booklet for each student
	<p>TRY. (15 min.)</p> <p>Students must participate and practice to learn: Continue to read until rabbit runs across the clearing. Write the following questions for students to answer: <i>What inference did the character make? What did he do? What could red bird have said to solve the problem?"</i></p> <p>Have students volunteer responses. Have them practice being the red bird, explaining the inferences and why they were wrong. For example, students might say, "Rabbit, no danger, just a misunderstanding. Python is not going to eat you, he was afraid of iguana. You do not need to run through the field in daylight."</p> <p>Then, have groups of three students act out the crow and the monkey scenes, adding red bird. The three students must agree on what red bird will say ahead of time. Have each group use the same questions: "What inference did the character make? What did he do? What could red bird have said?" Then, read the rest of the story and discuss inferences that were made and how the story ended. Point out that some students' different inferences may be different but can be equally valid.</p>	
	<p>CLOSING. (3 min.)</p>	
	<p>Restate teaching point and connect it to ongoing scholar work in one or two sentences: <i>Readers, today you identified and made inferences based on what you saw from character behavior. Great job! Remember, inferences are logical guesses, based on clues, about what is not said. Today, we saw that you can make inferences based on people's actions.</i></p>	
REINFORCE	<p>HOMEWORK (if appropriate). How will students practice what they learned?</p>	
	<p>Readers will take photocopies of the first few pages of <i>Animals Should Definitely Not Wear Clothing</i> home, read it, and make three inferences each about the camel and the porcupine. Tell them we'll share inferences and finish the book tomorrow.</p>	

A.2-6: Sample Lesson Plans, Mathematics (K-1)

Kindergarten Sample Lesson Plan

PRE-PLANNING: KNOW, SO, SHOW	OBJECTIVE.	CONNECTION TO STANDARDS.
	Mathematicians will be able to record an arrangement of six tiles using numbers.	UNIT SIX: How Many Do You Have? The lesson helps cover Missouri GLE K.N.1.C and Common Core State Standard K.OA3 .
	ASSESSMENT.	
	Give one more example (of $3 + 1 + 1 + 1$) of tiles on the board and ask mathematicians to record what they see. Mathematicians should be able to effectively communicate the arrangement.	
	KEY POINTS.	
	Combinations of tiles can be arranged in different ways. There are strategies we can use to remember and communicate the arrangements we see.	
LESSON CYCLE: GO	OPENING. (10 min.)	MATERIALS.
	Hook: <i>Good morning, mathematicians. Today, we're all going to work with the number 6!</i> Proceed to lay out 6 square tiles and have the class count with you to double-check that there are six. <i>You are going to make arrangements of six tiles. You are going to take 6 square tiles and arrange and organize them. This is similar to our activity yesterday, except today your arrangements need to follow one very special rule: All the tiles must share at least one whole side with the tile next to it. As long as you follow that one rule, you can make your arrangements however you want.</i> Proceed to show mathematicians two examples, one that follows the rule and one that doesn't. Once they have it, tell them, <i>Go!</i>	Six tiles and a sheet of paper for each mathematician
	Look: Encourage mathematicians who are finished to share their arrangements with mathematicians who are next to them.	
	*Extension: Ask mathematicians who are ready to explain to their neighbors how they know it's still six, i.e. "I counted by ones", "I see 3 on this row and 3 above it", etc.	
	CONNECTION. (5 min.)	
	Capture students' attention: Once they have their arrangements ready, ask three or four mathematicians with different arrangements to share what they have. Then turn and ask the rest of the class how one might go about explaining what they have.	
	TEACH. (6 min.)	
Teach ONE thing by demonstrating : After mathematicians have discussed and communicated different class examples, put a few different models on the board. Follow the cover, show, cover, show, cover, show strategy and ask students to remember what they say. <i>Mathematicians, I'm going to show you an arrangement of square tiles. Remember, your job is to look carefully to try to find a way to remember what it looks like so that when it's covered, you'll be able to see it in your mind and build a copy.</i> First model: <i>OK, mathematicians, I have one arrangement up here that I'm going to try to remember. On the bottom here, I have how many tiles? "3!" On this next row, how many do I have? "2!" And on the top? "1!" Great! So I'm going to remember 3 and 2 and 1. Once I have that, I can re-create my arrangement.</i>		
TRY. (15 min.)		

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	<p>Students must participate and practice to learn: Once you have done at least three examples with the class, ask them to come up with their own arrangement. <i>Mathematicians, think how can you name or describe your arrangement using numbers.</i></p> <p>As they put their own arrangements together and record them, notice</p> <ul style="list-style-type: none"> ○ Do students' arrangements follow the rule? ○ How accurately do mathematicians record their strategies? Are the parts oriented correctly? ○ How do mathematicians record how they know there are six tiles in all? Do they number each square? Do they group the squares and label them? Or do they use equations? Do the number accurately reflect how many squares are in each group? <p>*Differentiation: Identify mathematicians who might have struggled with their arrangements in the "Opening", group them, give them some already-made examples, and ask them to explain to each other what they have. <i>How could you tell your neighbor what you have so that they understand without seeing it?</i> Make a note to work with later as a group on different types of arrangements.</p>	
	<p>CLOSING. (4 min.)</p>	
	<p>Restate teaching point and connect it to ongoing scholar work in one or two sentences: Look for mathematicians who have described their arrangements in a variety of ways. Ask them to share their examples. When they do, ask them to cover it and ask other mathematicians to name other ways to describe what they have.</p>	
REINFORCE	<p>HOMEWORK (if appropriate). How will students practice what they learned?</p>	
	<p>Investigations – 6.1.1 – Six Crayons in All activity</p>	

1st Grade Sample Lesson Plan

PRE-PLANNING: KNOW, SO, SHOW	OBJECTIVE.	CONNECTION TO STANDARDS.
	Mathematicians will be able to write subtraction sentences to compare two or more items by indicating <i>how many more</i> or <i>how many fewer</i> .	The lesson helps cover Missouri GLE 1.A.2.A and Common Core State Standard 1.OA1 .
	ASSESSMENT.	
	Mathematicians will be given a short questionnaire, which asks the following three questions: “What are comparing questions?” and “How can you find the answer to a comparing question?” and “Complete the following subtraction sentence: ‘How many more windows are there than doors?’”	
	KEY POINTS.	
	Mathematicians use subtraction as a tool for comparing amounts of objects. <i>More than</i> and <i>fewer than</i> are good terms for communicating these comparisons. *Interdisciplinary Connection: Mathematicians will be able to compare the different types of living things around the school by participating in a field observation and will analyze their scientific findings using subtraction.	
LESSON CYCLE: GO	OPENING. (8 min.)	MATERIALS.
	Hook: Mathematicians will be shown the number of clouds and suns from the past month’s weather tracker. Together, have them determine whether there are more clouds or more suns. <i>Mathematicians, today we are going to use some of the tools we’ve been using in math to help us in science. For the next couple of minutes, I want you to take the sun and cloud manipulatives and group them. See if you can find out which we’ve had more of. After they have done that, OK, great. Tell me which has more – have we had more sunny days or cloudy days over the last month? How do you know? How many more?</i> Be as specific as possible with some of your questions and make sure they pick up on all the various terminology. Ask: <ul style="list-style-type: none"> ○ <i>What two items were compared?</i> ○ <i>Which group was greater than the other group?</i> ○ <i>Which group had fewer objects than the other group?</i> ○ <i>What was the difference between the two groups?</i> ○ <i>How can you find the answer to a comparison question?</i> 	Sun and cloud paper manipulatives
	CONNECTION. (20 min.)	
	Capture students’ attention: Explain to mathematicians that humans are living beings that share the environment around them with other living beings. These other beings may consist of animals (i.e. squirrels and birds) as well as plants (i.e. flowers, plants, and trees). Take mathematicians on a short walk around the school grounds and keep track of all the different living beings that are observed. Mathematicians should carry with them a tally chart to compare the different types of living beings that are observed around the school. Mathematicians that need visuals may also draw each living being if necessary. Mathematicians will be encouraged to make their comparisons using the terms <i>fewer than</i> and <i>more than</i> .	Science journals Tally charts
	TEACH. (8 min.)	
Teach ONE thing by demonstrating : After mathematicians have returned from the walk, share with them two of your own findings. <i>I don’t know about you guys, but while we were out there, I noticed that squirrels really seem to like our neighborhood. I counted 12 squirrels compared to just 4 birds. There were way more squirrels than birds. But how do we find out how many more?</i> At that point, set up your subtraction problem. Then solve by using blue manipulatives for the squirrels and red for the birds. Take away four from each and ask mathematicians how many are left. Repeat with another example.		
TRY. (10 min.)		

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	<p>Students must participate and practice to learn: Have students make at least two comparisons of their own observations. They should use manipulatives for both problems and should write out their subtraction problem, putting the number from the largest group first. Mathematicians who are confused by the manipulatives should be grouped and encouraged to draw pictures of their animals or objects and cross out one pair at a time. Anticipate the need to re-teach how to write the sentences. Also, remind mathematicians to use the language of <i>more than</i> and <i>fewer than</i>.</p> <p>*Extension: Mathematicians who are above grade level should be pushed to the next level by comparing three different numbers. For example, show them 10, 8, and 5. Have mathematicians describe that 10 is more than 8 and 8 is more than 5. Repeat this activity by relating the terms <i>more than</i> and <i>fewer than</i> to all three numbers. Repeat with different sets of three numbers if time permits.</p>	
	<p>CLOSING. (4 min.)</p>	
	<p>Restate teaching point and connect it to ongoing scholar work in one or two sentences: Look for mathematicians who can share one of their findings and the matching subtraction sentence properly. Remind mathematicians that they can make comparisons like this about everything anywhere they are.</p>	
REINFORCE	<p>HOMEWORK (if appropriate). How will students practice what they learned?</p>	
	<p>Investigations – 2.1 – p. 26-28</p>	

A.2-7: Sample Lesson Plans, Science (1-2)

1st Grade Sample Lesson Plan

PRE-PLANNING: KNOW, SO, SHOW	OBJECTIVE.	CONNECTION TO STANDARDS.												
	Scientists will be able to identify that iron is a metal that attracts certain metals together	The lesson helps cover Missouri GLEs 1.2.1.A.a and 1.7.1.A.b.												
	ASSESSMENT.													
	Scientists should have accurately identified iron as a material that attracts metals together.													
	KEY POINTS.													
	Not every metal can be a magnet. They must have iron (steel will be brought in a later lesson).													
LESSON CYCLE: GO	OPENING. (8 min.)	MATERIALS.												
	Hook: Scientists will have already spent some time in previous lessons exploring magnetism. This time, place magnetic metal objects (with iron) and non-metal non-magnetic objects. Direct scientists to discover which objects are drawn to each other and which aren't. Scientists should be grouped by fours. *Extension: Give scientists who are ready paper and a book and identify if the metals can attract through the objects. Encourage them to test the same with other objects.	Two magnetic metals Piece of wood Shell Rubber band												
	CONNECTION. (5 min.)													
	Capture students' attention: <i>Great job, scientists! As we've begun to see, certain metals can attract one another. And that makes them what we call magnets.</i> Proceed to show how the magnets can attract other metal objects, such as scissors or paper clips. Then show that the magnetism is strong enough to pull them together through paper. Even strong ones can be pulled through small stacks of paper.	Paper clips Scissors Nuts Bolts Screws												
	TEACH. (6 min.)													
	Teach ONE thing by demonstrating: Then show them an aluminum can and ask them what they think is going to happen when you put it close to the magnet. Of course, they'll predict the objects will be drawn together. However, they won't. Explain to scientists that there are certain metals that are magnetic and others that aren't. Continue to show one more example that will work and one that won't.	Aluminum can												
	TRY. (15 min.)													
	Students must participate and practice to learn: Direct scientists to test and record on their magnet charts which objects can be drawn together with the magnet. <i>Some of these metals will be drawn to the magnet and some won't. I've listed the type of metal that each object has, from iron to aluminum to titanium.</i> Make sure you practice pronouncing these objects with the class and make sure they understand which columns are for which metals, as all three words will be difficult for beginning readers. Magnet charts will have columns and checks for the kinds of metals included: <table border="1" style="margin-left: 20px; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Object</th> <th style="padding: 5px;">Iron</th> <th style="padding: 5px;">Titanium</th> <th style="padding: 5px;">Aluminum</th> <th style="padding: 5px;">Magnetic</th> <th style="padding: 5px;">Non-Magnetic</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Soda Can</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;">√</td> <td style="padding: 5px;">___</td> <td style="padding: 5px;">___</td> </tr> </tbody> </table> <i>In your groups, test which ones are magnetic and which ones aren't. As you perform your experiment, pay attention to your list of metals. See if you can identify which metal is magnetic and which ones aren't. You will have 15 minutes.</i> *Differentiation: Some scientists will have difficulty understanding which objects have which metals. Anticipate which scientists those will be, group them together, and do the experiment together with them, while taking an occasional lap around the science lab to ensure all other groups are working successfully.	Object	Iron	Titanium	Aluminum	Magnetic	Non-Magnetic	Soda Can			√	___	___	Magnet charts Magnets Scissors, nuts, bolts, screws, and other magnetic objects with iron Titanium and aluminum objects
	Object	Iron	Titanium	Aluminum	Magnetic	Non-Magnetic								
	Soda Can			√	___	___								
CLOSING. (6 min.)														

	<p>Restate teaching point and connect it to ongoing scholar work in one or two sentences: Most scientists should have come to the correct conclusion – that iron is the metal that is magnetic. Congratulate them on their success! Then explain that iron is the most common magnetic metal, that it’s the one that most magnetic objects at home will have. Then explain that there are more magnetic metals, which you will continue to explore tomorrow.</p>	
REINFORCE	<p>HOMEWORK (if appropriate). How will students practice what they learned?</p>	<p>Scientists will have home science projects they will be working on over something they’re personally curious about. Perhaps a few will be tracking weather. Maybe others will be identifying the moon’s phases and positions, among many other potential experiments.</p>

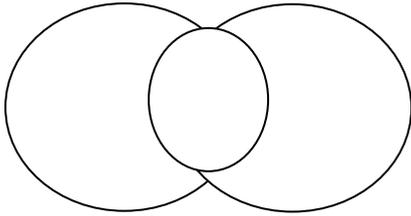
2nd Grade Sample Lesson Plan

PRE-PLANNING: KNOW, SO, SHOW	OBJECTIVE.	CONNECTION TO STANDARDS.
	Scientists will be able to accurately record data from a sinker-floater experiment and compose a theory that accurately reflects their data.	The lesson helps cover Missouri GLEs 2.7.1.A.b and 2.1.1.A.a .
	ASSESSMENT.	
	Scientists should have accurately recorded data and a theory that matches at least 80% of their data.	
	KEY POINTS.	
	Some objects sink in water, while others float. There are reasons for each. See if you can identify one of the reasons!	
LESSON CYCLE: GO	OPENING. (10 min.)	MATERIALS.
	<p>Hook: Place one different solid on each table for groups of four. Direct each group to identify three properties about the solid: its mass (using a scale), its color, and its texture. Direct scientists to discuss any differences in their conclusions following the <i>State What, State Why</i> rule for communicating conclusions.</p> <p>*Extension: Direct scientists who are ready to then sort their discoveries by mass. Particularly advanced scientists will be able to find the object's volume as well.</p>	Empty bottle Bottle filled with water Apple Feather Shell Paper/pencil
	CONNECTION. (5 min.)	
	<p>Capture students' attention: Identify two groups to then explain their conclusions to the rest of the class. If there were disagreements, direct them to explain how they worked them out. Begin to explain to scientists that they will be discovering another property of their solids today.</p>	
	TEACH. (6 min.)	
	<p>Teach ONE thing by demonstrating : <i>Great job, scientists! Today we're going to continue to explore the properties of solids (this lesson will have followed multiple lessons on objects' mass), except today we're going to explore something called buoyancy. An object's buoyancy is basically its ability to float. Watch as I put this block of wood in water. Does it float? Good, that means it's buoyant. Repeat with two more examples and see if scientists pick up the concept.</i></p> <p>As you go through the examples, record on a simple check-sheet which objects are buoyant and which aren't.</p>	Small buckets of water
	TRY. (15 min.)	
	<p>Students must participate and practice to learn: Once you have done at least three examples with the class, explain that they will now do the same in their groups with each of the five objects. They should be able to identify which objects float and which objects sink. As they are performing the experiment, explain to them that they should begin to think about <i>why</i> certain objects float and why some don't. Explain to them that there are multiple reasons and they might be able to identify one or two. Instruct them: <i>Pay attention to what the objects that float have in common. What do they have in common that the other objects don't have?</i></p> <p>Anticipate that most groups will decide that mass is the biggest reason why some objects float and others don't. Others may pinpoint shape. This is great! While neither is the full answer, it's good critical thinking. A few scientists may be able to identify that small objects that are still heavy are the ones that sink. Encourage those that do.</p>	
	CLOSING. (4 min.)	
	<p>Restate teaching point and connect it to ongoing scholar work in one or two sentences: Identify scientists who have different but valid theories to explain their theories to the rest of the class. <i>Scientists, some of you said mass is the biggest reason some objects sink. Others said shape. Guess what? Both of these are right.</i> At this point, ask if there are objects that are heavy that don't sink. Show a picture of a boat to show that it's not just one factor. Showing a quarter sink could be another good example here. Explain: <i>There are multiple reasons objects will sink and others float. We will continue to explore some of these tomorrow, including another property we still have to explore – density!</i></p>	Picture of boat

REINFORCE	HOMEWORK (if appropriate). How will students practice what they learned?
	Scientists will have home science projects they will be working on over something they're personally curious about. Perhaps a few will be tracking weather. Maybe others will be identifying the moon's phases and positions, among many other potential experiments.

A.2-8: Sample Lesson Plans, Social Studies (1-2)

1st Grade Sample Lesson Plan

PRE-PLANNING: KNOW, SO, SHOW	OBJECTIVE.	CONNECTION TO STANDARDS.		
	Historians will be able to compare their lives to those of pilgrim children of the past using a Venn diagram. (Intended as a November lesson historians will have used Venn diagrams previously)	The lesson helps cover Missouri GLE 1.7.A.a.		
	ASSESSMENT.			
	Historians should identify three characteristics that are unique to pilgrim children, three that are unique to them, and three that they share.			
	KEY POINTS.			
	Venn diagrams are useful for comparing two groups of people. We share certain characteristics with pilgrim children but also have important differences.			
LESSON CYCLE: GO	OPENING. (6 min.)	MATERIALS.		
	Hook: Before reading about pilgrim children of the past, review with students what they know about the life of the Pilgrims on the Mayflower voyage. <i>Alright, historians, the last few days we've been talking about the Pilgrims and what their lives were like both before and during the Mayflower voyage. Today we're going to talk about what their lives were like after the voyage. But, before we do that, who can tell raise their hands and remind the rest of the class with some of the details about what their lives were like on the voyage?</i>			
	CONNECTION. (20 min.)			
	Capture students' attention: <i>Great! Well, today we're going to read <u>Samuel Eaton's Day</u> by Kate Waters. In it, we're going to see what life was like for pilgrim children after the voyage, and we're going to compare and contrast pilgrim children's daily lives with our lives today. We're going to start by using this T-chart:</i>	Samuel Eaton's Day by Kate Waters Chart paper with T-chart		
	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; padding: 5px;">Life for Pilgrim Children</td> <td style="border-left: 1px solid black; border-right: 1px solid black; width: 10px;"></td> <td style="border-bottom: 1px solid black; padding: 5px;">Life for Kids Today</td> </tr> </table> <p>Begin reading <u>Samuel Eaton's Day</u> as a read aloud. After a few pages, or when you've read a detail about pilgrim children's lives, stop and ask historians to turn and talk to a partner about what they notice is the same or different about children long ago and their lives today. Invite historians to share their answers as a group and add their comments to the T-chart. Continue to stop periodically while reading, as historians to discuss similarities and differences, and share their answers, as you continue to chart their thinking for the whole class to see.</p>	Life for Pilgrim Children		Life for Kids Today
Life for Pilgrim Children		Life for Kids Today		
TEACH. (5 min.)	TRY. (10 min.)			
Teach ONE thing by demonstrating: Construct a Venn diagram on a chart paper with headings as seen below:	Paper with Venn diagrams			
<table style="margin: auto;"> <tr> <td style="text-align: center;">Pilgrim Children</td> <td style="text-align: center;">LPA Historians</td> </tr> </table> 	Pilgrim Children	LPA Historians		
Pilgrim Children	LPA Historians			
Ask for volunteers to name two characteristics unique to pilgrim children's lives, two for LPA historians, and two that are shared.				

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	<p>Students must participate and practice to learn: Instruct historians to copy down the characteristics already shared and find three more of their own.</p> <p>*Extension: Instruct historians who like a challenge to name three characteristics under three headings – activities, food, and family.</p> <p>*Differentiation: Historians who don't have as strong of reading skills may struggle to go back and find things in the book they can use in their Venn diagrams. Take them and those who are more kinesthetic learners and work with them in acting out a brief scene from the story. Afterwards, instruct them to name one characteristic from the scene that wouldn't happen now. Then, have them name something unique to them today and one they share.</p>	
	<p>CLOSING. (4 min.)</p>	
	<p>Restate teaching point and connect it to ongoing scholar work in one or two sentences: Identify historians who have different listed characteristics. Have them share up in front of the class and congratulate the room: <i>Great job, historians! As time goes on, the way people live changes. We saw this today more than ever. Tomorrow, we'll continue to learn more about the lives of pilgrims in Pilgrim Children Had Many Chores by Gina Tardiff. We'll talk about ways they tried to contribute to their communities and relate that to our lives today.</i></p>	
REINFORCE	<p>HOMEWORK (if appropriate). How will students practice what they learned?</p>	
	<p>Historians will make a list of their home chores and bring them to class to compare with the list that will be provided by <i>Pilgrim Children Had Many Chores</i>.</p>	

2nd Grade Sample Lesson Plan

PRE-PLANNING: KNOW, SO, SHOW	OBJECTIVE.	CONNECTION TO STANDARDS.		
	Historians will be able to identify one need they can help address in their community.	The lesson helps cover Missouri GLE 2.3a.G and 2.6.B .		
	ASSESSMENT.			
	Historians should have one need in the community identified and know their next steps.			
	KEY POINTS.			
	Every community has areas where they can get better. People who really love their communities find ways to help in those areas, even when not being asked. They identify a need, make a plan, and carry out the plan.			
LESSON CYCLE: GO	OPENING. (3 min.)	MATERIALS.		
	Hook: <i>Historians, we've been talking lately about the lives of Native Americans. Yesterday, we talked about the Woodland Indians. Who can tell me where they lived? Great! Who else can tell me unique facts about them?</i> Keep the Opening brief, as the rest of the lesson is time-intensive.			
	CONNECTION. (25 min.)			
	Capture students' attention: <i>Well, today, we're going to talk about the Pueblo Indians. More specifically, we're going to focus on one very special boy. His name is Thunder Bear. We're going to read a book called <u>Thunder Bear and Ko</u> by Susan Hazen-Hammond. In the story, Thunder Bear exemplifies LPA values very well, even though LPA was never around back then. Lets all chant the LPA values – what are they? Great! In the story, Thunder Bear is going to identify one need in his community, make a plan, and carry out his plan. Pay close attention to what he does, because we're each going to create something similar this week.</i>	<u>Thunder Bear and Ko</u> by Susan Hazen-Hammond		
	Begin reading <u>Thunder Bear and Ko</u> as a read aloud – beginning in the section where he identifies his community's need. After a few pages, stop and ask historians to sum up what's just been read. <i>What's the need Thunder Bear saw?</i> Continue to read. Once he's made his plan, stop again. <i>What's the plan he's made? How does it help with the need? Great!</i> Continue through the point where Thunder Bear begins to take care of the bison.			
	TEACH. (5 min.)			
	Teach ONE thing by demonstrating : Ask students to re-state the three steps that Thunder Bear took: First, he identified a need. It was a need he could do something about. Second, he made a plan. Third, he carried out his plan – and stuck to it! Think of an example of someone doing something similar in the community – perhaps of someone selling aluminum cans for a specific cause - maybe something specific people did to help the school open. Break it into the same three steps and write it under the proper headings on a chart: the need, the plan, was it carried out? Emphasize that it was a small enough need that the person could do something about it. It was also a need the person had big feelings about.	Chart paper		
	TRY. (10 min.)			
Students must participate and practice to learn: Instruct historians to split up into pairs. They should create the same chart that you've made:				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">The Need</td> <td style="width: 33%; text-align: center;">The Plan</td> <td style="width: 33%; text-align: center;">Are You Carrying Out the Plan?</td> </tr> </table>	The Need	The Plan	Are You Carrying Out the Plan?	
The Need	The Plan	Are You Carrying Out the Plan?		
Tell them to think of two or three possible needs, discuss with their partners, and decide on one. They should ask each other, "Is it a need you can do something about?" and "Is it something you have strong feelings about?"				
*Differentiation: Some historians are going to decide on needs that are perhaps unrealistic. Be intentional to work out with them and work out what might be more realistic.				
*Extension: Pairs who think of needs quickly can begin to think of ideas for their plans. They must be 1) specific and 2) realistic. This will lead into tomorrow's lesson.				
CLOSING. (2 min.)				

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	<p>Restate teaching point and connect it to ongoing scholar work in one or two sentences: Pick out two students who have good examples of needs that can be addressed to share. Congratulate historians on caring for their communities. Explain that tomorrow you'll begin to look create your plans.</p>	
REINFORCE	HOMEWORK (if appropriate). How will students practice what they learned?	Scott Foresman, p. 202a

A.4: Proposed Annual Calendar for the 2013-14 School Year

Regular School Year: 174
 Summer School: 20
 Inclement Weather Days: 6
TOTAL CALENDAR DAYS: 200

CALENDAR LEGEND

- School in Session:
- Teacher Work Day/
Institute:
- Schoolwide Break:
- No School (Holiday):
- Inclement Weather Day:
- Jump Start/Institute:
- Summer School:

August					Student Days
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	5
26	27	28	29	30	10
September					Student Days
2	3	4	5	6	14
9	10	11	12	13	19
16	17	18	19	20	24
23	24	25	26	27	28

October					Student
	1	2	3	4	33
7	8	9	10	11	38
14	15	16	17	18	42
21	22	23	24	25	47
28	29	30	31		51
November					Student Days
				1	51
4	5	6	7	8	56
11	12	13	14	15	60
18	19	20	21	22	65
25	26	27	28	29	67
December					Student Days
2	3	4	5	6	72
9	10	11	12	13	77
16	17	18	19	20	82
23	24	25	26	27	82
30	31				82
January					Student Days
		1	2	3	82
6	7	8	9	10	87
13	14	15	16	17	92
20	21	22	23	24	96
27	28	29	30	31	101
February					Student Days
2	3	4	5	6	105
9	10	11	12	13	110
16	17	18	19	20	114
23	24	25	26	27	119

March					Student Days
3	4	5	6	7	124
10	11	12	13	14	129
17	18	19	20	21	131
24	25	26	27	28	136
31					137
April					Student Days
	1	2	3	4	141
7	8	9	10	11	141
14	15	16	17	18	146
21	22	23	24	25	151
28	29	30			154
May					Student Days
			1	2	156
5	6	7	8	9	161
12	13	14	15	16	165
19	20	21	22	23	170
26	27	28	29	30	174
June					Student Days
2	3	4	5	6	179
9	10	11	12	13	184
16	17	18	19	20	189
23	24	25	26	27	194
30					195
July					Student Days
	1	2	3	4	198
7	8	9	10	11	200
14	15	16	17	18	
21	22	23	24	25	

A.5: Census Data Analysis

Subject	1214 Estimate	1221 Estimate	1224 Estimate	1232 Estimate	1234 Estimate	1255 Estimate	1256 Estimate	TOTAL STUDY AREA Percent
ALIGNS MOST CLOSELY WITH...	Downtown West	Lafayette Square	Clint Peab, King Louis, LaSalle	Lafayette Square	Soulard	Downtown West	Downtown	
D3. RACE								
Universe: Total Population								
Total population	353	1819	3041	2078	2823	2241	2327	100.0%
White	58.1%	37.8%	15.5%	58.8%	70.0%	61.5%	55.2%	49.2%
Black or African American	38.0%	57.3%	75.8%	37.2%	28.1%	35.1%	40.7%	46.2%
Hispanic or Latino of any race	0.0%	0.0%	1.1%	2.3%	2.6%	0.8%	0.0%	1.2%
Asian	4.0%	0.0%	0.1%	2.3%	0.7%	2.8%	2.7%	1.4%
Other	0.0%	4.9%	8.6%	1.7%	1.2%	0.6%	1.4%	3.2%
E1. HOUSEHOLD INCOME AND BENEFITS (IN 2009 INFLATION-ADJUSTED DOLLARS)								
Universe: Total households								
Total households	278	933	1045	1116	1778	1206	1532	100.0%
Less than \$10,001	23.7%	16.0%	38.9%	15.6%	11.1%	11.7%	8.4%	16.0%
\$10,000 to \$14,1000	0.4%	8.7%	17.7%	4.3%	4.5%	7.3%	9.8%	8.0%
\$15,000 to \$24,1000	19.1%	10.4%	7.2%	9.4%	15.7%	16.6%	10.4%	12.3%
\$25,000 to \$34,1000	20.5%	16.4%	5.1%	8.3%	17.4%	12.6%	15.1%	13.3%
\$35,000 to \$49,1000	1.4%	16.0%	5.9%	12.0%	19.1%	12.8%	18.2%	14.2%
\$50,000 to \$74,1000	20.9%	15.5%	7.1%	22.7%	13.9%	13.5%	12.1%	14.3%
\$75,000 to \$99,1000	0.0%	5.9%	7.4%	10.1%	6.1%	4.9%	8.7%	6.9%
\$100,000 to \$149,1000	13.7%	10.1%	5.3%	15.1%	8.5%	11.4%	12.5%	10.6%
\$150,000 to \$199,1000	0.4%	1.1%	0.0%	1.2%	0.7%	5.6%	4.8%	2.3%
\$200,000 or more	0.0%	0.0%	5.5%	1.3%	2.8%	3.6%	0.0%	2.1%
Mean household income	\$38,946	\$44,322	\$40,900	\$59,701	\$50,444	\$59,164	\$53,536	\$51,294
E3. OTHER INCOME MEASURES (IN 2009 INFLATION-ADJUSTED DOLLARS)								
Universe: Total Population								
Per capita income	\$30,665	\$23,407	\$15,874	\$33,739	\$32,687	\$32,872	\$36,475	\$30,204
E4. POVERTY STATUS OVER THE LAST 12 MONTHS								
Universe: Persons for whom poverty status is determined								
Persons for whom poverty status is determined	353	1,819	3,041	2,078	2,799	2,130	2,327	100.0%
Persons Below Poverty	20.7%	28.6%	64.3%	23.4%	20.5%	29.7%	11.9%	31.1%
S1. HOUSEHOLDS BY TYPE								
Universe: Total households								
Total households	278	933	1,045	1,116	1,778	1,206	1,532	100.00%
Family households with own children under 18 years	6.5%	18.0%	47.9%	11.7%	6.8%	15.5%	8.4%	15.9%
Married-couple families	9.4%	19.5%	16.3%	18.5%	10.5%	16.3%	16.3%	15.4%
With own children under 18 years	0.0%	6.5%	10.9%	2.4%	2.0%	7.7%	2.6%	4.7%
Male householder, no wife present	0.0%	4.4%	6.5%	4.1%	3.1%	0.0%	4.5%	3.5%
With own children under 18 years	0.0%	2.0%	6.5%	0.8%	2.1%	0.0%	3.3%	2.3%
Female householder, no husband present	7.9%	16.1%	37.3%	13.0%	6.9%	9.0%	2.5%	12.4%
With own children under 18 years	6.5%	9.4%	30.5%	8.5%	2.8%	7.8%	2.5%	8.9%
Nonfamily households	82.7%	60.0%	39.9%	64.3%	79.5%	74.8%	76.7%	68.6%
Householder living alone	78.4%	57.9%	33.6%	51.6%	68.4%	70.3%	66.3%	60.4%
Households with one or more people under 18 years	6.5%	20.4%	50.8%	14.9%	8.6%	15.5%	8.4%	17.4%
S8. EDUCATIONAL ATTAINMENT								
Universe: Population 25 years and over								
Population 25 years and over	281	1,308	1,276	1,618	2,381	1,953	1,864	100.00%
Less than 9th grade	0.0%	6.0%	13.0%	4.4%	4.2%	3.0%	3.9%	5.1%
9th to 12th grade, no diploma	13.2%	6.6%	12.9%	6.7%	6.6%	7.2%	2.8%	7.0%
High school graduate, includes equivalency	14.2%	15.9%	31.9%	9.8%	10.8%	24.4%	16.7%	17.4%
Some college, no degree	17.8%	24.5%	9.0%	20.1%	18.1%	23.9%	18.4%	19.2%
Associates degree	2.5%	3.2%	2.0%	1.9%	6.3%	8.2%	12.1%	6.0%
Bachelors degree	43.1%	17.5%	17.1%	36.8%	34.1%	20.3%	24.8%	26.5%
Graduate or professional degree	9.3%	26.3%	14.0%	20.3%	19.8%	13.0%	21.3%	18.7%
High school graduate or higher	86.8%	87.4%	74.1%	88.9%	89.2%	89.9%	93.3%	87.9%
Bachelor degree or higher	52.3%	43.8%	31.1%	57.2%	53.9%	33.3%	46.1%	45.3%

Census Tracts.xls

A.7-1: Academic Achievement Goals

LPA Academic Achievement Goal #1

Mission Statement	To prepare all students for academic and collegiate success and equip them to enter the world as active, responsible, and involved citizens and leaders.
Performance Goal	Students will demonstrate proficiency in reading, writing, and comprehending the English language.
Absolute Measure	75 percent of students will score proficient or advanced on the state’s annual MAP Communication Arts Assessment in every eligible year. ¹
Growth Measure	Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above proficiency on the previous year’s Communications Arts Assessment and 75 percent at or above proficiency on the current year’s Communications Arts Assessment.
1st Year Target	<p><i>Does not meet standard:</i> Fewer than 55 percent of students score proficient or advanced on the MAP Communications Arts Assessment.</p> <p><i>Meets standard:</i> 55 percent of students score proficient or advanced on the MAP Communications Arts Assessment.</p> <p><i>Exceeds standard:</i> More than 55 percent of students score proficient or advanced on the MAP Communications Arts Assessment.</p>
3rd Year Target	<p><i>Does not meet standard:</i> Fewer than 70 percent of students score proficient or advanced on the MAP Communications Arts Assessment.</p> <p><i>Meets standard:</i> 70 percent of students score proficient or advanced on the MAP Communications Arts Assessment.</p> <p><i>Exceeds standard:</i> More than 70 percent of students score proficient or advanced on the MAP Communications Arts Assessment.</p>
5th Year Target	<p><i>Does not meet standard:</i> Fewer than 75 percent of students score proficient or advanced on the MAP Communications Arts Assessment.</p> <p><i>Meets standard:</i> 75 percent of students score proficient or advanced on the MAP Communications Arts Assessment in every eligible year.</p> <p><i>Exceeds standard:</i> More than 90 percent of students score proficient or advanced on the MAP Communications Arts Assessment in every eligible year.</p>

¹ Kindergarten – 2nd Graders will be evaluated primarily with the NWEA MAP Assessment program.

LPA Academic Achievement Goal #2

Mission Statement	To prepare all students for academic and collegiate success and equip them to enter the world as active, responsible, and involved citizens and leaders.
Performance Goal	Students will reach their full potential in reading, writing, and comprehending the English language.
Absolute Measure	40 percent of students will score advanced on the state’s annual MAP Communication Arts Assessment in every eligible year. ²
Growth Measure	Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent that score advanced on the previous year’s Communications Arts Assessment and 40 percent that score advanced on the current year’s Communications Arts Assessment.
1st Year Target	<p><i>Does not meet standard:</i> Fewer than 20 percent of students score advanced on the MAP Communications Arts Assessment.</p> <p><i>Meets standard:</i> 20 percent of students score advanced on the MAP Communications Arts Assessment.</p> <p><i>Exceeds standard:</i> More than 20 percent of students score advanced on the MAP Communications Arts Assessment.</p>
3rd Year Target	<p><i>Does not meet standard:</i> Fewer than 35 percent of students score advanced on the MAP Communications Arts Assessment.</p> <p><i>Meets standard:</i> 35 percent of students score advanced on the MAP Communications Arts Assessment.</p> <p><i>Exceeds standard:</i> More than 35 percent of students score advanced on the MAP Communications Arts Assessment.</p>
5th Year Target	<p><i>Does not meet standard:</i> Fewer than 40 percent of students score advanced on the MAP Communications Arts Assessment.</p> <p><i>Meets standard:</i> 40 percent of students score advanced on the MAP Communications Arts Assessment.</p> <p><i>Exceeds standard:</i> More than 40 percent of students score advanced on the MAP Communications Arts Assessment.</p>

² Kindergarten – 2nd Graders will be evaluated primarily with the NWEA MAP Assessment program.

LPA Academic Achievement Goal #3

Mission Statement	To prepare all students for academic and collegiate success and equip them to enter the world as active, responsible, and involved citizens and leaders.
Performance Goal	Students will demonstrate competency and reach their full potential in their understanding and application of mathematical computation and problem solving.
Absolute Measure	75 percent of students will score proficient or advanced on the state's annual MAP Mathematics Assessment in every eligible year. ³
Growth Measure	Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above proficiency on the previous year's Mathematics Assessment and 75 percent at or above proficiency on the current year's Mathematics Assessment.
1st Year Target	<p><i>Does not meet standard:</i> Fewer than 55 percent of students score proficient or advanced on the MAP Mathematics Assessment.</p> <p><i>Meets standard:</i> 55 percent of students score proficient or advanced on the MAP Mathematics Assessment.</p> <p><i>Exceeds standard:</i> More than 55 percent of students score proficient or advanced on the MAP Mathematics Assessment.</p>
3rd Year Target	<p><i>Does not meet standard:</i> Fewer than 70 percent of students score proficient or advanced on the MAP Mathematics Assessment.</p> <p><i>Meets standard:</i> 70 percent of students score proficient or advanced on the MAP Mathematics Assessment.</p> <p><i>Exceeds standard:</i> More than 70 percent of students score proficient or advanced on the MAP Mathematics Assessment.</p>
5th Year Target	<p><i>Does not meet standard:</i> Fewer than 75 percent of students score proficient or advanced on the MAP Mathematics Assessment .</p> <p><i>Meets standard:</i> 75 percent of students score proficient or advanced on the MAP Mathematics Assessment.</p> <p><i>Exceeds standard:</i> More than 75 percent of students score proficient or advanced on the MAP Mathematics Assessment.</p>

³ Kindergarten – 2nd Graders will be evaluated primarily with the NWEA MAP Assessment program.

LPA Academic Achievement Goal #4

Mission Statement	To prepare all students for academic and collegiate success and equip them to enter the world as active, responsible, and involved citizens and leaders.
Performance Goal	Students will reach their full potential in their understanding and application of mathematical computation and problem solving.
Absolute Measure	40 percent of students will score advanced on the state’s annual MAP Mathematics Assessment in every eligible year. ⁴
Growth Measure	Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent that score advanced on the previous year’s Mathematics Assessment and 40 percent that score advanced on the current year’s Mathematics Assessment.
1st Year Target	<p><i>Does not meet standard:</i> Fewer than 20 percent of students score advanced on the MAP Mathematics Assessment.</p> <p><i>Meets standard:</i> 20 percent of students score advanced on the MAP Mathematics Assessment.</p> <p><i>Exceeds standard:</i> More than 20 percent of students score advanced on the MAP Mathematics Assessment.</p>
3rd Year Target	<p><i>Does not meet standard:</i> Fewer than 35 percent of students score advanced on the MAP Mathematics Assessment.</p> <p><i>Meets standard:</i> 35 percent of students score advanced on the MAP Mathematics Assessment.</p> <p><i>Exceeds standard:</i> More than 35 percent of students score advanced on the MAP Mathematics Assessment.</p>
5th Year Target	<p><i>Does not meet standard:</i> Fewer than 40 percent of students score advanced on the MAP Mathematics Assessment.</p> <p><i>Meets standard:</i> 40 percent of students score advanced on the MAP Mathematics Assessment.</p> <p><i>Exceeds standard:</i> More than 40 percent of students score advanced on the MAP Mathematics Assessment.</p>

⁴ Kindergarten – 2nd Graders will be evaluated primarily with the NWEA MAP Assessment program.

LPA Academic Achievement Goal #5

Mission Statement	To prepare all students for academic and collegiate success and equip them to enter the world as active, responsible, and involved citizens and leaders.
Performance Goal	Students will demonstrate competency in their understanding and application of scientific principles.
Absolute Measure	75 percent of students will score proficient or advanced on the state's annual MAP Science Assessment. ⁵
Growth Measure	Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above proficiency on the previous year's Science Assessment and 75 percent at or above proficiency on the current year's Science Assessment.
2nd Year Target	<p><i>Does not meet standard:</i> Fewer than 55 percent of students score proficient or advanced on the NWEA MAP Science Assessment.</p> <p><i>Meets standard:</i> 55 percent of students score proficient or advanced on the NWEA MAP Science Assessment.</p> <p><i>Exceeds standard:</i> More than 55 percent of students score proficient or advanced on the NWEA MAP Science Assessment.</p>
3rd Year Target	<p><i>Does not meet standard:</i> Fewer than 70 percent of students score proficient or advanced on the state's MAP Science Assessment.</p> <p><i>Meets standard:</i> 70 percent of students score proficient or advanced on the state's MAP Science Assessment.</p> <p><i>Exceeds standard:</i> More than 70 percent of students score proficient or advanced on the state's MAP Science Assessment.</p>
5th Year Target	<p><i>Does not meet standard:</i> Fewer than 75 percent of students score proficient or advanced on the state's MAP Science Assessment.</p> <p><i>Meets standard:</i> 75 percent of students score proficient or advanced on the state's MAP Science Assessment.</p> <p><i>Exceeds standard:</i> More than 75 percent of students score proficient or advanced on the state's MAP Science Assessment.</p>

⁵ 3rd – 4th Graders will be evaluated primarily with the NWEA MAP Assessment program. Kindergartners – 2nd Graders will be evaluated primarily through the Friday Skills Assessment program.

LPA Academic Achievement Goal #6

Mission Statement	To prepare all students for academic and collegiate success and equip them to enter the world as active, responsible, and involved citizens and leaders.
Performance Goal	Students will reach their full potential in their understanding and application of scientific principles.
Absolute Measure	Beginning in 3 rd Grade, 40 percent of students will score advanced on the state's annual MAP Science Assessment. ⁶
Growth Measure	Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent that score advanced on the previous year's Science Assessment and 40 percent that score advanced on the current year's Science Assessment.
2nd Year Target	<p><i>Does not meet standard:</i> Fewer than 20 percent of students score advanced on the NWEA MAP Science Assessment.</p> <p><i>Meets standard:</i> 20 percent of students score advanced on the NWEA MAP Science Assessment.</p> <p><i>Exceeds standard:</i> More than 20 percent of students score advanced on the NWEA MAP Science Assessment.</p>
3rd Year Target	<p><i>Does not meet standard:</i> Fewer than 35 percent of students score advanced on the state's MAP Science Assessment.</p> <p><i>Meets standard:</i> 35 percent of students score advanced on the state's MAP Science Assessment.</p> <p><i>Exceeds standard:</i> More than 35 percent of students score advanced on the MAP Science Assessment.</p>
5th Year Target	<p><i>Does not meet standard:</i> Fewer than 40 percent of students score advanced on the state's MAP Science Assessment.</p> <p><i>Meets standard:</i> 40 percent of students score advanced on the state's MAP Science Assessment.</p> <p><i>Exceeds standard:</i> More than 40 percent of students score advanced on the state's MAP Science Assessment.</p>

⁶ 3rd – 4th Graders will be evaluated primarily with the NWEA MAP Assessment program. Kindergartners – 2nd Graders will be evaluated primarily through the Friday Skills Assessment program.

LPA Academic Achievement Goal #7

Mission Statement	To prepare all students for academic and collegiate success and equip them to enter the world as active, responsible, and involved citizens and leaders.
Performance Goal	Students will demonstrate competency in their understanding and application of social studies principles.
Absolute Measure	75 percent of students will score proficient or advanced on the NWEA MAP Social Studies Assessment. ⁷
Growth Measure	Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above proficiency on the previous year's Social Studies Assessment and 75 percent at or above proficiency on the current year's Social Studies Assessment.
2nd Year Target	<p><i>Does not meet standard:</i> Fewer than 55 percent of students score proficient or advanced on the MAP Social Studies Assessment.</p> <p><i>Meets standard:</i> 55 percent of students score proficient or advanced on the MAP Social Studies Assessment.</p> <p><i>Exceeds standard:</i> More than 55 percent of students score proficient or advanced on the MAP Social Studies Assessment.</p>
3rd Year Target	<p><i>Does not meet standard:</i> Fewer than 70 percent of students score proficient or advanced on the MAP Social Studies Assessment.</p> <p><i>Meets standard:</i> 70 percent of students score proficient or advanced on the MAP Social Studies Assessment.</p> <p><i>Exceeds standard:</i> More than 70 percent of students score proficient or advanced on the MAP Social Studies Assessment.</p>
5th Year Target	<p><i>Does not meet standard:</i> Fewer than 75 percent of students score proficient or advanced on the MAP Social Studies Assessment.</p> <p><i>Meets standard:</i> 75 percent of students score proficient or advanced on the MAP Social Studies Assessment.</p> <p><i>Exceeds standard:</i> More than 75 percent of students score proficient or advanced on the MAP Social Studies Assessment.</p>

⁷ Kindergartners – 2nd Graders will be evaluated primarily through the Friday Skills Assessment program.

LPA Academic Achievement Goal #8

Mission Statement	To prepare all students for academic and collegiate success and equip them to enter the world as active, responsible, and involved citizens and leaders.
Performance Goal	Students will reach their full potential in their understanding and application of social studies principles.
Absolute Measure	40 percent of students will score advanced on the NWEA MAP Social Studies Assessment. ⁸
Growth Measure	Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent that score advanced on the previous year's Social Studies Assessment and 40 percent that score advanced on the current year's Social Studies Assessment.
2nd Year Target	<p><i>Does not meet standard:</i> Fewer than 20 percent of students score advanced on the MAP Social Studies Assessment.</p> <p><i>Meets standard:</i> 20 percent of students score advanced on the MAP Social Studies Assessment.</p> <p><i>Exceeds standard:</i> More than 20 percent of students score advanced on the MAP Social Studies Assessment.</p>
3rd Year Target	<p><i>Does not meet standard:</i> Fewer than 35 percent of students score advanced on the MAP Social Studies Assessment.</p> <p><i>Meets standard:</i> 35 percent of students score advanced on the MAP Social Studies Assessment.</p> <p><i>Exceeds standard:</i> More than 35 percent of students score advanced on the MAP Social Studies Assessment.</p>
5th Year Target	<p><i>Does not meet standard:</i> Fewer than 40 percent of students score advanced on the MAP Social Studies Assessment.</p> <p><i>Meets standard:</i> 40 percent of students score advanced on the MAP Social Studies Assessment.</p> <p><i>Exceeds standard:</i> More than 40 percent of students score advanced on the MAP Social Studies Assessment.</p>

⁸ Kindergartners – 2nd Graders will be evaluated primarily through the Friday Skills Assessment program.

A.7-2: Non-Academic Goals

LPA Non-Academic Goal #1

Mission Statement	To prepare all students for academic and collegiate success and equip them to enter the world as active, responsible, and involved citizens and leaders.
Performance Goal	Students and their families will become active parts of the larger Lafayette Preparatory Academy community.
Absolute Measure	95 percent of families will attend at least one of Lafayette Preparatory Academy's four annual family events.
Growth Measure	Each year, the school will reduce by one-half the gap between the percent of attending families from the previous year and 95 percent of attending families in the current year.
1st Year Target	<p><i>Does not meet standard:</i> Fewer than 75 percent of students and their families attend at least one of Lafayette Preparatory Academy's four annual family events.</p> <p><i>Meets standard:</i> 75 percent of students and their families attend at least one of Lafayette Preparatory Academy's four annual family events.</p> <p><i>Exceeds standard:</i> More than 75 percent of students and their families attend at least one of Lafayette Preparatory Academy's four annual family events.</p>
3rd Year Target	<p><i>Does not meet standard:</i> Fewer than 90 percent of students and their families attend at least one of Lafayette Preparatory Academy's four annual family events.</p> <p><i>Meets standard:</i> 90 percent of students and their families attend at least one of Lafayette Preparatory Academy's four annual family events.</p> <p><i>Exceeds standard:</i> More than 90 percent of students and their families attend at least one of Lafayette Preparatory Academy's four annual family events.</p>
5th Year Target	<p><i>Does not meet standard:</i> Fewer than 95 percent of students and their families attend at least one of Lafayette Preparatory Academy's four annual family events.</p> <p><i>Meets standard:</i> 95 percent of students and their families attend at least one of Lafayette Preparatory Academy's four annual family events.</p> <p><i>Exceeds standard:</i> More than 95 percent of students and their families attend at least one of Lafayette Preparatory Academy's four annual family events.</p>

LPA Non-Academic Goal #2

Mission Statement	To prepare all students for academic and collegiate success and equip them to enter the world as active, responsible, and involved citizens and leaders.
Performance Goal	Students and their families will become active parts of the larger Lafayette Preparatory Academy community.
Absolute Measure	Lafayette Preparatory Academy will obtain an overall attendance rate of 75 percent at the four annual family events.
Growth Measure	Each year, the school will reduce by one-half the gap between the previous year's attendance rate at the four annual family events and 75 percent in the current year.
1st Year Target	<p><i>Does not meet standard:</i> Lafayette Preparatory Academy obtains an attendance rate less than 55 percent at the four annual family events.</p> <p><i>Meets standard:</i> Lafayette Preparatory Academy obtains an attendance rate of 55 percent at the four annual family events.</p> <p><i>Exceeds standard:</i> Lafayette Preparatory Academy obtains an attendance rate higher than 55 percent at the four annual family events.</p>
3rd Year Target	<p><i>Does not meet standard:</i> Lafayette Preparatory Academy obtains an attendance rate less than 70 percent at the four annual family events.</p> <p><i>Meets standard:</i> Lafayette Preparatory Academy obtains an attendance rate of 70 percent at the four annual family events.</p> <p><i>Exceeds standard:</i> Lafayette Preparatory Academy obtains an attendance rate higher than 70 percent at the four annual family events.</p>
5th Year Target	<p><i>Does not meet standard:</i> Lafayette Preparatory Academy obtains an attendance rate less than 75 percent at the four annual family events.</p> <p><i>Meets standard:</i> Lafayette Preparatory Academy obtains an attendance rate of 75 percent at the four annual family events.</p> <p><i>Exceeds standard:</i> Lafayette Preparatory Academy obtains an attendance rate higher than 75 percent at the four annual family events.</p>

LPA Non-Academic Goal #3

Mission Statement	To prepare all students for academic and collegiate success and equip them to enter the world as active, responsible, and involved citizens and leaders.
Performance Goal	Students and their families will enjoy being a part of the Lafayette Preparatory Academy community.
Absolute Measure	Lafayette Preparatory Academy will obtain an 85 percent satisfaction rating from parents with at least a 90 percent received response rate.
Growth Measure	Each year, the school will reduce by one-half the gap between the previous year's parent satisfaction rating and 85 percent in the current year.
1st Year Target	<p><i>Does not meet standard:</i> Lafayette Preparatory Academy obtains a parent satisfaction rating less than 65 percent or receives responses from less than 80 percent of parents.</p> <p><i>Meets standard:</i> Lafayette Preparatory Academy obtains a parent satisfaction rating of 65 percent with responses from at least 80 percent of parents.</p> <p><i>Exceeds standard:</i> Lafayette Preparatory Academy obtains a parent satisfaction rating higher than 65 percent with responses from at least 80 percent of parents.</p>
3rd Year Target	<p><i>Does not meet standard:</i> Lafayette Preparatory Academy obtains a parent satisfaction rating less than 80 percent or receives responses from less than 85 percent of parents.</p> <p><i>Meets standard:</i> Lafayette Preparatory Academy obtains a parent satisfaction rating of 80 percent with responses from at least 85 percent of parents.</p> <p><i>Exceeds standard:</i> Lafayette Preparatory Academy obtains a parent satisfaction rating higher than 80 percent with responses from at least 85 percent of parents.</p>
5th Year Target	<p><i>Does not meet standard:</i> Lafayette Preparatory Academy obtains a parent satisfaction rating less than 85 percent or receives responses from less than 90 percent of parents.</p> <p><i>Meets standard:</i> Lafayette Preparatory Academy obtains a parent satisfaction rating of 85 percent with responses from at least 90 percent of parents.</p> <p><i>Exceeds standard:</i> Lafayette Preparatory Academy obtains a parent satisfaction rating higher than 85 percent with responses from at least 90 percent of parents.</p>

LPA Non-Academic Goal #4

Mission Statement	To prepare all students for academic and collegiate success and equip them to enter the world as active, responsible, and involved citizens and leaders.
Performance Goal	Students and their families will be enthusiastic and committed to education at Lafayette Preparatory Academy.
Absolute Measure	Lafayette Preparatory Academy will obtain an average daily attendance of 96 percent.
Growth Measure	Each year, the school will reduce by one-half the gap between the previous year's average daily attendance and 96 percent in the current year.
1st Year Target	<p><i>Does not meet standard:</i> Lafayette Preparatory Academy obtains an average daily attendance less than 90 percent.</p> <p><i>Meets standard:</i> Lafayette Preparatory Academy obtains an average daily attendance of 90 percent.</p> <p><i>Exceeds standard:</i> Lafayette Preparatory Academy obtains an average daily attendance higher than 90 percent.</p>
3rd Year Target	<p><i>Does not meet standard:</i> Lafayette Preparatory Academy obtains an average daily attendance less than 94 percent.</p> <p><i>Meets standard:</i> Lafayette Preparatory Academy obtains an average daily attendance of 94 percent.</p> <p><i>Exceeds standard:</i> Lafayette Preparatory Academy obtains an average daily attendance higher than 94 percent.</p>
5th Year Target	<p><i>Does not meet standard:</i> Lafayette Preparatory Academy obtains an average daily attendance less than 96 percent.</p> <p><i>Meets standard:</i> Lafayette Preparatory Academy obtains an average daily attendance of 96 percent.</p> <p><i>Exceeds standard:</i> Lafayette Preparatory Academy obtains an average daily attendance higher than 96 percent.</p>

LPA Non-Academic Goal #5

Mission Statement	To prepare all students for academic and collegiate success and equip them to enter the world as active, responsible, and involved citizens and leaders.
Performance Goal	Students and their families will be enthusiastic and committed to education at Lafayette Preparatory Academy.
Absolute Measure	Lafayette Preparatory Academy will obtain a student retention rate of 95 percent.
Growth Measure	Each year, the school will reduce by one-half the gap between the previous year's student retention rate and 95 percent in the current year.
2nd Year Target	<p><i>Does not meet standard:</i> Lafayette Preparatory Academy obtains a student retention rate less than 90 percent.</p> <p><i>Meets standard:</i> Lafayette Preparatory Academy obtains a student retention rate of 90 percent.</p> <p><i>Exceeds standard:</i> Lafayette Preparatory Academy obtains a student retention rate higher than 90 percent.</p>
3rd Year Target	<p><i>Does not meet standard:</i> Lafayette Preparatory Academy obtains a student retention rate less than 92 percent.</p> <p><i>Meets standard:</i> Lafayette Preparatory Academy obtains a student retention rate of 92 percent.</p> <p><i>Exceeds standard:</i> Lafayette Preparatory Academy obtains a student retention rate higher than 92 percent.</p>
5th Year Target	<p><i>Does not meet standard:</i> Lafayette Preparatory Academy obtains a student retention rate less than 95 percent.</p> <p><i>Meets standard:</i> Lafayette Preparatory Academy obtains a student retention rate of 95 percent.</p> <p><i>Exceeds standard:</i> Lafayette Preparatory Academy obtains a student retention rate higher than 95 percent.</p>

LPA Non-Academic Goal #6

Mission Statement	To prepare all students for academic and collegiate success and equip them to enter the world as active, responsible, and involved citizens and leaders.
Performance Goal	Teachers and staff will enjoy and be committed to positively impacting Downtown/Near Southside neighborhoods through Lafayette Preparatory Academy.
Absolute Measure	Lafayette Preparatory Academy will obtain a staff retention rate of 90 percent.
Growth Measure	Each year, the school will reduce by one-half the gap between the previous year's staff retention rate and 90 percent in the current year.
2nd Year Target	<p><i>Does not meet standard:</i> Lafayette Preparatory Academy obtains a staff retention rate less than 85 percent.</p> <p><i>Meets standard:</i> Lafayette Preparatory Academy obtains a staff retention rate of 85 percent.</p> <p><i>Exceeds standard:</i> Lafayette Preparatory Academy obtains a staff retention rate higher than 85 percent.</p>
3rd Year Target	<p><i>Does not meet standard:</i> Lafayette Preparatory Academy obtains a staff retention rate less than 87 percent.</p> <p><i>Meets standard:</i> Lafayette Preparatory Academy obtains a staff retention rate of 87 percent.</p> <p><i>Exceeds standard:</i> Lafayette Preparatory Academy obtains a staff retention rate higher than 87 percent.</p>
5th Year Target	<p><i>Does not meet standard:</i> Lafayette Preparatory Academy obtains a staff retention rate less than 90 percent.</p> <p><i>Meets standard:</i> Lafayette Preparatory Academy obtains a staff retention rate of 90 percent.</p> <p><i>Exceeds standard:</i> Lafayette Preparatory Academy obtains a staff retention rate higher than 90 percent.</p>

LPA Non-Academic Goal #7

Mission Statement	To prepare all students for academic and collegiate success and equip them to enter the world as active, responsible, and involved citizens and leaders.
Performance Goal	Lafayette Preparatory Academy will be marked by a tight, yet positive school culture.
Absolute Measure	Lafayette Preparatory Academy will have an average of one or fewer suspensions a month per grade.
Growth Measure	Each year, the school will reduce by one-half the gap between the previous year's average number of monthly suspensions and one in the current year.
1st Year Target	<p><i>Does not meet standard:</i> Lafayette Preparatory Academy has an average of more than two suspensions a month per grade.</p> <p><i>Meets standard:</i> Lafayette Preparatory Academy has an average of two suspensions a month per grade.</p> <p><i>Exceeds standard:</i> Lafayette Preparatory Academy has an average of fewer than two suspensions a month per grade.</p>
3rd Year Target	<p><i>Does not meet standard:</i> Lafayette Preparatory Academy has an average of more than 1.5 suspensions a month per grade.</p> <p><i>Meets standard:</i> Lafayette Preparatory Academy has an average of 1.5 suspensions a month per grade.</p> <p><i>Exceeds standard:</i> Lafayette Preparatory Academy has an average of fewer than 1.5 suspensions a month per grade.</p>
5th Year Target	<p><i>Does not meet standard:</i> Lafayette Preparatory Academy has an average of more than one suspension a month per grade.</p> <p><i>Meets standard:</i> Lafayette Preparatory Academy has an average of one suspension a month per grade.</p> <p><i>Exceeds standard:</i> Lafayette Preparatory Academy has an average of less than one suspension a month per grade.</p>

A.8: Example Set of PBIS-Structured Interventions

Prevention Tier	Core Elements
Primary	<ul style="list-style-type: none"> • Behavioral expectations defined (rules, consequences, procedures, values) • Behavioral expectations taught • Reward system for appropriate behavior (Scholar Dollars, Student of the Week, classroom-based incentives) • Continuum of consequences for problem behavior (Xs on behavior sheet and corresponding consequences, phone calls, parent meetings) • Continuous active supervision or monitoring across all school settings (teach procedures for every school location and different types of classrooms (i.e. science, art) and “We are all responsible for every child.”) • Continuous monitoring, collection, and use of data for decision-making (data reports on when/where most frequent disciplinary measures are enacted)
Secondary	<ul style="list-style-type: none"> • Early universal screening (referral to intervention team) • Continuous progress monitoring for students with at risk behavior (intervention team strategy implementation and tracking) • System for increasing structure and predictability (individual behavior tracking sheets) • System for increasing contingent adult feedback • System for linking academic and behavioral performance (specific goals set) • System for increasing home/school communication (scheduled check-ins with families organized by interventionist) • Collection and use of data for formative decision-making
Tertiary	<ul style="list-style-type: none"> • Functional behavioral assessment (referral to Child Study Team) • Team-based comprehensive assessment and intervention • Linking of academic and behavior supports • Individualized intervention based on assessment information focusing on (a) prevention of problem contexts; (b) instruction on functionally equivalent skills, and instruction on desired performance skills; (c) strategies for placing problem behavior on extinction; (d) strategies for enhancing contingent reward of desired behavior; and (e) use of negative or safety consequences if needed. • Establishment of local behavioral expertise • Collection and use of data for decision-making

B.1-1: Articles of Incorporation



State of Missouri
Robin Carnahan, Secretary of State

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

File Number:
N01117096
Date Filed: 02/03/2011
Robin Carnahan
Secretary of State

Articles of Incorporation of a Nonprofit Corporation
(Submit with a filing fee of \$25.00)

The undersigned natural person(s) of the age of eighteen years or more for the purpose of forming a corporation under the Missouri Nonprofit Corporation Act adopt the following Articles of Incorporation:

- 1. The name of the corporation is Lafayette Preparatory Academy Inc.
2. This corporation is a Public Benefit Corporation.
3. The period of duration of the corporation is Perpetual
4. The name and street address of the Registered Agent and Registered Office in Missouri is: Paul M. Brown Thompson Coburn LLP, 505 N. 7th Street Saint Louis, MO 63101-1611
5. The name(s) and address(es) of each incorporator: Shane Duggin 1719 Preston Place #2 Saint Louis, MO 63104-3420
6. Does the corporation have members? YES NO
7. The assets of the corporation will be distributed on dissolution as follows: See Exhibit A Below
8. The corporation is formed for the following purpose(s): See Exhibit B Below
9. The effective date of this document is the date it is filed by the Secretary of State of Missouri unless a future date is otherwise indicated:

(Please see next page)

Name and address to return filed document:
Name: Paul M. Brown
Address: 505 N. 7th Street
City, State, and Zip Code: Saint Louis, MO 63101-1611

State of Missouri
Creation - NonProfit 4 Page(s)



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Exhibit A

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

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

Exhibit B

PURPOSE: Lafayette Preparatory Academy Inc. is organized exclusively for charitable, educational, religious, or scientific purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code.

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

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

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

State of Missouri



Robin Carnahan
Secretary of State

CERTIFICATE OF INCORPORATION MISSOURI NONPROFIT

WHEREAS, Articles of Incorporation of

Lafayette Preparatory Academy Inc.
N01117096

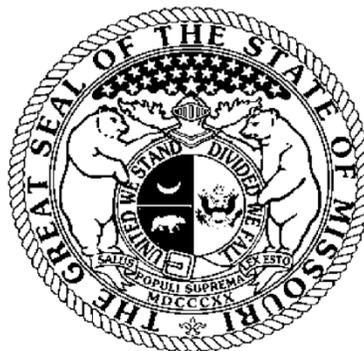
have been received and filed in the Office of the Secretary of State, which Articles, in all respects, comply with the requirements of Missouri Nonprofit Corporation Law;

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

IN TESTIMONY WHEREOF, I hereunto
set my hand and cause to be affixed the
GREAT SEAL of the State of Missouri.
Done at the City of Jefferson, this
3rd day of February, 2011.

Robin Carnahan

Secretary of State



B.1-2: By-Laws

Bylaws of Lafayette Preparatory Academy, Inc.
A Missouri Non-profit Corporation

ARTICLE I. NAME/PURPOSE

Section 1. Not For Profit

The Corporation, Lafayette Preparatory Academy ("LPA"), is organized under and shall operate as a Public Benefit Corporation, and shall have such powers as are now or as may hereafter be granted by the Missouri Nonprofit Corporation Act.

Section 2. Purposes

The purposes of the Corporation are educational and charitable within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, including but not limited to the establishment and operation of charter schools and other educational institutions and services in the greater St. Louis metropolitan area pursuant to the laws of the State of Missouri. Consistent with the foregoing purposes and subject to all other limitations, restrictions, and prohibitions set forth in its Articles of Incorporation, the Corporation shall have the powers in furtherance of its corporate purpose specified in the Missouri Law, to do all and everything necessary, suitable and proper for the accomplishment of the purposes of attainment of the objects hereinabove set forth either alone or in association with other individuals, corporations or partnerships, including federal, state, county and municipal bodies and authorities, and, in general, to do and perform such acts and transact such business in connection with the foregoing not inconsistent with the law.

ARTICLE II. DIRECTORS

Section 1. Number

The affairs of the Corporation shall be managed by the Board of Directors. The initial number of board members shall be three and may be changed from time to time by a vote of two-thirds of the board members.

Section 2. Books of the Corporation

The board members may keep the books of the Corporation at the principal business office of the Corporation in this state or at such other place as they may from time to time determine and as may be permitted by law.

ARTICLE III. BOARD ELECTIONS

Section 1. Terms of Board Members

The initial board members shall serve staggered terms of one year, two years, and three years. Thereafter, board members shall be elected to three-year terms. If the number of board members is increased beyond the initial number of three, new board members shall be elected to an initial

one-year term and thereafter to three-year terms. Terms shall be staggered so that no more than one-third of the Board of Directors shall be elected in any year.

Section 2. Election of Board Members

- a. Board members shall be elected at the first regular meeting in May of each year to fill openings that are created as terms expire or by special election at any regularly scheduled meeting of the Board of Directors when necessary to fill vacancies created by the resignation of a board member prior to the expiration of his or her term or to fill a new board position where the board has voted to hold a special election to fill such vacancy or new board position. The vote to hold a special election to fill a vacancy or a new board position shall be made at a properly noticed meeting of the Board of Directors.
- b. The President of the Board of Directors shall call for nominations by board members at the Board of Directors meeting at which the election is to be conducted. No board member may nominate himself for reelection.
- c. Board members who are present for the meeting at which the election is held may cast one vote for each position open.
- d. Voting shall be carried out by secret ballot prepared by the secretary unless the requirement of a secret ballot is dispensed with by unanimous agreement of the board members who are present for the vote. Counting of the ballots shall be in the presence of all board members.
- e. The nominee receiving the most votes shall be considered for approval by the entire Board of Directors for a board position.
- f. If a second Board of Directors position is open, the remaining nominees shall be voted on and the one receiving the most votes in the second round of balloting shall be considered for approval by the Board of Directors for the second opening.
- g. Final approval of any candidate must be unanimously given by all board members who are present for the meeting.
- h. When voting on Board of Directors candidates an abstention shall amount to a "yes" vote.

Section 3. Removal

Board members may be removed, with or without cause, by the vote of a majority of all of the board members at a meeting of the board members called expressly for that purpose. Any vacancy created by such removal shall be filled for the unexpired term in respect of such vacancy by majority vote of the board members present at such special meeting or, in the absence of such action at such special meeting, by resolution of the Board of Directors.

Section 4. Vacancies

If the office of a board member becomes vacant for any reason, other than by removal of the board member in the manner prescribed in section 2 hereof, the remaining board members shall choose a successor or successors, which successor(s) shall hold office for the unexpired term in respect of which such vacancy occurred or until the next election of board members. Vacancies on the Board of Directors will be filled by majority vote of the members of the board members, regardless of whether the number of board members remaining constitutes a quorum.

ARTICLE IV. MEETINGS OF THE BOARD OF DIRECTORS

Section 1. Meetings and Notices

All meetings of the governing Board of Directors will comply with the Open Meetings Act (Sunshine Law) Chapter 610, RSMo. The first meeting of each newly elected board shall be held at such time and place as shall be convenient to a majority of the directors. Thereafter scheduled meeting dates shall be fixed by the vote of the majority of board members. Special meetings may be called with standard notice procedures subject to the provisions of Section 4 of this Article. Emergency meetings may be called subject to the provisions of Section 5 of this Article. Both Special and Emergency meeting notification will comply with the requirements of the Open Meetings Act. Notice of any scheduled or special meetings shall be provided to board members and newly elected board members at least fifteen (15) days in advance of such meetings such time and place as shall from time to time be determined by the majority of board members. Such notice may be by U.S. Mail, e-mail, facsimile or other written electronic communication addressed to an approved address, e-mail account or facsimile number. Each board member shall provide to the President of the Board and the secretary an approved mailing address, e-mail account or accounts, facsimile number or other electronic address for such notice purposes. It will be the responsibility of each board member to update such notice destinations if changes occur. If mailed via U.S. Mail, such notices shall be deemed to be delivered when deposited in the U.S. Mail in a sealed envelope so addressed with postage thereon prepaid. Electronic notice via facsimile, e-mail or otherwise shall be considered received if sent in a timely way consistent with these Bylaws.

In the event the dates, times and locations of a Board of Directors meetings cannot be agreed upon by a majority of the board members the President of the Board shall select a location for said meetings. Alternatively, the Board of Directors may meet at such places, dates, and times as shall be fixed by a majority vote of the Board of Directors in session or by a majority of all board members in writing.

Section 2. Scheduled Meetings

The board members may agree to an advance schedule of meetings as required and necessary for the orderly conduct of the business of the Corporation by a majority vote of the Board of Directors while in session or by a majority of all board members in writing.

Section 3. Special Meetings

Special meetings may be called by the President of the Board, any other two officers or a majority of all the board members in writing. A special meeting is any meeting of the Board of Directors not previously scheduled by the board members. Such special meetings will require compliance with the standard notice provisions of these Bylaws or of the Open Meetings Act, whichever is more restrictive. At such special meetings only those matters requiring the timely attention of the Board of Directors shall be considered.

Section 4. Emergency Meetings

In accordance with the Open Meetings Act (Sunshine Law) Chapter 610.020, RSMo, an emergency meeting of the Board of Directors may be called provided that at least 24 hours public notice has been given before holding the meeting. Notwithstanding any other notice provisions of these Bylaws the President of the Board or any other two officers of the Board of Directors may call an emergency meeting of the Board of Directors providing only that notice which is practicable given the emergent circumstances requiring the meeting. Such emergency meetings will require compliance with the standard notice provisions as outlined in these Bylaws or in the Open Meetings Act, whichever is more restrictive. At such meeting the President of the Board or the most senior officer available shall chair such meeting. In the event that neither the President of the Board nor senior officers are available, the treasurer shall chair the meeting or in the absence of the treasurer the secretary shall chair the meeting. If no officer is available the President of the Board or Vice-President in the order of seniority shall designate a chair for the emergency meeting. At such emergency meetings only those matters requiring the immediate attention of the Board of Directors shall be considered.

Section 5. Quorum

A majority of the incumbent board members shall constitute a quorum for the transacting of business at any meeting of the Board of Directors. Board members may participate in a meeting of the Board of Directors by means of a conference telephone or similar communications equipment whereby all persons participating in the meeting can hear each other, and participation in a meeting in this manner shall constitute presence in person at the meeting.

ARTICLE V. COMMITTEES

Section 1. Executive Committee

The Board of Directors, by a resolution adopted by a majority of the board members in office, may designate an Executive Committee, which shall consist of at least three (3) board members. The Executive Committee shall have and exercise the authority of the Board of Directors between meetings of the Board of Directors.

Section 2. Standing Committees

The Board of Directors, by a resolution adopted by a majority of the board members in office, may designate one or more other Board of Directors committees, each of which shall include at

least one (1) board member. Such committees shall exercise authority only to the extent specified by the Board of Directors.

Section 3. Procedure

The act of a majority of the members of a committee present at any meeting at which there is a quorum shall be the act of the committee, unless the action is one upon which, by express provision of the statutes, the Articles of Incorporation, these Bylaws, or a resolution of the Board of Directors, a different vote is required, in which case such express provision shall govern and control. Provisions in these Bylaws pertaining to meetings of the Board of Directors shall also apply to committee or committees of the Board of Directors.

Section 4. Quorum

At all meetings of committees, a majority of the members of the committee shall be necessary and sufficient to constitute a quorum for the transaction of business.

ARTICLE VI. OFFICERS

Section 1. Officers

The officers of the Corporation shall consist of a President of the Board, Vice-President, a Secretary and such other officers as may be elected by the Board of Directors. The Board may also have a Treasurer, one or more Assistant Secretaries and Assistant Treasurers, and such officers and agents as it shall deem necessary, who shall exercise such powers and perform such duties as shall be determined from time to time by the Board of Directors.

Section 2. Terms

The officers of the Corporation shall hold office for one-year terms and shall be elected at the first regular meeting in June. Any officer elected or appointed by the Board of Directors may be removed at any meeting of the Board of Directors by the affirmative vote of a majority of the board members provided specific notice of such pending action is given as an agenda item for the meeting as provided in these Bylaws. If the office of any officer becomes vacant for any reason, the vacancy may be filled by the Board of Directors.

Section 4. Secretary and Assistant Secretary

The Secretary of the Board shall keep or cause to be kept a record of all meetings of the Board of Directors and shall record all votes and the minutes of all proceedings in a book to be kept for that purpose. He or she shall give, or cause to be given, notice of all meetings of the Board of Directors, and shall perform such other duties as may be prescribed by the board. He or she shall be responsible for authenticating the records of the corporation. The Assistant Secretaries, if any, in order of their seniority shall, in the absence or disability of the Secretary, perform the duties and exercise the powers of the Secretary and shall perform such other duties as the Board of Directors may prescribe.

Section 5. Treasurer and Assistant Treasurer

At each regular meeting and at the annual meeting of the Board of Directors, the Treasurer of the Board of Directors shall provide a financial report for the preceding period. In addition to the foregoing, the treasurer shall perform all duties normally incident to the office of treasurer and as required by law, as well as such other duties as from time to time may be assigned by the Board of Directors. The treasurer shall serve as chairperson of the Finance Committee. The assistant treasurers, if any, in order of their seniority shall, in the absence or disability of the treasurer, perform the duties and exercise the powers of the treasurer and shall perform such other duties as the Board of Directors may prescribe.

ARTICLE VII. EMPLOYEES, CONSULTANTS, CONTRACTS, CHECKS, DEPOSITS, AND FUNDS

Section 1. Employees and Consultants

The Board of Directors may engage such employees and consultants as it deems necessary to fulfill the purposes of the Corporation. The terms of such engagement or employment, including their respective duties and authority of such employees or consultants, shall be delineated in writing and approved by the Board of Directors.

Section 2. Contracts

The Board of Directors may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation and such authority may be general or confined to specific instances.

Section 3. Checks

All checks or demands for money and notes of the Corporation shall be signed by such officer or officers or such other person or persons as the Board of Directors may from time to time designate.

ARTICLE VIII. FISCAL YEAR

The fiscal year of the Corporation shall begin the first day of July in each year.

ARTICLE IX. ALTERATION, AMENDMENT OR REPEAL OF BYLAWS

These Bylaws may be altered, amended, or repealed at any regular or special meeting of the Board of Directors by a two-thirds affirmative vote of all the board members in office. An abstention amounts to a "yes" vote.

ARTICLE X. RECORDS

Section 1. Records

The Corporation shall keep as permanent records minutes of all meetings of its Board of Directors, a record of all actions taken by the Board of Directors without a meeting, and a record of all actions taken by committees of the Board of Directors.

Section 2. Accounting Records

The Corporation shall maintain appropriate accounting records. A copy of the following records shall be kept at the Corporation's principle office: The Articles of Incorporation and all amendments to them currently in effect; these Bylaws and all amendments to them currently in effect; a list of the names and business or home addresses of the current board members and officers; the most recent annual report delivered to the Secretary of State; and appropriate financial statements of all income and expenses.

ARTICLE XI. CONFLICTS OF INTEREST

Section 1. Definition

For purposes of this Article, the following terms shall have the following meanings: A "conflict of interest" is defined as any instance where an individual's actions or activities on behalf of the Corporation or any subsidiary of the Corporation involve the obtaining of an improper gain or advantage to the individual, or have an adverse impact on the Corporation's interests or its subsidiary's interests.

"Immediate family" for the purpose of this Article, is defined as spouse, children, mother, father, siblings, or any other relative living in the individual's household. A conflict of interest transaction is "authorized, approved or ratified" if it receives the affirmative vote of a majority of the Board of Directors or on the committee, who have no direct or indirect interest in the transaction, but a transaction may not be authorized, approved, or ratified by a single board member. If a majority of the board members of who have no direct or indirect interest in the transaction are present and vote to authorize, approve or ratify the transaction, a quorum is present for the purpose of taking action under this Article.

Section 2. Approval

A transaction in which a board member or a board member's immediate family has a conflict of interest may be approved if the material facts of the transaction and the board member's interest are disclosed or known to the Board of Directors or committee of the Board of Directors and the Board of Directors or committee of the Board of Directors authorizes, approves, or ratifies the transaction.

Section 3. Staff Members

Staff members and their immediate families will not benefit materially from the Corporation beyond receipt of salaries, fringe benefits, and reimbursement for authorized expenses.

ARTICLE XII. INDEMNIFICATION OF OFFICERS AND DIRECTORS

Section 1. Indemnification

The Corporation will, to the fullest extent now and hereafter permitted by law, indemnify any board member or officer of the Corporation (and, to the extent provided in a resolution of the Board of Directors or by contract, may indemnify any volunteer, employee or agent of the Corporation) who was or is a party to or threatened to be made a party to any threatened, pending or completed action, suit or proceeding by reason of the fact that the person is or was a board member, officer, volunteer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, trustee, officer, partner, volunteer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, whether for profit or not for profit, against expenses including attorney's fees (which expenses may be paid by the Corporation in advance of a final disposition of the action, suit, or proceeding as provided by the law), judgments, penalties, fines and amounts paid in settlement actually and reasonably incurred by the person in connection with the action, suit or proceeding if the person acted (or refrained from acting) in good faith and in a manner the person reasonably believed to be in or not opposed to the best interest of the Corporation, and with respect to any criminal action or proceeding, if the person had no reasonable cause to believe his or her conduct was unlawful.

Section 2. Rights to Continue

This indemnification will continue as to a person who has ceased to be a board member or officer of the Corporation. Indemnification may continue as to a person who has ceased to be a volunteer, employee or agent of the Corporation to the extent provided in a resolution of the Board of Directors or in any contract between the Corporation and the person. Any indemnification of a person who was entitled to indemnification after such person ceased to be a board member, officer, volunteer, employee or agent of the Corporation will inure to the benefit of the heirs and personal representatives of that person.

ARTICLE XIII. NON-DISCRIMINATION

Lafayette Preparatory Academy, Inc. does not discriminate against individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, genetic information, ancestry, or national or ethnic origin in the administration of its educational policies, admissions policies and employment policies.

Adopted on May 4, 2011, by the Board of Directors of Lafayette Preparatory Academy, Inc.


Secretary Shane Duggin

B.1-3: 501(c)3 Documentation



Department of the Treasury
Internal Revenue Service

P.O. BOX 2508
CINCINNATI OH 45201

In reply refer to: 9999999999
June 22, 2011 LTR 3367C S0
27-4702106 000000 00

00027020
BODC: TE

LAFAYETTE PREPARATORY ACADEMY INC
C/O PAUL M BROWN
ONE US BANK PLAZA STE 3500
ST LOUIS MO 63101

1274

Employer Identification Number: 27-4702106
Tax Form: 1023
Document Locator Number: 17053-157-31402-1
For assistance, call: 1-877-829-5500

Dear Applicant,

We received your application for exemption from Federal income tax and your user fee payment.

During the initial review process, applications for exemption are separated into three groups:

1. Those that can be processed immediately based on information submitted,
2. Those that need minor additional information to be resolved, and
3. Those that require additional development.

If your application falls in the first group or second group, you will receive your determination letter stating that you are exempt from Federal income tax or a request for information via phone, fax, or letter. If your application falls within the third group, you will be contacted when your application has been assigned to an Exempt Organizations specialist for technical review. You can expect to be contacted within approximately 90 days from the date of this notice.

IRS does not issue "tax exempt numbers" or "tax exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

General information about the application process and tax-exemption can be found by visiting our website, www.irs.gov/eo. If you are unable to locate the information needed, you may call our toll free number shown above Monday through Friday. When communicating with us, please refer to the employer identification number and document locator number shown above.

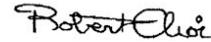
Sign up for Exempt Organizations' EO Update, a regular e-mail newsletter that highlights new information posted on the Charities pages of irs.gov. To subscribe, go to www.irs.gov/eo and click on "EO Newsletter."

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June 22, 2011 LTR 3367C S0
27-4702106 000000 00
00027021

LAFAYETTE PREPARATORY ACADEMY INC
C/O PAUL M BROWN
ONE US BANK PLAZA STE 3500
ST LOUIS MO 63101

For other general information, tax forms, and publications, visit
www.irs.gov

Sincerely yours,



Robert Choi, Director
EO Rulings & Agreement

B.2-1: Board Member Resumes

Shane W. Duggin

1719 Preston Place # 2 Saint Louis, MO 63104
Mobile (314) 677-8106 shaneduggin@hotmail.com

Education

Saint Louis University School of Law

Saint Louis, MO May 2009
Juris Doctor – Cum Laude
Cumulative GPA 3.40 / 4.0
Order of the Woolsack (Top 10%) - ranked 23 out of 302 students in graduating class (Top 7%)

Honors Received:

Academic Excellence Award for Legal Research and Writing I (given to the student with the highest grade in the class)
Teaching Assistant for Legal Research and Writing – 2006-2007
Carol L. McKaskel Scholarship

Truman State University

Kirksville, MO May 2001
Bachelor of Science in Justice Systems – Cum Laude
Cumulative GPA 3.58 / 4.0

Professional Licenses

Missouri Bar
General Securities Representative (Series 7 & 63)
Branch Manager – Options (Series 9)
Branch Manager – General (Series 10)
General Securities Principal (Series 24)
MO Life/ Health Insurance

Professional Experience

Edward Jones
Saint Louis, MO

June 2010 – Current

Compliance Counsel

- Ensure supervisory procedures are in place to comply with securities industry rules and regulations
- Prepare the Compliance, Internal Controls and Process reports required by FINRA, NASD and NYSE rules and coordinate the firm's CEO Certification process.
- Direct reconstructions of compliance violations to ensure the firm's supervisory procedures and systems are designed to achieve compliance with regulations and protect the firm's clients from harm in order to make recommendations for improvement.

Edward Jones
Saint Louis, MO

June 2008 – June 2010

Supervisory Procedures Auditor

- Conduct regulatory audits of supervisory procedures for compliance with securities industry rules and regulations
- Audit records for compliance with regulatory retention requirements

Edward Jones
Saint Louis, MO

July 2006 – June 2008

Compliance Officer

- Assisted a wide variety of business areas in establishing and maintaining written supervisory procedures (WSP) designed to ensure compliance with securities industry rules and regulations
- Assist in remediating supervisory procedures gaps found during regulatory audits
- Provide timely and accurate historical WSP information to ensure the firm meets regulatory inquiries and discovery requests
- Educate firm associates and leaders on WSPs

Edward Jones
Saint Louis, MO

August 2004 – July 2006

Verification Letter Specialist

- Fraud prevention and detection through restricting securities accounts due to undeliverable customer account verification letters
- Researched and recreated customer account verification letters for litigation requests

Six Flags Theme Park
Eureka, MO

June 2004 – August 2004

Loss Prevention Investigator (part-time)

- Detected and Investigated employee theft, fraud, and misconduct
- Responded to employee and guest referrals of misconduct
- Performed undercover surveillance and integrity checks on employees

K-Life
Kirksville, MO

August 2001 – May 2004

Area Director

- Administered small group ministry and established goals for program
- Increased organization membership by effectively building relationships
 - 750% growth from 2001 – 2004
- Reported to the Board of Directors on growth statistics, program evaluations, and recruitment efforts
- Received excellent evaluations on performance and leadership
- Recruited, interviewed, trained and directed a 50 person volunteer leadership team working with 160 area youth
 - Grew Leadership team 165% from 2001 – 2004
- Oversaw fall and spring semesters, special events, trips and weekly youth meetings
- Carefully managed facility, finances and technology

Honors Received:

- Ranked #1 Nationally for 2002-2003 year in growth and ministry performance

Missouri State Senate Internship
Jefferson City, MO

January 2000 - May 2000

Assisted State Senator Ted House (currently St. Charles County Circuit Court Judge)

Legislative Intern

- Communicated and assisted constituents with various needs
- Acted as a liaison between constituents and various state agencies
- Updated community directory for Senatorial District (five counties)
- Assisted in legislative duties, research and daily legislative calendar

Matt O'Leary

315 N. 11th, #701
St. Louis, MO 63101
Mobile: 314-374-5019
Email: matto@environmentalops.com

Education

St. Louis University School of Law May 1994
St. Louis, MO
Juris Doctor – Cum Laude
Cumulative GPA: 3.6/4.0
Honors Received:
Participation on National Moot Court Team (One of 3)
Publication in St. Louis Public Law Review

Boston College May 1991
Chestnut Hill, MA
Bachelor of Science, Concentration in Finance – Magna cum Laude
Cumulative GPA: 3.7/4.0

Professional Experience

Nexus Development January, 2011 – Current
St. Louis, MO

Owner

- Start up real estate development company focused on creating concentrated developments in St. Louis urban core
- Responsible for all aspects of business and real estate operations

Environmental Operations April, 2008 – Current
St. Louis, MO

Director of Real Estate Development

- Responsible for overseeing operation and development of the company owner's real estate portfolio
- Developed and closed financing for over \$100 million in real estate developments in Downtown St. Louis
- Properties developed include Class A office, historic office, parking garage, and retail

Pyramid Construction October 1999 – April, 2008
St. Louis, MO

Director of Commercial Real Estate Development

- Oversaw company division responsible for developing primarily Downtown, historic properties
- Developments completed included over 500 residential units, 500,000 square feet of office space, hotel, retail, and parking, totaling in excess of \$500 million in total development costs
- Specialization in complicated finance, utilizing multiple layers of subsidy programs

Riezman & Blitz, PC October, 1994 – March, 1999

Associate Attorney

- Worked as litigation associate on cases involving contracts, fraud, torts, defamation, covenants not to compete and many other areas of the law
- Took numerous cases to trial as the responsible attorney

Michael G. Werkheiser
1619 Carroll Street, Unit B Saint Louis, MO 63104
Mobile (314) 809-9778 mike@citychurchstl.org

Education

Covenant Theological Seminary May 2005
Saint Louis, MO
Master of Divinity
Cumulative GPA 3.5 / 4.0

Pennsylvania State University May 2001
University Park, Pennsylvania
Bachelor of Science in Recreation and Park Management
Cumulative GPA 3.6 / 4.0

Professional License

Ordained Minister in the Evangelical Presbyterian Church

Professional Experience

City Church January 2008 – Current
Saint Louis, MO

Pastor

- Responsible for gathering people, casting the vision, and implementing the strategy for starting a new church in the city
- Preach and teach regularly
- Perform premarital counseling and officiate weddings
- Shepherd and develop leaders

Greentree Community Church September 2005 – December 2007
Saint Louis, MO

Assistant Pastor

- Oversaw ministry to young adults (college age through young couples)
- Preach and teach regularly
- Perform premarital counseling and officiate weddings
- Shepherd and develop leaders

Heinemann Painting May 2003 – August 2005
Saint Louis, MO

Painter

- Painted houses (interior and exterior)
- Assisted the company owner on various job-related tasks including, but not limited to, leading the team of employees, job site preparation, and client support

Summer's Best Two Weeks Summers (May-August) 2000 - 2002
Summerset, PA

Counselor (2000)

- Led a cabin of children over the course of two weeks through the gamut of camp experiences

Wilderness Guide (2001)

- Led groups of high school students over the course of 9 days through intensive off-site activities including backpacking, mountain biking, rock climbing, orienteering, spelunking, and white water rafting

Leadership (2002)

- One of six people responsible for shepherding a staff of 100+ college students (counselors) throughout their summer of camp counseling (spiritual development, encouragement, and guidance)

Philip Woods

1713 Lafayette Avenue
Saint Louis, MO 63104
T: (314) 241-2489 E: phil@citychurchstl.org



Experience

- | | |
|--|-----------------------|
| Chaplain St. Louis Federal Bureau of Investigation | 2011 - Present |
| Founding Pastor City Church, St. Louis, MO | 2008 - Present |
| <ul style="list-style-type: none">Conducted weekly worship services, utilizing available resources and facilitating spiritual care and growthInitiated and organized the new church from a core team of 15 membersProvided leadership and direction for the church in all areasConducted pastoral and crisis intervention counseling in a variety of situations and circumstances | |
| Associate/Interim Pastor Riverside Church St. Louis, MO | 2005-2008 |
| <ul style="list-style-type: none">Provided leadership to a staff of 8 personnel and a team of several primary volunteer leadersMaintained stability, flexibility and purpose during major leadership transitionsDirected internship programs and church-wide leadership development | |
| Young Adult Intern Central Presbyterian Church St. Louis, MO | 2003-2005 |
| <ul style="list-style-type: none">Provided support to church leadership through teaching, counseling and mentorship | |
| Directed internship Middle School Director Central Presbyterian Church St. Louis, MO | 2001-2003 |
| <ul style="list-style-type: none">Provided spiritual care and direction for children and families | |
| Director of Student Ministries Trinity Presbyterian Church, Plymouth, MI | 1997-2001 |
| <ul style="list-style-type: none">Provided spiritual care and direction for children and families | |

Education

- | | |
|---|-------------|
| Doctor of Ministry
Covenant Theological Seminary, St. Louis, MO | 2014 |
| Master of Divinity
Covenant Theological Seminary, St. Louis, MO | 2005 |
| Bachelor of Arts
Liberty University, Lynchburg, VA | 1996 |

Skills

- Ordained, licensed and commissioned pastor of the Evangelical Presbyterian Church.
- Over 15 years counseling experience, to include clinical, grief, pastoral and crisis intervention counseling.
- Over 15 years experience in leadership development
- Over 15 years of crisis leadership and management

B.2-2: Board Member Questionnaires

I. Background

1. Describe your educational and employment history. You may complete this item by attaching a resume.

Shane Duggin (SD): See attached resume

Matt O'Leary (MO): See attached resume

Mike Werkheiser (MW): See attached resume

Philip Woods (PW): See attached resume

2. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

SD: I will be at least eighteen years old by January 1 of the year (2013) in which the proposed charter school would open.

MO: I was born on May 27, 1969.

MW: I was born on December 19, 1978.

PW: I affirm that I am at least 18 years old.

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

SD: Fellow board members Mike Werkheiser, Phil Woods and I live in the same neighborhood and go to the same church. We all have children four years-old and younger and decided that a high-quality elementary school was needed for our neighborhood as well as the surrounding area. To that end we began exploring the idea of finding like-minded individuals to open Lafayette Preparatory Academy.

MO: I learned of the proposed charter school in the spring of 2011 from other members of the Downtown community who were actively working on the charter school. I quickly became actively involved and was invited to join the board in the last 90 days.

MW: I was one of the original three men who collaborated and dreamed of starting a new school.

PW: I am one of the founding members of the school and board.

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

SD: I believe that Lafayette Preparatory Academy's success is critical to the long-term health of the community I hope to raise my children in. I have a vision that they will become well-rounded and confident young adults by the time they leave my home. Their schooling will play a large role in this vision. Because I have so much personally invested, I (along with the other board members) will not allow Lafayette Preparatory Academy to

stray from its mission and vision and will have a unwavering commitment to ensure it is meetings its academic and non-academic goals.

MO: As a Downtown father of one with another child on the way, I have a personal interest in the creation of school serving Downtown – my family will likely leave Downtown without this school, and we do not want to do that. I am also a real estate developer who works extensively Downtown primarily creating residential projects, and the creation of a charter school serving Downtown would enhance the market my projects in addition to generally advancing the cause of Downtown revitalization.

MW: As one of the original creators of the idea, my interest in serving on the board is to preserve the vision of the school.

PW: I would like to serve on the board because I am passionate about the success of the city of Saint Louis and high quality education is an integral and oft-missing component. It is why so many families in the city move away. I'm also a parent of two, soon to be three, children. The free educational opportunities in our neighborhood are slim to none. I want to help change that for my neighbors and for my own family.

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

SD: I have never previously served on a board of a school district or a not-for-profit corporation. Please see my answer to question #4 for why I wish to serve in the capacity of school board member.

MO: I spent 6 years on the board of directors of the Downtown St. Louis Community Improvement District, a not for profit corporation with an annual budget of \$2.6 million that provides security, maintenance, beautification and other services Downtown. I also served on the board of directors, as well as President, of Metropolis St. Louis, a not for profit corporation focused on attracting and retaining young people in the City of St. Louis. I served for 5 years on the board of directors of Trailnet, an advocacy group for bicycle facilities and greenways. I have not served on a board of a school district.

MW: No previous board experience.

PW: I have never served on a board prior to the starting of LPA.

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

SWD: The role of a public charter school board member is not to participate in the management of the school but to govern it by upholding its mission and vision through developing sound policies, providing oversight and adherence to those policies, and holding the school's leadership accountable for meeting academic, financial and operational goals.

MO: A public charter school board member is ultimately accountable for the success or the failure of the charter school. The board members are granted a high level of flexibility in their role with the charter school, and in return are held to very high standards related to performing up to the expectations that were created when the charter school was approved. Serving on the board of a charter school requires a high level of interest and involvement, a commitment level that is often much higher than that for other not for profits.

MW: The role of the board – and therefore, the members who comprise it – is to govern. Board members serve by establishing policies and objectives for the school and its governance. They select, hire, and review the Head of School (and, in LPA’s instance, the Director of Operations, as well). The board ensures the availability of adequate financial resources, approves the annual budget, and provides accountability to the stakeholders (the parents of the children who attend LPA and the community at large).

PW: As a board member my role would be to assure that LPA is performing to the standard set forth in the charter. As a board member I’m responsible to assess where the school is, with regard to our vision, and where we want to be in the future.

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

SD: I will bring legal and regulatory audit experience as well as a background in facilitating the creation of processes and supervisory procedures designed to ensure compliance with organizational policies and state and federal regulatory requirements. I also bring knowledge of and relationships with many people in the target attendance zone.

MO: I am a real estate developer who has been in the industry for 12 years, and have worked extensively in the areas where the charter school will be located – I currently head up the facilities committee of LPA. I have worked extensively with various types of subsidy, some of which may help with minimizing the real estate costs of LPA. My experience in the real estate / Downtown development industry has resulted in the development of relationship that may provide advantages in securing ongoing financial support for LPA. I am also an attorney, who can help the board understand the legal aspects of running a charter school. I also have studied extensively in the areas of sensory processing, the human stress response, psychological disorders like autism, ADHD and bipolar disorder, and can likely help design a facility that creates the best possible learning and living environment for our children, as well as help in the areas involving special needs students.

PW: Having started a new church most of my experience is in the area of selling a vision, asking others to support the vision (financially and otherwise), and then providing the structure and support to meet that vision. Becoming a student of the city is what led to my creating the vision for LPA and gathering others from the community around it. This is an example of my active commitment to the welfare of our city through community involvement.

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

SD: After the first year I have a vision that Lafayette Preparatory will have met its academic and non-academic goals and that the community will have begun to embrace it as “their” school. After four years I believe that Lafayette Preparatory Academy will be the top performing charter school in St. Louis, have a wait list, be ingrained in the community and will have just started Lafayette Prep middle school.

MO: After four year, I expect LPA to be clearly perceived at the preeminent charter school in the St. Louis region, a school that parents from all backgrounds compete to send their children to; I expect many families to move into the target area to have that opportunity. I expect LPA to look very similar to what we spelled out in our application, both in year one and year four.

At the end of four years, all of the indicators above will hold true. An additional expectation would be for 100% of all students who took the state assessment (currently MAP Test) to have scored proficient or advanced in communication arts and math.

MW: After four years LPA should look uncannily similar to how it is described in our charter. At one year, I would expect a premature version of that realization.

PW: Toward the end of year one LPA would be exceeding our educational expectations with low student turnover and exceptional teacher retention all while continuing to build a reputation in the community as one of the premier schools in the city. By the end of the fourth year I anticipate the students of LPA academically outperforming students of other schools. I imagine LPA as a place where students are becoming confident learners and contributing members of our city. Likewise, I imagine families that once considered leaving the city for better education remaining. Finally, the school will serve as ground zero for bringing students and families of differing socio-economic and racial backgrounds together.

II. Educational Philosophy

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

SD: Lafayette Preparatory Academy's mission is to prepare kids academically and socially for college and life by using research-proven instructional techniques like teacher-directed/inquiry-based learning and using data to inform and drive instruction tailored to each student. Furthermore, to prepare students for the future the school's culture will foster setting and achieving personal and societal goals.

MO: We are creating a school that emphasizes a classic educational model, with a relentless emphasis on literacy. We will use an evidence based approach to help our students learn and thrive, not just academically but also in their lives outside of school. Our school will have a strong interventionist approach, ensuring that children cannot fall even a little behind without being targeted for support. In addition, our school will offer many of what we call distinctives, specific attributes beyond our educational approach to help create well-rounded, successful individuals, including developing emotional intelligence in our students, emphasizing cultural and experiential education, and helping our children understand how diet, exercise, relaxation, controlling media exposure, and paying close attention to other parts of their lives can help them become successful students and citizens.

MW: I have a thorough understanding of LPA's mission. I was one of the original shapers of it.

PW: The mission of LPA is to prepare students for academic and collegiate success and equip them to enter the world as active, responsible, and involved citizens and leaders.

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

SD: I am very familiar with the high-level educational distinctives but not all of the specific curriculum choices. The educational program will be well-rounded with a particularly strong focus on literacy. All learning will be directed by the teachers who will allow the students to discover answers rather than have students memorize them. Frequent assessments will be used by the teachers to measure student progress and tailor their teaching to each student.

MO: I am very familiar with our educational program, though lack experience as a non-educator. Our focus is on a classical educational model, with a strong focus on developing literacy, as this has been shown to dramatically impact success in other educational areas. We will use best practices in testing and assessment to continuously assess our students' progress, with targeted interventions for students who are struggling. We will emphasize continuous professional development for our teachers and other staff, so that they are familiar with what is proven to work in charter schools.

MW: Yes, very familiar with it. Our education program is designed to establish a climate in which our students will grow to become confident, self-motivated learners with a thirst for knowledge, a love for their communities, and a burgeoning desire to solve problems. Our high-quality instruction will include, but not be limited to, the following characteristics: differentiated, data-driven instruction, teacher-directed, inquiry-based learning, greater opportunities for creativity, extended learning time, added emphasis on science, and a relentless focus on literacy.

PW: Yes. LPA is a college preparatory school distinguished by its enthusiastic college bound culture, extended learning time, differentiated/data-driven instruction, teacher-directed/inquiry-based learning, with an added emphasis on science, a relentless focus on literacy, an environment characterized by structure, rigor, investment, and support as well as a place for cultural and service learning all while emphasizing the value of family and community involvement as the primary factor in a child's educational success.

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

SD: A successful school is one that sets and meets a high standard of academic and non-academic goals and is run in an operationally efficient and financially sound manner. Lafayette Preparatory Academy's board of directors will need to ensure the head of school and director of operations are meeting those goals by holding board meetings every two to four weeks during the first year to review performance as well as have procedures to verify the information the board receives in these meetings is accurate. Additionally, the board, especially the board president and other officers, will need to build a strong relationship of trust with the head of school and director of operations through frequent interaction during the pre-opening period.

MO: A successful school involves, first and foremost, meeting the expectations of the contract created when the charter was awarded. The specific steps needed in the first year or two are to be heavily engaged in all aspects of the management of all things related to the charter school, since the board is entirely responsible for the conduct of the school; in particular, school finances will need a high level of review and supervision, as school finances are the downfall of most charter schools that fail and most precarious in the early years when schools are first getting established.

The board must establish sound policies that will allow the Director of Schools to lead the school effectively and efficiently each day. This includes establishing policies around attendance-taking, state data reporting practices, teacher development, students with special needs, parental involvement and support, facilities management, and others.

MW: There are many characteristics of a successful school. Some include, but are not limited to: an enthusiastic, college-bound culture, an environment characterized by structure, vigor, investment, and support, ample service opportunities, an emphasis on family involvement, and cultural learning. The most important thing that the board can do to ensure these results is to hire the right person for the jobs of Head of School, firstly, and Director of Operations, secondarily.

PW: I believe that LPA's success is measured by its ability to meet the charters set forth educational goals and the character development of its students. The first step for the board is to hire the best person to lead the school. Our next step is to ensure success by relentlessly focusing on results.

III. Conflict of Interest Disclosure

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

SD: My wife and I know Mike Werkheiser and Phil Woods from our neighborhood and church. I know Matt O'Leary and Denean Vaughn from working with them on the committee to start Lafayette Preparatory Academy.

MO: Yes, I am familiar with all of the other prospective board members, including Shane Duggin, Mike Werkheiser, Phil Woods, and Denean Vaughn. I only know them from the charter school process. My wife has never met any of these individuals.

MW: No

PW: No

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

SD: Lafayette Preparatory Academy has not identified prospective school employees yet.

MO: No

MW: No

PW: No

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

SD: My spouse and I do not know anyone that plans to do business with the school.

MO: No

MW: No

PW: No

15. If the school proposes to partner with an educational service provider (a management company), do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an educational service provider, write "N/A").

SD: N/A

MO: N/A

MW: N/A

PW: N/A

16. If the school intends to partner with an educational service provider, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the educational service provider? (If the school does not intend to partner with an educational service provider, write "N/A").

SD: N/A

MO: N/A

MW: N/A

PW: N/A

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

SD: NO

MO: N/A

MW: N/A

PW: No

18. 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.

SD: There are no potential ethical or legal conflicts of interest that I can foresee in the context of my service on the school's board.

MO: No

MW: No

PW: No

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

SD: I would handle the situation by bringing it to the attention of the board of directors so that it can be dealt with in accordance with Lafayette Preparatory Academy's Bylaws (Article XI) regarding conflicts of interests.

MO: I would consider this one of the most serious possible offenses that board members could engage in; I would recommend the creation of a sub-committee of the board to fully investigate any such allegations, and make a recommendation to the full board after completion; to the extent that any self-dealing was indicated, the full board would immediately consider appropriate actions that comply with LPA's Bylaws, including potential termination of the board members.

MW: I would handle the situation by bringing it to the attention of the board of directors so that it can be dealt with in accordance with Lafayette Preparatory Academy's Bylaws (Article XI) regarding conflicts of interests.

PW: I would bring this conflict of interest to the board so that it can be dealt with according to LPA's Bylaws.

B.4: Proposed Policy Handbook

Lafayette Preparatory Employee Handbook

4.1 – Staffing Philosophy and Goals

- 1) The Head of School will endeavor to employ a well-qualified, compassionate, and dedicated staff to develop and carry out an exceptional educational program
- 2) The Board's specific goals with regard to employee selection and retention are:
 - a. Recruit, select, employ and retain the best qualified personnel available
 - b. Provide equal employment opportunities for all candidates
 - c. Develop effective working relationships conducive to high levels of staff performance and satisfaction
 - d. Develop and manage employee compensation, leave and benefit programs in ways that attract and retain qualified employees
 - e. Effectively administer contracts and personnel policies with the aim of safeguarding good relations between the Board and its staff and provide for appropriate due process

4.2 – Equal Opportunity Employment

It is the policy of the school that all decisions about employee assignments, promotion, and demotion, and transfer, determination of salaries, benefits, and selection for training shall be made without regard to race, color, religion, national origin, gender, sexual orientation, or age. The school also makes reasonable, necessary accommodations for employees with disabilities.

4.3 – Employee Evaluations

Lafayette Preparatory Academy leadership will conduct periodic performance reviews for employees in accordance with LPA's personnel policy. At a minimum, employees shall generally receive written performance evaluations at the end of their probationary period and then at a minimum once every year thereafter. Performance evaluations may be scheduled more frequently, at the discretion of the Head of School. If requested, employees will also be expected to provide written self-evaluations for the prior year's performance and a development plan for the next review period that will be incorporated into the formal evaluation. After receiving their performance evaluation, employees will be required to sign the evaluation. Such signature does not necessarily imply agreement with the performance evaluation.

Notwithstanding this policy, each employee may be terminated by the Head of School in accordance with Lafayette Preparatory Academy's personnel policy.

4.4 - Alcohol and Drug Policy

- 1) It is LPA's desire to provide a drug-free, healthful, and safe workplace. To promote this goal, employees are required to report to work in appropriate mental and physical condition to perform their jobs in a satisfactory manner.
- 2) While on LPA premises and while conducting business-related activities off school

4.7 - Handling of Confidential Information

Many employees will be exposed and have access to information which is of a confidential nature. Such information should not be shared with unauthorized personnel. Violations of this policy may lead to disciplinary action up to and including termination.

4.8 – Employee Conflicts of Interest

1) Policy

- a. An employee's personal and/or business interests, or those of their immediate family, shall not directly or indirectly conflict with the financial or non-financial interests of Lafayette Preparatory Academy. Such a conflict of interest may arise when a director or employee, or a member of their immediate family, has a material personal or business interest in a transaction involving LPA. As used in this document, "material personal or business interest" means (i) an ownership or investment interest in or arrangement with any entity with which LPA has or is negotiating a business arrangement, and/or (ii) a compensation arrangement with any entity or individual with which LPA has or is negotiating a business arrangement, and/or (iii) the providing of goods or services, for a fee, or compensation to LPA by a director or employee. This provision does not include the performance of employment responsibilities, for reasonable compensation, by LPA's employees.
- b. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.
- c. A financial interest is not necessarily a conflict of interest. Under Article XII, Section 1, a person who has a financial interest may have a conflict of interest only if the appropriate Board or committee decides that a conflict of interest exists.
- d. Immediate family shall include the employee's spouse, children or stepchildren.
- e. By signing the conflict of interest document, an employee acknowledges his or her agreement to comply with this policy and the procedures set forth in paragraph II (A)-(D) below.

2) Procedure

- a. An employee shall inform the Board of any material, financial or personal interest(s) he/she may have in a potential transaction or arrangement, between LPA and any other organization, prior to the Board taking any action involving such a transaction or arrangement.
- b. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or

committee meeting while the determination of a conflict of interest is discussed and voted upon.

3) Violations of the Conflict of Interest Policy

- a. If the Board or committee has reasonable cause to believe an employee has failed to disclose actual or possible conflicts of interest, it shall inform the employee of the basis for such belief and afford the employee an opportunity to explain the alleged failure to disclose. If, after hearing the employee's response and after making further investigation as warranted by the circumstances, the Board or committee determines the employee has failed to disclose an actual or possible conflict of interest, it shall file a report with Lafayette Preparatory Academy seeking appropriate disciplinary action.

4.9 – Policy against Harassment

It is the policy of the Board to maintain a workplace free of sexual harassment (which includes harassment based on gender, pregnancy, childbirth, or related medical conditions), as well as harassment based on factors such as race, color, religion, national origin, ancestry, age, physical disability, mental disability, medical condition, marital status, sexual orientation, family care or medical leave status, or veteran status. LPA strongly disapproves of and will not tolerate harassment of employees by managers, supervisors, or co-workers. Similarly, LPA will not tolerate harassment by its employees of non-employees with whom LPA employees have a business, service, or professional relationship. Complaints of harassment will be handled without delay and in a manner that considers the interests of both the complainant and the respondent.

1) Definitions

- a) Harassment includes verbal, physical, and visual conduct that creates an intimidating, offensive, or hostile working environment or that interferes with work performance. Such conduct constitutes harassment when (1) submission to the conduct is made either an explicit or implicit condition of employment; (2) submission to or rejection of the conduct is used as the basis for an employment decision; or (3) the harassment interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.

Harassing conduct can take many forms and includes, but is not limited to, the following: slurs, jokes, statements, gestures, assault, impeding or blocking another's movement or otherwise physically interfering with normal work, pictures, drawings, or cartoons based upon an employee's sex, race, color, national origin, religion, age, physical disability, mental disability, medical condition, ancestry, marital status, sexual orientation, family care or medical leave status, or veteran status.

- b) Sexually harassing conduct in particular includes all of these prohibited actions as well as other unwelcome conduct such as requests for sexual favors, conversation containing sexual comments, and unwelcome sexual advances.

- 2) Reporting. Any employee witnessing or suffering harassment shall immediately report the matter to the Head of School. The Head of School will initiate an investigation process. If the complaint is against the Head of School, the employee is encouraged to report the matter to the President of the Board. Retaliation is prohibited for reports of harassment made in good faith.
- 3) Notice to Employees. Notice of and training on this policy shall occur annually. In addition, written notice shall be posted in employee lounges and/or work areas.
- 4) Investigation Process. The Head of School shall develop an administrative policy outlining the investigation process.

4.10- Teacher Qualifications

- 1) Teachers at Lafayette Preparatory Academy will be those who demonstrate a strong love for teaching, a firm belief in the vision of the school, a desire to work with at-risk students, and a willingness to do whatever it takes to ensure that every child succeeds. They must be prepared to plan instruction appropriate to subject and grade level and must be willing to put in the time and effort to differentiate to the needs of each individual student. They must demonstrate loving care for students and their futures yet also a firm personality and belief in a high level of structure. Additionally, a strong commitment to assessment and accountability is necessary for aligning closely to the mission and vision of the school. While not a requirement for the position, Lafayette Preparatory Academy will encourage teachers to live in the communities of their students and will expect teachers to be consummate big-vision, “team” players.

Experienced teaching candidates must demonstrate a track record of exceptional student performance, while candidates without teaching experience will be evaluated based on past leadership experience, participation in extracurricular programs, academic performance, and a “no excuses” attitude to teaching. Prospective teachers are screened based on several criteria. Initially they all must hold the appropriate teaching license, and exhibit above average grades as evidenced by their college or university transcripts. Every attempt will be made to secure those individuals with outstanding records of achievement as students. Also, all prospective teachers will be required to pass a criminal background check prior to hiring.

- 2) All staff members will comply with the background checks provision of the state law

4.11 - Salaries

- 1) Lafayette Preparatory Academy will provide teachers and staff with salary, health insurance, retirement benefits, liability insurance, and other benefits. Additionally, a performance based pay program will be adopted by the Board of Directors and implemented for all school staff.¹ A significant proportion of a teacher’s financial

¹ Lafayette Preparatory Academy will seek partnerships with local business/organizations who may be willing to make donations in the form of bonuses for the teachers each year based on those teachers’ academic results.

compensation will be determined by student academic growth and frequent evaluations by the school administration. The Head of School will be responsible for designing and implementing Lafayette Preparatory Academy's performance based pay program.

4.12 – Internet, Email and Copyrighted Material Acceptable Use Policy – Employee

- 1) Each employee member accessing the Internet will be trained on the proper uses of the Internet. Use of the Internet is a privilege and inappropriate use will result in a cancellation of those privileges.
- 2) The illegal installation of copyrighted software for use on district computers is prohibited.
- 3) Data and music downloaded from the Internet must comply with copyright law.
- 4) All materials and electronic communications utilizing school equipment should be treated as public.

4.13 – Notice to Employee on Internet Acceptable Use Policy

- 1) All employees must agree to and sign the Internet Acceptable Use Policy for Employee. A signed agreement form shall be on file with the technology director at the beginning of each school year in order for any employee member to access the Internet from LPA or on LPA equipment during that school year.
- 2) All classroom teachers and educational assistants shall review the Student Internet Acceptable Use Policy and work with the technology director to ensure compliance.
- 3) Violation of the Internet Acceptable Use Policy will lead to discipline up to and including termination.

4.14 – Employee Appearance

It is expected that all employees dress in a manner consistent with good hygiene, safety, and good taste and consistent with the LPA dress code. Employees whose jobs require them to come in contact with students or the public are expected to wear apparel LPA considers appropriate for dealing with the public.

premises, no employee may use, possess, distribute, sell, or be under the influence of alcohol or illegal drugs. The legal use of prescribed drugs is permitted on the job or while conducting business related activities off school premises only if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace.

- 3) Violations of this policy may lead to disciplinary action, up to and including immediate termination of employment, and/or successful completion of a substance abuse rehabilitation or treatment program. Such violations may also have legal consequences.
- 4) Under the Drug-Free Workplace Act, an employee who performs work for a government contract or grant must notify LPA of a criminal conviction for drug-related activity occurring in the workplace. The report must be made within five days of the conviction.

4.5 - Smoking Policy

In keeping with LPA's intent to provide a safe and healthful work environment, smoking is prohibited throughout school premises or while accompanying students offsite as a representative of the school. This policy applies equally to all employees, students, and visitors.

4.6 - Prohibition against Firearms and Weapons

The presence of firearms and weapons poses a substantial risk of serious harm to students, staff and community members. Therefore, possession of firearms and weapons is prohibited on school premises at all times except for law enforcement officials. As used in this policy, the phrase *school premises* include all buildings, grounds, vehicles and parking areas. This prohibition also extends to the sites of school activities, whether or not those school activities are conducted on school property.

Individuals found to be in violation of this policy will be dealt with severely. Students will be disciplined up to and including expulsion. Law enforcement officials will be notified and the individual violating this policy will be directed to leave school premises. Non-students violating this policy will be barred from all school premises and school activities for a period of one (1) year. Subsequent violations by the same individual will result in a permanent bar from school premises and school activities.

In addition, persons passing through the school premises for purposes of dropping off or picking up a student do not violate this policy if they possess a lawful permitted weapon in the vehicle during this time.

B.5-1: Proposed Student Application



Lafayette Preparatory Academy
ST. LOUIS, MO

Copies of the following documents must accompany the attached completed application:

- Birth Certificate
- Proof of Guardianship, if necessary
- Two Forms of Proof of Residency (lease agreement, utility bill, etc.)
- Notarized Affidavit (attached)

How did you hear about Lafayette Preparatory Academy?

- Radio
- Newspaper
- Television
- Mailing
- Flyer
- Web Site
- Poster/Billboard
- Information Meeting
- Word-of-Mouth
- Table at Community Event
- Walk-In
- Phone Call
- Referred By: _____
- Other: _____

Student Information

Last Name	First Name	Middle Name	Date of Birth
Address of Residence		City	State Zip

This residence is: Permanent Temporary Child is homeless

This residence is within:

- the geographic boundaries of LPA’s attendance zone as outlined in the charter *OR*
- the City of St. Louis Public School District *OR*
- the St. Louis County School District (circle one): Affton, Bayless, Brentwood, Clayton, Hancock Place, Kirkwood, Ladue, Lindbergh, Mehlville, Pattonville, Ritenour, Rockwood, Valley Park, Webster Groves

Child’s grade for the 2013-2014 school year: _____

Child’s Gender: Male Female

Child’s Ethnicity: African American Caucasian Hispanic Asian/Pacific American Indian
 Multi-racial/Multi-ethnic

Parent/Guardian #1:	Last Name	First Name	
Address of Residence		City	State Zip
Home Phone	Cell Phone	Work Phone	
Email Address		Employer’s Name & Address	

Parent/Guardian #2:	Last Name	First Name	
Address of Residence		City	State Zip
Home Phone	Cell Phone	Work Phone	
Email Address		Employer’s Name & Address	

Please check this box if mailers should be sent to both addresses

Homeless and Migratory Status

Homeless Status

Are you sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason?

Yes No

Please provide explanation of similar reason:

Are you currently living in a temporary housing arrangement due to economic hardship? Yes No

Are you currently residing at a motel, hotel, in a car, or at a campsite because your home has been damaged because of economic reasons? Yes No

Are you currently residing in a shelter? Yes No

Migratory Status

If you have moved from one school district to another in the last six years, please answer the following questions to help us determine whether your child is eligible for a special program of supplemental services:

Before the move, was either parent (or guardian) employed in some form of temporary or seasonal agricultural or agricultural-related work such as: planting or harvesting crops (vegetables, fruits, cotton, etc.); landscaping; transporting farm products to market; feeding poultry; gathering eggs, working in hatcheries, processing poultry, beef, hogs, fruit, vegetables, etc.; working on a dairy farm or a catfish farm; cutting firewood or logs to sell? Yes No

Was the move from one school district to another made for the purpose of looking for or obtaining any of the above jobs? Yes No

Is either parent (or guardian) now employed in any of the above kinds of work? Yes No

Have you moved away with your child during only the summer months to engage in crop harvesting or other seasonal agricultural work? Yes No

Parent or Guardian Signature

Date

Homeless and Migratory Status

Homeless Status

Are you sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason?

Yes No

Please provide explanation of similar reason:

Are you currently living in a temporary housing arrangement due to economic hardship? Yes No

Are you currently residing at a motel, hotel, in a car, or at a campsite because your home has been damaged because of economic reasons? Yes No

Are you currently residing in a shelter? Yes No

Migratory Status

If you have moved from one school district to another in the last six years, please answer the following questions to help us determine whether your child is eligible for a special program of supplemental services:

Before the move, was either parent (or guardian) employed in some form of temporary or seasonal agricultural or agricultural-related work such as: planting or harvesting crops (vegetables, fruits, cotton, etc.); landscaping; transporting farm products to market; feeding poultry; gathering eggs, working in hatcheries, processing poultry, beef, hogs, fruit, vegetables, etc.; working on a dairy farm or a catfish farm; cutting firewood or logs to sell? Yes No

Was the move from one school district to another made for the purpose of looking for or obtaining any of the above jobs? Yes No

Is either parent (or guardian) now employed in any of the above kinds of work? Yes No

Have you moved away with your child during only the summer months to engage in crop harvesting or other seasonal agricultural work? Yes No

Parent or Guardian Signature

Date

Home Language Survey

Student's **Last Name** **First Name** **Middle Name**

Gender: Male Female

Child's grade for the 2013-1014 school year: _____

Parent's **Last Name** **First Name** **Middle Name**

How many years has your child attended school in the United States?

- Less than 1 year More than 1 year, but less than 3 years
 3 years to 5 years More than 5 years

Is any language other than English spoken in the home? _____

If yes, which other language(s) is(are) spoken in your home? _____

Who speaks these other languages? _____

Which of the following best describes your child?

- Understands only English
 Understands only the home language listed above
 Understands both English and the home language

Which language does your child understand the best?

- English Home language Understands both equally

Which language does your child speak most of the time?

- English Home language listed above

Which language did your child learn to speak first?

- English Home language listed above

In which language do you (parent) speak most of the time

- English Home language listed above

Has your child ever been in a bilingual or English as a Second Language (ELS) program? Yes No

Parent or Guardian Signature

Date

Emergency Information and Medical Treatment Release

Last Name **First Name** **Middle Name** **Date of Birth**

Health Insurance Carrier **Policy Number**

Physician's Name **Physician's Telephone Number**

I give Lafayette Preparatory Academy permission to seek medical treatment for my child in the event of a medical emergency. I will be responsible for the cost of any emergency care provided to my child.

My preferred hospital is: _____

Parent or Guardian Signature

Date

Student Health Information

Last Name First Name Middle Name Date of Birth

Gender: Male Female

Child's grade for the 2013-1014 school year: _____

Does your child have any allergies to foods, medications, or environments? Yes No

If yes, please list allergy, note level of intensity, and any medication used:

Allergy	Mild	Moderate	Severe	Delayed	Life Threatening	Under Physician's Care/Medication Used

** Medications and written doctor's orders must be given to the Head of School. **

Does your child have any other illnesses? Yes No If yes, please explain: _____

Does your child take any other medications? Yes No If yes, please explain: _____

Has your child had any surgeries? Yes No If yes, please explain: _____

Please check any of the following that your child has suffered in the past or present:

- Hepatitis Rheumatic Fever Neck Injury Bone/joint injury
- Diphtheria Measles (regular) Measles (3 day) Digestive/bowel problems
- Meningitis Cleft Palate Whooping Cough High Blood Pressure
- Hernia Cerebral Palsy Asthma Convulsions
- Mumps Diabetes (sugar) Eczema Epilepsy or seizures
- Ulcer Heart Problem Tuberculosis Orthopedic Defect (handicap)
- Hay Fever OCD/ODD Sickle Cell Anemia
- Heart Problem Head Injury Bleeding Tendencies
- Ear, Nose, and Throat Problems Trouble with Kidneys
- Bipolar Disorder Neurological disorder
- Migraines/headaches Emotional/Psychological Disturbance
- Other: _____

Parent or Guardian Signature

Date

Affidavit by Parent or Legal Guardian

Please note: This document must be notarized.

I, _____, do hereby affirm that I am the parent or legal guardian of _____, a student enrolled in Lafayette Preparatory Academy and that I am a legal resident of (check one):

- Independent City of St. Louis, Missouri and, therefore, eligible to attend St. Louis Public Schools *OR*
- St. Louis County School District (circle one):
- | | | | | |
|----------|----------|-------------|----------------|---------------|
| Affton | Bayless | Brentwood | Clayton | Hancock Place |
| Kirkwood | Ladue | Lindbergh | Mehlville | Pattonville |
| Ritenour | Rockwood | Valley Park | Webster Groves | |

I give permission to officials of Lafayette Preparatory Academy to visit my home address and/or contact my real estate company or rental office to verify my residency. I also acknowledge that by signing this affidavit I have been made aware that it is a Class A misdemeanor in the State of Missouri to submit false residency information and that in addition to possible persecution, Lafayette Preparatory Academy, by law, may file a civil action to recover from me, _____, the costs, as determined annually by the Board of Education, of school attendance resulting from such a fraudulent act.

Further, **I acknowledge that by signing this affidavit** that I have been made aware that it is a Class B misdemeanor to make a false statement indicating whether the student, _____, has been expelled from school attendance in this state or another state for weapons, alcohol, drugs, or willful infliction of injury to another person. My child is not currently under suspension or expulsion from any school district he/she has previously attended. I understand that it is a criminal offense (class B misdemeanor – Section 167.023 RSMO) to give false information concerning prior disciplinary actions taken against my child.

As the parent or legal guardian of _____, **I am providing this affidavit in support of the enrollment of my child in Lafayette Preparatory Academy in the St. Louis City, Missouri School District. I understand that if this school admits my child based on false information that I provided, I may be required to pay the school for its cost in educating my child** (Section 167.020 RSMO).

Parent or Legal Guardian Signature
(sign in the presence of Notary)

Date

Subscribed and sworn to before me, a notary public on this _____ day of _____, 20_____

Notary Signature: _____ Seal:

Student Services Intake Information

Lafayette Preparatory Academy is fully committed to providing quality education to all of our students, including those with special needs. In order to do this, we need your help. Please complete this page in its entirety.

Previous School Information

 School's Name School's City & State School's District

Type of School: Public Charter Private Parochial Homeschool Other: _____

Has your child ever been suspended or expelled from any school in this state or any other state? Yes No
 If the answer is yes, please state whether any such suspension or expulsion was for an offense relating to weapons, alcohol or drugs, or the willful infliction of injury to another student. Yes No

Special Education and Disability Accommodation

Has your child been involved with early intervention services (birth to age 3) Yes No

Has your child been screened for special education by the public schools? Yes No

Does your child have a current Individual Education Plan (IEP)? Yes No

If yes, please provide a copy.

Has your child ever received special education services? Yes No

Does your child receive services under section 504 of the Rehabilitation Act of 1973? Yes No

If yes, please provide a copy of 504 plan.

Please check any of the following services your child has and/or still receives.

- | | | |
|---|---|--|
| <input type="checkbox"/> Speech and Language | <input type="checkbox"/> Physical Therapy | <input type="checkbox"/> Medical Services |
| <input type="checkbox"/> Self-Contained Classroom | <input type="checkbox"/> Inclusion Services | <input type="checkbox"/> Resource Room |
| <input type="checkbox"/> Orientation and Mobility | <input type="checkbox"/> Adapted Physical Education | <input type="checkbox"/> Counseling |
| <input type="checkbox"/> Occupational Therapy | <input type="checkbox"/> Deaf and Hard of Hearing | <input type="checkbox"/> Visually Impaired |

Does your child wear glasses? Yes No

Does your child wear a hearing aid? Yes No

Are you concerned that your child may have a special need that has not been evaluated yet? Yes No

If yes, please explain: _____

 Parent or Guardian Signature

 Date

B.5-2: Statements of Interest



Statement of Interest in Lafayette Preparatory Academy Charter School

The undersigned persons make the following statement in support of the establishment of a public charter school that will serve the neighborhoods listed below:

1. I am a resident of one of the following neighborhoods in the City of St. Louis: Downtown, Downtown West, King Louis Square, Lafayette Square, LaSalle Park, Souldard.
2. I have children aged seven or younger in my household.
3. I believe there is a need for additional quality educational options for children in the community described by the neighborhoods listed above.
4. If Lafayette Preparatory Academy is awarded a charter by the State of Missouri, I would strongly consider enrolling my children.

Name	Email Address
DEREK N HOFFMAN	<u>derek.hoffman@gmail.com</u>
Rebecca C. Hoffman	<u>hoye.rebecca@gmail.com</u>
	<u>Fingerhutkatie@gmail.com</u>
Michael Heaney	<u>michael.heaney@bypasscove.com</u>
Kelly Kelsey	<u>Kellyakelsey@gmail.com</u>
Kim Whitrap	<u>Kimwhitrap@gmail.com</u>

Statement of Interest in Downtown/Near South Side Charter School

The undersigned persons make the following statement in support of the establishment of a public charter school that will serve the neighborhoods listed below:

1. I am a resident of one of the following neighborhoods in the City of St. Louis: Downtown, Downtown West, King Louis, Lafayette Square, LaSalle Park, Soulard.
2. I have children aged seven or younger in my household.
3. I believe there is a need for additional quality educational options for children in the community described by the neighborhoods listed above.
4. If Lafayette Preparatory Academy is awarded a charter by the State of Missouri, I would strongly consider enrolling my children.

Name

Email Address

<u>Nolly Cohen</u>	<u>CohenN2010@Hotmail.com</u>
<u>Dipen Moty</u>	<u>dipen.dipesh@gmail.com</u>
<u>Shanna Gourley</u>	<u>SSGOURLY@yahoo.com</u>
<u>Melissa Underwood</u>	<u>munderwoodstl@gmail.com</u>
<u>Yasha Henderson</u>	<u>yashah@sbcglobal.net</u>
<u>Andrew Hoefner</u>	<u>hofner@gmail.com</u>
<u>William Nance</u>	<u>wjnance@gmail.com</u>
<u> </u>	<u> </u>



Statement of Interest in Lafayette Preparatory Academy Charter School

The undersigned persons make the following statement in support of the establishment of a public charter school that will serve the neighborhoods listed below:

1. I am a resident of one of the following neighborhoods in the City of St. Louis:
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4. If Lafayette Preparatory Academy is awarded a charter by the State of Missouri, I would strongly consider enrolling my children.

Name

Email Address

	<u>Rebecca Woods</u>	<u>becca.woods@yahoo.com</u>
no children yet therefore not counted	→ <u>Cathleen DeWitt</u>	<u>cathleendewitt@gmail.com</u>
	→ <u>Brandon DeWitt</u>	<u>dewitt.brandon@gmail.com</u>
kids older than 7 therefore not counted	→ <u>Johnny Lewis</u>	<u>Johnny.Lewis@SBCglobal.net</u>
	→ <u>Christopher Melroy</u>	<u>christopher.melroy@yahoo.com</u>
	<u>Katie Bauman</u>	<u>katiemkatcher@yahoo.com</u>
	<u>Chris Bauman</u>	<u>neutral-greg@yahoo.com</u>
no children therefore not counted	→ <u>JAMES SMALLWOOD</u>	<u>james.r.smallwood@gmail.com</u>



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Name	Email Address
<u>Kelly Stephenson</u>	<u>ANNA LUNA@GMAIL.COM</u>
<u>Ryan Stephenson</u>	<u>ryan@nopaper.net</u>
<u>Craig Heller</u>	<u>craig@loftworks-stl.com</u>
<u>Laura Millkamp</u>	<u>Millkamp@gmail.com</u>
<u>Amy Heller</u>	<u>amyheller1203@yahoo.com</u>
<u>Amos Harmons</u>	<u>amos@spinst.com</u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>



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Name	Email Address
<u>Michael Pechasin</u>	<u>mike@citychurchstl.org</u>
<u>[Signature]</u>	<u>shaneduggin@hotmail.com</u>
<u>[Signature]</u>	<u>cjdegroot5@gmail.com</u>
<u>Elise Blakemore</u>	<u>elisevs@gmail.com</u>
<u>_____</u>	<u>_____</u>



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Name

Email Address

John Peukert

jnpeukert@yahoo.com

Jason Bittle

sjbittle@qmail.com

- Ryan Bittle

ryanjbittle@yahoo.com

* Jule Peukert

julesatelier@gmail.com

i would like to consult & teach at LPA - our son is only 10 months old now but we are very excited about this school!

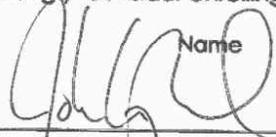
B.S. interior designer w/ a M.A. in education



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Name	Email Address
 _____	<u>jeanphell@simonlawpc.com</u>
 _____	<u>abroctland@simonlawpc.com</u>
 _____	<u>info@erinduggin.com</u>
 _____	<u>jeff3541@yahoo.com</u>
_____	_____
_____	_____
_____	_____
_____	_____



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Name

Email Address

Christopher Reck

c.reck@charter.com

Hedda Etherington Hall

hedda.steven@gmail.com

Lives in
McKinley Heights
therefore not
counted

Jennifer Snider

jlsnider9@gmail.com



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Name

Email Address

Michael Brockland

m Brockland@gmail.com

Erin Orpico

erin.orpico@wwf.com

Philip Woody

phil@citychurchstl.org



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signed 26
here 26
cancel 26

Name

Email Address

→ Kate Haney

Fingerhutkatie@gmail.com

Daryl Gourley

drg_tabor@yahoo.com

Matt O'Leary

mattol@environmentalbps.com

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



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Name

Email Address

Laura Casmus

lkasmus@gmail.com

Sarah Niemietz

sardem@hotmail.com

Robert Niemietz

robertn42@gmail.com



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Name	Email Address
Herb Giorgio	herb.giorgio@bryancave.com
Jill Giorgio	jill.giorgio@bryancave.com
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



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Name

Email Address

Richard Wertheimer

RWERTHEIMER@YAHOO.COM

David Whitrap

DWHITRAP@GMAIL.COM

Statement of Interest in Downtown/Near South Side Charter School

The undersigned persons make the following statement in support of the establishment of a public charter school that will serve the neighborhoods listed below:

1. I am a resident of one of the following neighborhoods in the City of St. Louis: Downtown, Downtown West, King Louis, Lafayette Square, LaSalle Park, Soulard.
2. I have children aged five or younger in my household.
3. I believe there is a need for additional quality educational options for children in the community described by the neighborhoods listed above.
4. If Lafayette Preparatory Academy is awarded a charter by the State of Missouri, I would strongly consider enrolling my children.

Name

Email Address

② The Williamsons Ian & Jackie iwil21@yahoo.com

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



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signed
is &
therefor
not
counted

Name

Email Address

→ Brad Waldrop bw@bradwaldrop.com

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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Name

Email Address

CHRIS PLAISTED

chris@hammerandhandimports

C.1-1: Revenues

Lafayette Preparatory Academy	2013- 14	2014-15	2015-16	2016-17	2017-18
Enrollment	77	118	165	207	265
ADA	71	110	155	197	254
FRL	39	59	83	104	133
WADA	85	131	185	234	302
ADT	0	0	0	0	0
5100 Local Revenue					
5113 Prop C	\$-	\$107,134	\$151,061	\$191,089	\$246,649
5150 Food Sales to Pupils	-	-	-	-	-
5160 Food Sales to Adults	-	-	-	-	-
5180 Community Services	-	-	-	-	-
5100 Total Local Revenue					
	-	107,134	151,061	191,089	246,649
5300 State Revenue					
5311 Basic Formula	608,785	940,832	1,326,601	1,678,121	2,166,035
5312 Transportation	770	1,215	1,749	2,256	2,968
5319 Classroom Trust Fund (CTF)	-	-	-	-	-
5300 Total State Revenue					
	609,555	942,048	1,328,350	1,680,377	2,169,003
5400 Federal Revenue					
5441 Special Ed Part B	20,000	20,000	20,000	20,000	20,000
5445-46 School Breakfast/Lunch Program	32,082	49,699	70,242	89,059	115,213
5451-65 Consolidated Federal Programs	38,500	59,000	82,500	103,500	132,500
5497 Federal CSP	-	-	-	-	-
5400 Total Federal Revenue					
	90,582	128,699	172,742	212,559	267,713
Other Revenue					
5190 Other (Contributions)	\$-	\$-	\$-	\$-	\$-
Walton Foundation Grant	\$-	\$-	\$-	\$-	\$-
Proceeds from Bridge Loan	\$90,000				
Total Other Revenue	\$-	\$-	\$-	\$-	\$-
5899 GRAND TOTAL REVENUES					
	700,13	1,177,88	1,652,15	2,084,02	2,683,36

Revenue Explanations:

- (a) \$758 per previous year's WADA
- (b) WADA x \$7,166 (minimum)
- (c) \$1,000 per FRL, (d) Minimum Part B - \$20,000

C.1-2: Expenditures by Function

Lafayette Preparatory Academy Expenditures by Function	2013-14 77	2014-15 118	2015-16 165	2016-17 207	2017-18 265
1100 Regular Programs					
6100 Salaries	\$129,600	\$250,025	\$422,910	\$593,544	\$791,096
6200 Benefits	57,854	116,395	180,029	257,464	346,085
6300 Purchased Services	6,463	7,094	7,839	8,552	9,524
6400 Supplies & Materials	48,000	36,462	62,470	70,489	89,040
6500 Equipment	12,500	13,390	19,186	24,634	32,368
Total Regular Program	254,416	423,366	692,433	954,683	1,268,112
1191 Summer School					
6100 Salaries	14,400	27,781	46,990	62,261	83,259
6200 Benefits	6,428	12,933	20,003	27,007	36,424
6300 Purchased Services	-	-	-	-	-
6400 Supplies & Materials	-	-	-	-	-
6500 Equipment	-	-	-	-	-
Total Summer School	20,828	40,713	66,993	89,268	119,683
1200 Special Programs					
6100 Salaries	17,550	39,398	47,700	49,131	50,605
6200 Benefits	7,834	18,341	20,305	21,312	22,138
6300 Purchased Services	1,300	20,056	28,314	36,168	47,170
6400 Supplies & Materials	-	-	-	-	-
6500 Equipment	-	-	-	-	-
Total Special Programs	26,684	77,795	96,319	106,610	119,914
2100 Support Services-Pupils					
6100 Salaries	25,000	56,393	58,084	59,827	89,759
6200 Benefits	11,160	26,253	24,726	25,951	39,267
6300 Purchased Services	12,500	5,860	6,344	7,229	7,311
6400 Supplies & Materials	-	-	-	-	-
6500 Equipment	1,200	1,236	1,273	1,311	1,351
Total Support Services-Pupils	49,860	89,741	90,427	94,319	137,689
2200 Support Services-Prof Develop					
6100 Salaries	-	-	-	-	-
6200 Benefits	-	-	-	-	-
6300 Purchased Services	5,250	12,360	16,960	20,710	26,880
6400 Supplies & Materials	-	-	-	-	-

	6500 Equipment	-	-	-	-	-
	Total Support Services-Prof Develop	5,250	12,360	16,960	20,710	26,880
2320 Executive Administration Services						
	6100 Salaries	70,000	72,100	119,351	122,932	126,620
	6200 Benefits	31,248	33,565	50,807	53,325	55,393
	6300 Purchased Services	3,800	21,342	21,970	22,617	23,282
	6400 Supplies & Materials	924	1,458	2,079	2,708	3,562
	6500 Equipment	1,600	1,648	1,697	1,748	1,801
	Total Executive Administration Serv	107,572	130,114	195,904	203,329	210,658
2510 Support Services-Business						
	6100 Salaries	19,500	43,775	45,088	46,441	47,834
	6200 Benefits	8,705	20,379	19,194	20,145	20,926
	6300 Purchased Services	26,600	24,523	25,259	26,016	26,797
	6400 Supplies & Materials	-	-	-	-	-
	6500 Equipment	1,600	1,648	1,697	1,748	1,801
	Total Support Services-Business	56,405	90,325	91,238	94,351	97,358
2540 Operation of Plant Services						
	6100 Salaries	-	-	-	-	-
	6200 Benefits	-	-	-	-	-
	6300 Purchased Services	27,822	160,213	312,612	397,652	517,771
	6400 Supplies & Materials	-	-	-	-	-
	6500 Equipment	-	-	-	-	-
	Total Operation of Plant Services	27,822	160,213	312,612	397,652	517,771
2550 Pupil Transportation						
	6100 Salaries	-	-	-	-	-
	6200 Benefits	-	-	-	-	-
	6300 Purchased Services	3,850	6,077	8,745	11,282	14,840
	6400 Supplies & Materials	-	-	-	-	-
	6500 Equipment	-	-	-	-	-
	Total Pupil Transportation	3,850	6,077	8,745	11,282	14,840
2560 Food Services						
	6100 Salaries	-	-	-	-	-
	6200 Benefits	-	-	-	-	-
	6300 Purchased Services	32,082	49,699	70,242	89,059	115,213
	6400 Supplies & Materials	1,540	2,431	350	4,513	5,936
	6500 Equipment	-	-	-	-	-

	Total Food Services		33,622	52,130	70,591	93,571	121,149
	2660 Technology Services						
	6100 Salaries						
	6200 Benefits						
	6300 Purchased Services		5000	6000	7000	8000	9000
	6400 Supplies & Materials						
	6500 Equipment						
	Total Technology Services		5000	6000	7000	8000	9000
	3800 Custody and Care of Children Services						
	6100 Salaries		-	-	-	-	-
	6200 Benefits		-	-	-	-	-
	6300 Purchased Services		-	-	-	-	-
	6400 Supplies & Materials		-	-	-	-	-
	6500 Equipment		-	-	-	-	-
	Total Custody and Care of Children		-	-	-	-	-

	Debt Service						
	Re-pay Bridge Loan		\$95,400	\$-	\$-	\$-	\$-
	Total Debt Service		95,400	-	-	-	-

Total Expenditures by Function **686,710** **1,088,833** **1,649,224** **2,073,774** **2,643,053**

C.1-3: Salaries

Lafayette Preparatory Academy Salaries	2013-14	2014-15	2015-16	2016-17	2017-18
1100 Regular Programs					
Classroom Teachers (4, 6, 8, 10, 12)	126,360	212,747	343,440	442,179	546,533
Performance Pay	-	-	-	33,196	41,762
Music/Art (0, 0, 0.5, 1, 1)	-	-	16,695	34,392	35,423
Physical Education (0, 0, 0.5, 1, 1)	-	-	16,695	34,392	35,423
Reading Teacher (0, 1, 1, 1, 2)	-	31,518	38,160	39,305	80,968
Dean of Students (0,0, 0, 0, 1)	-	-	-	-	38,746
Substitutes	3,240	5,760	7,920	10,080	12,240
Total Regular Program Salaries	129,600	250,025	422,910	593,544	791,096
1191 Summer School					
Summer School Teachers	14,400	27,781	46,990	62,261	83,259
Total Summer School Salaries	14,400	27,781	46,990	62,261	83,259
1200 Special Programs					
Special Education Teachers (0.5, 1, 1, 1, 2)	17,550	39,398	47,700	49,131	50,605
Total Special Program Salaries	17,550	39,398	47,700	49,131	50,605
2100 Support Services-Pupils					
Administrative Assistant (1, 1, 1, 1, 2)	25,000	25,750	26,523	27,318	56,275
Counselor (0, 1, 1, 1, 1)	-	30,643	31,562	32,509	33,484
Enrichment Specialist (0, 0, 0, 0, 0)	-	-	-	-	-
-	-	-	-	-	-
Total Support Serv-Pupils Salaries	25,000	56,393	58,084	59,827	89,759
2320 Executive Administration Services					
Head of School (1 FTE)	70,000	72,100	74,263	76,491	78,786
Director of Instruction (0, 0, 1, 1, 1)	-	-	45,088	46,441	47,834
Total Exec Admin Serv Salaries	70,000	72,100	119,351	122,932	126,620
2510 Support Services-Business					
Director of Operations (0.5, 1, 1, 1, 1)	19,500	43,775	45,088	46,441	47,834
Total Support Serv-Bus Salaries	19,500	43,775	45,088	46,441	47,834
Total Salaries	\$276,050	\$489,470	\$740,124	\$934,135	\$1,189,173

C.1-4: Purchased Services

Lafayette Preparatory Academy	2013-14	2014-15	2015-16	2016-17	2017-18
Purchased Services	77	118	165	207	265
1100 Regular Programs					
Copier Lease	2,500	2,575	2,652	2,732	2,814
Student Testing/Assessments	3,963	4,519	5,186	5,820	6,710
Total Regular Programs-Purch Serv	6,463	7,094	7,839	8,552	9,524
1200 Special Programs					
SPED Management Software (SpedTrack)	1,300	1,339	1,379	1,421	1,463
Special Education Services	-	18,717	26,935	34,747	45,707
Total Special Programs-Purch Serv	1,300	20,056	28,314	36,168	47,170
2100 Support Services-Pupils					
Marketing Expenses- Student Recruitment	2,500	2,575	2,652	2,732	2,814
Student Information System	10,000	3,285	3,691	4,497	4,497
Total Pupils-Purch Serv	12,500	5,860	6,344	7,229	7,311
2200 Support Services-Prof Develop					
Professional Development Travel and Conferences	1,750	6,180	8,480	10,355	13,440
Staff Development	3,500	6,180	8,480	10,355	13,440
Total Prof Develop-Purch Serv	5,250	12,360	16,960	20,710	26,880
2320 Executive Administration Services					
Auditing Fees	-	16,500	16,995	17,505	18,030
Board Training & Retreat	-	515	530	546	563
D&O Insurance	-	-	-	-	-
Communication/Postage	1,200	1,224	1,248	1,273	1,299
Legal Fees	-	3,000	3,090	3,183	3,278
Marketing Expenses- Teacher Recruitment	100	103	106	109	113
MCPSA Membership	2,500	-	-	-	-
Total Exec Admin-Purch Serv	3,800	21,342	21,970	22,617	23,282
2510 Support Services-Business					
Accounting Services (i.e Westbrooke)	21,600	22,248	22,915	23,603	24,311
Business and Financial Consultant	-	-	-	-	-
Accounting System (Software Unlimited)	5,000	2,275	2,343	2,414	2,486
Total Business-Purch Serv	26,600	24,523	25,259	26,016	26,797

2540 Operation of Plant Services						
Internet service provider		1,680	2,880	9,600	9,888	10,185
Alarm Services		-	-	1,200	1,236	1,273
Cleaning Services		7,392	11,668	18,889	24,368	32,054
Gas/electric		-	-	33,413	43,175	56,882
Building Insurance		-	-	3,148	4,061	5,342
Liability & property insurance		2,500	2,575	2,652	2,732	2,814
Refuse Services		-	-	2,400	2,472	2,546
Debt Service- Phase I		-	-	-	-	-
Lease		14,000	140,000	178,200	230,267	303,372
Communications/Telephone		2,250	3,090	3,710	3,815	5,040
Property Tax		-	-	29,700	37,260	47,700
Maintenance		-	-	29,700	38,378	50,562
Total Operation of Plant-Purch Serv		27,822	160,213	312,612	397,652	517,771
2550 Pupil Transportation						
Student Transportation		3,850	6,077	8,745	11,282	14,840
Total Pupil Transportation-Purch Serv		3,850	6,077	8,745	11,282	14,840
2560 Food Services						
Food Service		32,082	49,699	70,242	89,059	115,213
Total Food Services-Purch Serv		32,082	49,699	70,242	89,059	115,213
2660 Technology Services						
IT Consultant		5,000	6,000	7,000	8,000	9,000
Total Technology Services-Purch Serv		5,000	6,000	7,000	8,000	9,000
3800 Custody and Care of Children Services						
Child Care/Other Services		-	-	-	-	-
Total Purch Serv		-	-	-	-	-
Total Purchased Services		\$124,667	\$313,224	\$505,284	\$627,284	\$797,788

C.1-5: Year 1 Cash Flow Analysis

	Budgeted February 2012-June 2013	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Total	Annual Budget	Variance
REVENUES																
5113 Prop C	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
5190 Other (Walton Grant)	\$30,000	\$-			\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
5311 Basic Formula	\$-	\$-	\$-	\$60,879	\$60,879	\$60,879	\$60,879	\$60,879	\$60,879	\$60,879	\$60,879	\$60,879	\$60,879	\$608,785	\$608,785	\$-
5312 Transportation	\$-	\$-	\$-	\$77	\$77	\$77	\$77	\$77	\$77	\$77	\$77	\$77	\$77	\$770	\$770	\$-
5319 Classroom Trust Fund (CTF)	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
5441 Special Ed Part B	\$-	\$-	\$-	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$20,000	\$20,000	\$-
5445 School Lunch Program	\$-	\$-	\$-	\$1,951	\$1,951	\$1,951	\$1,951	\$1,951	\$1,951	\$1,951	\$1,951	\$1,951	\$1,951	\$19,509	\$19,509	\$-
5446 School Breakfast Program	\$-	\$-	\$-	\$1,257	\$1,257	\$1,257	\$1,257	\$1,257	\$1,257	\$1,257	\$1,257	\$1,257	\$1,257	\$12,573	\$12,573	\$-
5451-65 Consolidated Federal Programs	\$-	\$-	\$-	\$-	\$-	\$4,813	\$4,813	\$4,813	\$4,813	\$4,813	\$4,813	\$4,813	\$4,813	\$38,500	\$38,500	\$-
5497 Federal CSP Grant	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
Local	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
State	\$-	\$-	\$-	\$60,956	\$60,956	\$60,956	\$60,956	\$60,956	\$60,956	\$60,956	\$60,956	\$60,956	\$60,956	\$609,555	\$609,555	\$-
Federal	\$-	\$-	\$-	\$5,208	\$5,208	\$10,021	\$10,021	\$10,021	\$10,021	\$10,021	\$10,021	\$10,021	\$10,021	\$90,582	\$90,582	\$-
Contributions	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
Proceeds from Bridge Loan																
Checking account balance 7/28/12																
Total Revenues	\$137,500	\$-	\$-	\$66,164	\$66,164	\$70,976	\$1,400,274	\$1,400,274	\$-							
	\$-															
EXPENDITURES																
<i>Salaries</i>	\$-															
Head of School	\$-	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$70,000	\$80,000	\$(10,000)
Director of Operations	\$-	\$1,625	\$1,625	\$1,625	\$1,625	\$1,625	\$1,625	\$1,625	\$1,625	\$1,625	\$1,625	\$1,625	\$1,625	\$19,500	\$19,500	\$-
Dean of Students	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
Director of Instruction	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-

Regular Education Teachers	\$-	\$11,700	\$11,700	\$11,700	\$11,700	\$11,700	\$11,700	\$11,700	\$11,700	\$11,700	\$11,700	\$11,700	\$11,700	\$140,400	\$140,400	\$-
Special Education Teachers	\$-	\$1,463	\$1,463	\$1,463	\$1,463	\$1,463	\$1,463	\$1,463	\$1,463	\$1,463	\$1,463	\$1,463	\$1,463	\$17,550	\$17,550	\$-
Admin. Assistant	\$-	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$25,000	\$25,000	\$-
Social Worker/Counselor	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
Music/Art Teacher	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
Physical Education	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
Reading Specialist	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
Performance Based Pay	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
Substitutes	\$-	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$3,600	\$3,600	\$-
	\$-															
Total Salaries	\$-	\$23,004	\$276,050	\$286,050	\$(10,000)											
	\$-															
Benefits	\$-															
Retirement	\$942	\$3,608	\$3,608	\$3,608	\$3,608	\$3,608	\$3,608	\$3,608	\$3,608	\$3,608	\$3,608	\$3,608	\$3,608	\$43,298	\$43,298	\$-
Health	\$978	\$4,326	\$4,326	\$4,326	\$4,326	\$4,326	\$4,326	\$4,326	\$4,326	\$4,326	\$4,326	\$4,326	\$4,326	\$51,912	\$51,912	\$-
FICA	\$960	\$1,760	\$1,760	\$1,760	\$1,760	\$1,760	\$1,760	\$1,760	\$1,760	\$1,760	\$1,760	\$1,760	\$1,760	\$21,118	\$21,118	\$-
Other	\$312	\$575	\$575	\$575	\$575	\$575	\$575	\$575	\$575	\$575	\$575	\$575	\$575	\$6,901	\$6,901	\$-
	\$-															
Total Benefits	\$3,192	\$10,269	\$123,229	\$123,229	\$-											
	\$-															
Regular Program Supplies and Materials	\$-															
Texts and instructional materials (curriculum)	\$-							\$5,454	\$5,454	\$5,454	\$5,454	\$5,454	\$5,454	\$32,725	\$32,725	\$-
Other books (supplemental in classrooms)	\$-	\$481	\$481	\$481	\$481	\$481	\$481	\$481	\$481	\$481	\$481	\$481	\$481	\$5,775	\$5,775	\$-
Computers	\$-	\$-	\$-	\$-	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$1,800	\$1,800	\$-
Classroom paper and supplies	\$-	\$-	\$700	\$700	\$700	\$700	\$700	\$700	\$700	\$700	\$700	\$700	\$700	\$7,700	\$7,700	\$-
	\$-															
Total Supplies and Materials	\$-	\$481	\$1,181	\$1,181	\$1,381	\$1,381	\$1,381	\$6,835	\$6,835	\$6,835	\$6,835	\$6,835	\$6,835	\$48,000	\$48,000	\$-
	\$-															
Services and Contracts	\$-													\$-		\$-
Head of School Search	\$-	\$-														
HOS Consulting Contract	\$-															

Office supplies/copying	\$800	\$77	\$77	\$77	\$77	\$77	\$77	\$77	\$77	\$77	\$77	\$77	\$77	\$924	\$924	\$-
Accounting Services	\$4,000	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	\$21,600	\$21,600	\$-
Audit	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
School financial system (Software Unlimited)	\$-	\$5,000	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$5,000	\$5,000	\$-
Student information system (PowerSchool)	\$-	\$10,000	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$10,000	\$10,000	\$-
SPED management software (SpedTrack)	\$-	\$1,300	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$1,300	\$1,300	\$-
Legal	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
Student testing & assessment	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$4,800	\$-	\$4,800	\$3,963	\$838
Staff development	\$-	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$12,996	\$3,500	\$9,496
Special education consultant	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
Board Training & Retreat	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
Travel & conferences	\$-	\$-	\$-	\$175	\$175	\$175	\$175	\$175	\$175	\$175	\$175	\$175	\$175	\$1,750	\$1,750	\$-
Postage	\$600	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$1,200	\$1,200	\$-
Copier lease/Copying costs	\$-	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$2,500	\$2,500	\$-
MCPSA Fees	\$2,500	\$-	\$-	\$-	\$-	\$-	\$-	\$2,500	\$-	\$-	\$-	\$-	\$-	\$2,500	\$2,500	\$-
Food Services	\$-	\$-	\$-	\$3,208	\$3,208	\$3,208	\$3,208	\$3,208	\$3,208	\$3,208	\$3,208	\$3,208	\$3,208	\$32,082	\$32,082	\$-
Transportation Reserve	\$-	\$-	\$-	\$385	\$385	\$385	\$385	\$385	\$385	\$385	\$385	\$385	\$385	\$3,850	\$3,850	\$-
Marketing Expenses-Teacher recruitment	\$850	\$-	\$-	\$-	\$-	\$-	\$-	\$100	\$-	\$-	\$-	\$-	\$-	\$100	\$100	\$-
Marketing Expenses-Student recruitment	\$3,000	\$-	\$-	\$-	\$-	\$-	\$-	\$2,500	\$-	\$-	\$-	\$-	\$-	\$2,500	\$2,500	\$-
Child Care/Other Services	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
Business Consultant	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
Furnishings and Equipment	\$-	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$12,500	\$12,500	\$-
Food Service Supplies and Materials	\$-	\$-	\$140	\$140	\$140	\$140	\$140	\$140	\$140	\$140	\$140	\$140	\$140	\$1,540	\$1,540	\$-
Admin. Asst./Counselor Equipment	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$1,236	\$-	\$-	\$-	\$-	\$-	\$1,236	\$1,200	\$36
Administration	\$-	\$1,600	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$1,600	\$1,600	\$-

Staff Equipment																	
Business Office Equipment	\$-	\$1,600	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$1,600	\$1,600	\$-	
IT Consultant	\$-	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$5,004	\$5,000	\$4	
D&O Insurance	\$1,750	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-		
Repay Bridge Loan							\$47,700	\$47,700									
	\$-													\$-	\$-	\$-	
Total Services and Contracts	\$13,500	\$24,227	\$4,867	\$8,635	\$8,635	\$8,635	\$56,335	\$62,671	\$8,635	\$8,635	\$8,635	\$13,435	\$8,635	\$126,582	\$116,209	\$10,374	
	\$-													\$-	\$-	\$-	
Occupancy Costs	\$-													\$-	\$-	\$-	
Internet service provider	\$-	\$140	\$140	\$140	\$140	\$140	\$140	\$140	\$140	\$140	\$140	\$140	\$140	\$1,680	\$1,680	\$-	
Cleaning Services	\$-	\$-	\$672	\$672	\$672	\$672	\$672	\$672	\$672	\$672	\$672	\$672	\$672	\$7,392	\$7,392	\$-	
Refuse Services	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
Debt Service-Phase I	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
Lease	\$-	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$14,000	\$14,000	\$-	
Gas/electric	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
Building Insurance	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
Liability & property insurance	\$-	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$2,500	\$2,500	\$-	
Alarm Services	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
Communications / Telephone	\$840	\$188	\$188	\$188	\$188	\$188	\$188	\$188	\$188	\$188	\$188	\$188	\$188	\$2,250	\$2,250	\$-	
Maintenance	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
Property Tax	\$-		\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
	\$-																
Total Occupancy Costs	\$840	\$1,703	\$2,375	\$2,375	\$2,375	\$2,375	\$2,375	\$2,375	\$2,375	\$2,375	\$2,375	\$2,375	\$2,375	\$27,822	\$42,822	\$(15,000)	
	\$-													\$-	\$-	\$-	
Total Revenue	\$137,500	\$-	\$-	\$66,164	\$66,164	\$70,976	\$70,976	\$70,976	\$70,976	\$70,976	\$70,976	\$70,976	\$70,976	\$700,137	\$700,137	\$-	
	\$-													\$-	\$-	\$-	
Total Expenditures	\$17,532	\$59,684	\$41,696	\$45,464	\$45,664	\$45,664	\$93,364	\$105,154	\$51,118	\$51,118	\$51,118	\$55,918	\$51,118	\$601,683	\$701,710	\$(100,027)	
	\$-																
Surplus (Deficit)	\$119,968																
		\$ (59,684)	\$ (41,696)	\$20,700	\$20,500	\$25,312	\$ (22,388)	\$ (34,178)	\$19,858	\$19,858	\$19,858	\$15,058	\$19,858	\$98,454	\$ (1,572)	\$100,027	
	\$-																
Cumulative Surplus		60,284	18,588	39,288	59,787	85,099	62,711	28,533	48,391	68,249	88,106	103,164	123,022	123,022	\$21,200	\$101,822	

C.1-6: 5-Year Budget

Lafayette Preparatory Academy

Proposed Five Year Operational Budget

Students		2013-14	2014-15	2015-16	2016-17	2017-18
		77	118	165	207	265
Revenues						
5100	Local	\$-	\$107,134	\$151,061	\$191,089	\$246,649
5300	State	609,555	942,048	1,328,350	1,680,377	2,169,003
5400	Federal	90,582	128,699	172,742	212,559	267,713
	Grants (Walton Foundation)	-	-	-	-	-
	Contributions	-	-	-	-	-
5899	GRAND TOTAL REVENUES	700,137	1,177,880	1,652,154	2,084,025	2,683,365
Expenditures						
1100	Regular Programs	254,416	423,366	692,433	954,683	1,268,112
1191	Summer School	20,828	40,713	66,993	89,268	119,683
1200	Special Programs	26,684	77,795	96,319	106,610	119,914
1999	TOTAL INSTRUCTION	301,929	541,874	855,746	1,150,561	1,507,709
2100	Support Services-Pupils	49,860	89,741	90,427	94,319	137,689
2200	Support Services-Professional Development	5,250	12,360	16,960	20,710	26,880
2320	Executive Administration Services	107,572	130,114	195,904	203,329	210,658
2510	Support Services-Business	56,405	90,325	91,238	94,351	97,358
2540	Operation of Plant Services	27,822	160,213	312,612	397,652	517,771
2550	Pupil Transportation	3,850	6,077	8,745	11,282	14,840
2560	Food Services	33,622	52,130	70,591	93,571	121,149
2660	Technology Services	5,000	6,000	7,000	8,000	9,000
2998	TOTAL SUPPORT SERVICES	289,381	546,959	793,478	923,213	1,135,344
3800	TOTAL CUSTODY AND CARE OF CHILDREN	-	-	-	-	-
	Debt Service	95,400	-	-	-	-

	TOTAL DEBT SERVICE	95,400	-	-	-	-
9999	GRAND TOTAL EXPENDITURES	686,710	1,088,833	1,649,224	2,073,774	2,643,053
Total Revenue Over/(Under) Total Expenses		13,428	89,047	2,930	10,251	40,312
Beginning Balance, July 1		22,773	36,200	125,247	128,177	138,428
Ending Balance, June 30		\$36,200	\$125,247	\$128,177	\$138,428	\$178,739
Percent of total expenditures		5.2%	10.6%	7.8%	6.6%	6.7%

C.5: CharterSafe Insurance



November 26, 2011

To Whom It May Concern:

**RE: Insurance Coverage for the Lafayette Preparatory Academy during the charter startup phase in 2013
 Broker of Record – Arthur J. Gallagher Insurance Brokers Inc.**

We are pleased to provide insurance services for the Lafayette Preparatory Academy. Our division specializes in Charter Schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in The State of MO as required by law. Our program utilizes the following carriers which are admitted in the State of MO: The Hartford, Chartis, Arch Insurance, Scottsdale Insurance, and Philadelphia Insurance Company.

On behalf of the Lafayette Preparatory Academy the following coverages will be secured to meet all requirements by the authorizing agency and/or additional insureds as appropriate:

Coverage	Limit
General Liability (include corporal punishment and Athletic Liability)	\$1,000,000 occurrence \$3,000,000 aggregate
Workers Compensation	As specified by MO Statutes
Employee Benefits Liability	\$1,000,000
Automobile/Bus Liability including underinsured and uninsured as needed	\$1,000,000
Umbrella / Excess Liability above primary program	\$10,000,000
Employment Practices Liability	\$1,000,000
Educators Legal Liability E & O	\$1,000,000
Directors & Officers	\$1,000,000
Sexual Abuse and Misconduct Liability	\$1,000,000 \$2,000,000 aggregate
Crime / Employee Dishonesty / Fidelity Coverage (Surety Bond for the CFO as required)	\$500,000 - \$1,000,000 limits as needed
Property/Lease and Boiler Machinery Coverage	Blanket Limits as needed by School, on an all risk of direct physical basis (replacement cost)
Student Accident Coverage (Athletics)	Primary \$25,000 limits and CAT option at \$5,000,000

As requested, all required additional insureds and loss payees can be added upon review to these policies. We will only place this school with at least an “A” rated insurance carrier as determined by AM Best rating guidelines.

Estimated Premiums:

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions.

Coverage	Annual Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 5,680
Directors & Officers / Employment Practices	\$ 3,500
Property (Assuming leasing only \$100k contents)	\$ 750
Excess \$10 million Limits (follow form over all underlying)	\$ 1,210
Workers Compensation and employers liability	\$ 6,310
Total Annual Premium	\$ 17,450
Exposures: Based on 1st year projections of 144 students, 13 FTE - employees	

Tentative Timeline for Insurance Coverages

As part of your planning process, we have prepared a timeline for buying the insurance package before start of the school year. See below for each coverage:

Coverage	Timeline
Directors and Officers /Educators Legal Liability	As soon as board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired or board is formed.
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident (please ask for this separately if you would like the coverage).	When lease agreement is signed or property is purchased (landlord will require General Liability coverage).
Property/Flood	As soon as you acquire contents/school equipment

Please let me know if you have any questions, (949) 349-9871.

Sincerely,

Tom Boobar, MS, MBA, REHS, CSP
 Area Vice President Arthur J. Gallagher Insurance
 License #0726293

D.1: List of Changes

A.1 Mission, Vision and Educational Philosophy

A1)

Page 3:

- Deleted paragraph on high school.

Page 4:

- Added “Every child will be prepared and capable of engaging in post-secondary education, if the family and student choose that path.”
- Added “In keeping with the idea that one must always keep the end result in mind, Lafayette Preparatory Academy will build toward preparing students to become active, responsible, and involved citizens in a global community beginning in Kindergarten. The values and skills outlined by Carnevale and Desrochers will be central to our culture and will be developed at the elementary level. The foundation for the skills necessary as students graduate from high school begins in Kindergarten, so Lafayette Preparatory Academy will begin to build these skills from day one.”
- Added “Because our long-term vision is to prepare students for future academic and career endeavors, we feel these competencies must be integral to Lafayette Preparatory Academy’s students starting in Kindergarten, so that they become so ingrained in students that their capability in these areas becomes almost second nature.”
- Adjusted last paragraph to point out that these are curricular imperatives in the lower grades.

Multiple pages

- Deleted references to college, and rephrased to focus on academic success.

Page 9

- Added to the section on Enthusiastic, College Bound Culture “While we acknowledge that elementary students do not know if they will attend college, we will encourage students to gain the skills and knowledge necessary for college, so that they will set themselves up with the skill set to make the choice in the future. If students do not set the bar high and gain adequate skills to support any chosen path, they will limit themselves.”

A2)

Page 2

- Rewrote mission statement to reflect the how the early grades will impact students’ abilities to be successful as they prepare for academic success.
- It reads “To provide students with academic core knowledge as well as the ability to reason, solve problems, and communicate and execute solutions in service and concern for their community as they prepare for academic success.”

B-C)

Page 7

- Rewrote the achievement goals to read
 - “By the fifth year of operation, 75 percent of students will score proficient or advanced on the Missouri Assessment Program (MAP).⁹

⁹ Students who are not yet eligible for the MAP will be evaluated primarily based on the NWEA MAP. Those who do not qualify for either will be evaluated primarily through the school’s Friday Skills Assessment program.

- By the fifth year of operation, 40 percent of students will score advanced on the MAP.
- By the fifth year of operation, students who do not score proficient or advanced on the MAP will cut in half the gap between their previous year’s score and proficiency each year.”

D) Jump Start is not being treated as a summer school program. It will be provided to students in addition to summer school. It is covered, as part of our overall operating costs. Teachers will be contracted to include this timeframe. Operating expenses were calculated on a twelve-month calendar, so we have covered the expenses.

A2. Curriculum and Instruction

A)

Page 16

- Clarified: “During the first several years of operation, staff will utilize purchased curriculum programs and textbooks as a foundation off of which talented teachers may build. Purchased curriculum will be utilized as a research-proven resource, but will not be comprehensive, as teachers who are innovative, flexible and adaptable will adjust lessons to meet Lafayette Preparatory Academy’s mission of providing instruction focused on inquiry, development of critical thinking skills, and differentiation meeting the needs of each student.

B) We are committed to Friday as our choice for early out days for several reasons.

- Our model utilizes this time to analyze data, effectiveness of lesson planning and teaching practices. After professional development and collaboration in these areas, teachers can utilize the weekend to mull over their lessons for the upcoming week. While we will emphasize careful planning of lessons utilizing data and research, some of the best ideas happen as teachers have time to reflect upon and revise questioning techniques, grouping, etc. The weekend provides the time for teachers to run lessons through their minds, refining plans for the upcoming week.
- Parents enjoy the opportunity to leave early for weekend excursions.
- Our culture will be such that teachers will not choose Friday as a day to be away from work, if at all possible. Teachers will value the chance to analyze and evaluate the previous week, learn from colleagues, and plan for the upcoming week.

C)

Page 21

- Change some of the wording here: “Professional development will be conducted by the Head of School, Director of Instruction, teachers, and outside experts in necessary areas. Staff will regularly visit other schools and attend outside professional development in order to identify further pedagogical innovations which will positively impact Lafayette Preparatory Academy instruction across the board.”
- Added “Additionally, Lafayette Preparatory Academy is positioned in a location in close proximity to the downtown core, which will provide access to professionals with widely varied expertise: mental health service, educational leadership, legal compliance, social services, scientific inquiry, writing for clarity, etc. Having access to such a talented and

varied population will provide many resources to be utilized for professional development. “

Page 23

- Added “In following years, the Head of School will be expected to plan the coming year’s professional development as well as invite respected and relevant leaders in professional development to LPA during the summer.”

Page 24

- Added “Experienced teachers will be encouraged to provide professional development for the staff as a whole, in areas of expertise.”

A.3 Assessment

A)

Pages 10 and 24

- Added “In order to maintain an appropriate balance between assessments and instructional time, Lafayette Preparatory Academy will utilize an assessment system that does not exceed 90 minutes a week.”

B)

Page 25

- Added “The F & P is well aligned to the Common Core Standards, as well as state assessments.
- Added “Such tools are aligned with Common Core Standards, as they are the state’s chosen assessment.” (discussing MAP and NWEA Map)

Page 26

- Changed the language: “The writing prompt will prompt students to write a narrative, informative, or argumentative response using everything they know about writing. In 45-60 minute blocks, students will brainstorm, plan, and write their response.”

C) After discussion, Lafayette Charter Board feels that our assessment program is a sound plan for measuring and reporting education performance. Students will be assessed regularly utilizing various methods, not to exceed 90 minutes per week. Teachers will be provided ample time to prepare and analyze assessments. The Head of School and Director of Instruction will participate in and be informed of the analysis of the data. From that point, the data will then drive the decisions made for instruction from that point forward. Additionally, Lafayette Preparatory Academy is always flexible and adaptable. As our students’ particular needs emerge, we will provide assessment suitable to those needs.

A.4 School Calendar and Daily Schedule

A) Calendar will be submitted in color.

B)

Page 28

- Added “If summer school financing is not provided, Lafayette Preparatory Academy will first seek to fund the program by requesting funding from local organizations with a vested interest in the success of our school, as well as community leaders and partners. We will utilize any available surplus in excess of the three percent targeted surplus, ask our landlord for concessions, consider cutting other expenses, etc. In the end, though, if we are unable to secure resources, summer school will be canceled and the school year will be 174 days.”

C)

Page 29

- Revised the wording: “The school’s financial projections account for this funding structure, and the Board is aware that the school will not receive state aid for this additional time or for the Jump Start program. Financial projections anticipate the costs associated with additional instructional time and the Jump Start program. Costs for these operations are included in operating costs. In the fall of 2013, as well as in following school years, teachers will report in late July (as stipulated in their contracts), while new students will attend Jump Start in Mid-August, and the rest of the student population will start in late August.”

A.5 Target Population

A)

Page 35

- Added “We anticipate a low attrition rate for several reasons. First, we will be drawing from a localized area with a central location. Families will likely still be in close proximity to the school, even if they do move, so they will be less likely to change schools. Being located in the center of the transportation grid will also benefit families because Lafayette Preparatory Academy will be easily accessible from all areas of St. Louis. Furthermore, we will have developed a strong sense of community amongst our families. Therefore, families will be more likely to maintain a relationship with the school because it reaches into so many areas of their lives. Additionally, our families will be invested in the school. By staying in the city, rather than moving elsewhere or choosing private options, families will have taken a risk, and will therefore be more committed to the school as the final piece allowing them to establish permanent residence in a city that they have worked so hard to stay a part of.”

B)

Page 35

- Language was changed: “After completing the enrollment process, whether by lottery or open enrollment, incoming students will be given diagnostic assessments and placed in the most appropriate level. “

C)
Page 35

- Added “We have budgeted for 82% enrollment in the first year, so that would lead to only having a 19:1 student-teacher ratio in Kindergarten and 20:1 in 1st Grade. Therefore, if we reach only 82% enrollment, class sizes are reduced. If we reach 100% enrollment, the large class sizes will allow for more funding to hire staff to facilitate even more small group work. As often as possible, we will utilize Reading Specialists, Special Education teachers, and interns to assist teachers as they differentiate lessons to meet the needs of each and every student. Ample flex space will be utilized for pull-outs.”

A.6 Special Student Populations

A1-3)
Page 37

- Added “In addition to hiring one part-time special education teacher in the first year, Lafayette Preparatory Academy will budget \$18,717 in the second year for contracted special education services like a school psychologist or other related services.”
- Note that the budget reflects the hiring of one part-time special education teacher in the first year.

A3) We will work to hire a qualified special education director in future years.

B1-3)
Page 38

- Added “Any student suspected of having limited English proficiency based on the response on the enrollment form or teacher observation will be given the W-APT (the WIDA-ACCESS Placement test) to determine if and what level of services, if any, are necessary.”

Once a student is identified as an ELL student, parents/guardians will be provided informed parental notification as to why the child is in need of placement in a specialized language instruction program within thirty days after the beginning of the school year. If the child enters Lafayette Preparatory Academy during the school year, the parents/guardians will be notified within two weeks. Parents may choose to immediately remove the child from an ELL program. Lafayette Preparatory Academy will notify the parents of any failure of the program to make progress on the annual measurable objectives within thirty days after this failure occurs.”

- Added “Lafayette Preparatory Academy will implement a content-based English for Speakers of Other Languages (ESOL) approach to educating students with limited English proficiency. If possible, students will not be removed from the regular education classrooms, as the content will be delivered in a way that makes the content understandable for the student.”

C1)
Page 39

- Added “The Board of Lafayette Preparatory Academy will adopt a policy and procedure addressing the needs and rights of homeless students. Homeless students are any students

whose residence is not fixed, regular or adequate. If a student is determined to be homeless, and there is availability at Lafayette Preparatory Academy, that student will be enrolled without the typically required enrollment paperwork. Transportation will be provided for the student. Lafayette Preparatory Academy will assist the student in finding resources to help the student in his or her pursuit of academic success.

A teacher, until the time that a social worker is hired, will serve as the Homeless Coordinator at Lafayette Preparatory Academy. Once a social worker is hired, he or she will serve as the person to provide student support services.”

D1)

Page 36

- Removed the phrase “and/or Gifted and Talented services” in order to acknowledge that they are not required under Missouri state law.

A.7 School-Specific Goals and Objectives

A)

Page 40

- Goals were revised to read: “**By the end of the fifth year**, 75 percent of students will score proficient or advanced on the state’s MAP Science Assessment” for example.
- All goals were adjusted to indicate that they are the absolute measure for the fifth year.

B-C)

- We feel that we have developed ambitious goals and will work towards achieving them. Of course, we will provide all necessary information in the APR, but when measuring our performance, we hope to be rated on the goals we have set forth.

Page 41

- Added “Lafayette Preparatory Academy will also monitor our MAP Performance Index to insure that we improve every year. Rather than build our goals in comparison to St. Louis Public Schools, we will set our own bar and strive towards it.”

D)

- Our nonacademic goals are high. We are not a group known to set the bar low.
- All of these goals are to be measured at the end of the fifth year, as are the academic goals. By the end of the fifth year, this is attainable.

Page 42

- Added the footnote “These goals will be measured annually, but the absolute measure is to be evaluated after the fifth year of operation.”

E)

Page 42

- Added “UMSL will review academic progress annually through the use of an Accountability Plan. There are three types of outcomes measures used in the accountability plan: absolute, comparative, and growth. UMSL is committed to setting and ensuring high academic outcomes for all students enrolled at LPA. Should the academic targets not be met, additional resources and support will be provided through

UMSL in targeted areas with the intention of increasing outcome measures. At the end of the charter term, should academic outcomes not be adequate, showing significant growth, or meeting UMSL standards then the UMSL will remove itself as the sponsor and/or revoke the charter in accordance with charter school statute.

A.8 School Climate and Discipline

A)

Page 46

- Added the following: “SPED students with an approved IEP will be held to the same standards as other students. However, Lafayette Preparatory Academy acknowledges the special rights of IEP students, as it relates to disciplinary issues. Accordingly, discipline for SPED students will be handled within the context of their respective IEPs to determine if the conduct in question is related to previously identified disabilities.

Short-term suspension (ten school days or less in a school year) will be handled on a case-by-case basis. School personnel may remove a child with a disability who violates a code of student conduct to an appropriate interim setting or suspension for not more than ten school days in a year, in accordance with 34 CFR §300.10.

Any subsequent removals of a student over ten school days cumulatively in a school year will require a determination of a pattern of suspension or be treated as a long-term suspension. If no pattern is created, school personnel must determine the extent to which services are required on the 11th school day, and thereafter, and the location in which the services will be provided to enable the child to appropriately progress in general curriculum and appropriately advance towards achieving goals set out in IEP, as is required in 34 CFR §300.20. The school’s IEP team will hold a manifestation determination hearing for SPED students facing a suspension of ten days or more pursuant to the Federal IDEA regulations to determine if the behavior in question is a result of, or had a relationship to, a student’s disability or was a direct result of the school’s failure to implement the student’s IEP properly.

If the Manifestation Determination indicates that the conduct is found not to be a manifestation of the disability, the school may request a change of placement for the student (34 CFR §300.50). If the conduct in question is found to be a manifestation of the disability, or is the result of Lafayette Preparatory Academy’s failure to implement the IEP, the IEP team would conduct a Functional Behavior Assessment (FBA) and implement or modify a Behavioral Intervention Plan (BIP) in accordance with 34 CFR §300.60.

Whether or not the student’s conduct was a manifestation of the child’s disability, school personnel may remove a student to an interim alternative educational setting (determined by the school’s IEP team) for up to forty-five school days for weapon, drugs, serious bodily-injury, or violent/dangerous behavior, in accordance with 34 CFR §300.80.

B.1 Governing Body

A)

Page 46

- Added the following: “St. Louis Public School District has been notified of this application, in compliance to section 106.405 (8) (a) of the state statute for charter schools.”

B.2 Governing Board Composition

A)

Page 49

- Added the following: “Committees and subcommittees will also comply with Missouri Sunshine Laws.”

B)

Page 50

- Added “All sub-committees include the Head of School in meetings, activities, and decisions made. The Head of School serves to maintain adherence to the school’s vision and principals. By operating under one central person, Lafayette Preparatory Academy ensures that actions taken by each committee support all of the other committees.”

B.3 Management and Operation

A) In the first year of operation, our administrative salaries are equal to 13% of total revenue; in the second and third years, 10%; in the fourth and fifth years 8%. We acknowledge that the first year is high, but it is a result of having so few salaries overall. As there are more salaries, overall, the percentage drops to an adequate level by the fourth year.

B)

Page 52

- Added “She must also ensure that the school is in compliance with all local, state, and federal policies and regulations. In order to ensure that compliance is maintained, the Head of School and Lafayette Preparatory Academy will employ the many resources available to them through Missouri Charter Public Schools Association (MCPSA) and the University of Missouri – St. Louis (UMSL). She will attend leadership training, as well as participate in a mentoring program, through MCPSA. Training in Title 1, MOSIS and CORE DATA, finance, HQT, special education, etc. will be provided by UMSL as well as resources to be determined at a later date. Additionally, Lafayette Preparatory Academy has a strong Steering Committee with varied experience to be utilized as support for the Head of School. “
- Added “Preferred candidates will have charter school office management experience, familiarity with MOSIS, Core Data, public school finance, Title I, public school benefits, teacher qualification requirements, QuickBooks, financial reporting, special education, etc.”

B.5 Student Recruitment and Enrollment

A) Yes, all of this information is needed to apply. This is part of the process establishing with families that there is effort involved with having your student at LPA. This information will not be cause for exclusion as noted in the footnote.

B)

Page 60

- Added “Students wishing to participate in the Voluntary Interdistrict Choice Corporation program (VICC) must fulfill the following enrollment requirements: white students residing in St. Louis County who are members of the racial majority at a school in a participating district which is more than 50 percent white in its enrollment shall be eligible to transfer voluntarily to the St. Louis Public Schools, unless per the Settlement Agreement the district has elected to no longer participate in the county-to-city transfer program.

VICC students must complete the same enrollment application process as St. Louis Public School Students. Lafayette Preparatory Academy is aware that the funding for such students is handled differently than it is for St. Louis City residents.”

B.6 Parent, Community and Educator Involvement

A) Lafayette Preparatory Academy acknowledges that responsibilities for parents, as described in our application, may cause hardship for some parents. We feel strongly that these requirements are essential to building of the culture we intend to establish. By outlining these responsibilities before families enroll, families can make an informed decision when choosing Lafayette Preparatory Academy as the school for their students.

B)

Page 14

- Added “The *Commitment to Excellence* will be the foundation for our shared culture at Lafayette Preparatory Academy. Families will be provided information about how to effectively partner as the support system for their student.

Pages 61-62

- Added the following: “This contract is not meant to discourage families from applying or be considered an interview for acceptance, but, rather to be the basis from which we develop our shared culture at Lafayette Preparatory Academy. We want families to know our expectations up front, so they can make an informed choice.”

C)

Page 67

- Added the following: “Transportation will also strategically not be offered to help facilitate more interaction across the entire community, as parents will collaborate to make arrangements for their child’s safe arrival and departure from school. By being

involved in the process of transporting students to school, parents will engage in more opportunities to interact with teachers and other parents. We recognize that this may be a hardship for some parents, but feel strongly that through our support and insistence on collaboration within, as well as outside of, school, families will demonstrate their problem-solving skills and come up with a solution. Lafayette Preparatory Academy's Head of School and social worker (when present) will also assist families as they search for feasible solutions. At Lafayette Preparatory Academy, the vision is not simply to provide an excellent education, though it will certainly do that. It is to unite parents, educators, and even an entire community under a common purpose."

C.1 Budget

A) I have replaced it with the 5-year budget.

Page 68

- Reworded as follows: "If Lafayette Preparatory Academy obtains additional funding from grants or donations, the school will use such funds in a variety of methods. At minimum, grant funds will be used in areas such as:

C.2 Financial Management

A) We are so advised.

B)

Page 70

- Added "When purchasing goods or services, Lafayette Preparatory Academy will gather a list of potential vendors and submit a Request for Proposals (RFP). Based on the response, we will make an informed decision when purchasing goods or entering into contracts."

C-D)

Page 70

- Added the following: "The system will track such information over multiple years in order to comply with public school retention laws. The selected system will accommodate the financial coding system as prescribed by the Missouri Financial Manual."
- Added the following: "**Special Education Tracking System:** Lafayette Preparatory Academy will purchase a Special Education tracking software to be used in the tracking of students' eligibility determination, IEPs, evaluations, data, goal progress, etc. The software will also assist in Medicaid billing and portfolio assessment. This will allow Lafayette Preparatory Academy to maintain information over multiple years in order to comply with public school retention laws. The selected system will accommodate the financial coding system as prescribed by the Missouri Financial Manual."

Page 71

- Added the following to the Financial Statements section: "A school financial system will be employed to maintain information over multiple years in order to comply with public school retention laws. The selected system will accommodate the financial coding system as prescribed by the Missouri Financial Manual."

C.3 Facility

A) Upon review of the facility, Lafayette Preparatory Academy feels confident that spending public dollars on the Bishop Tuttle Memorial Building is acceptable. Even though, it is attached to a religious institution, it has both secular and non-secular purposes. In conversations with the Dean of Christ Church Cathedral, with whom we have been in negotiations, he has a very clear purpose in leasing the space to Lafayette Preparatory Academy: to serve the community. There are no specific religious motivations.

C.4 Transportation

A) See D.

B) Agreed – this statement was removed in lieu of other options.

C)

Page 76

- Added the following: “Parents will collaborate to make arrangements for their child’s safe arrival and departure from school. By being involved in the process of transporting students to school, parents will engage in more opportunities to interact with teachers and other parents. We recognize that this may be a hardship for some parents, but feel strongly that through our insistence on collaboration within, as well as outside of, school, families will demonstrate their problem-solving skills and come up with a solution. Lafayette Preparatory Academy’s Head of School and social worker (when present) will also assist families as they search for feasible solutions. At Lafayette Preparatory Academy, the vision is not simply to provide an excellent education, though it will certainly do that. It is to unite parents, educators, and even an entire community under a common purpose.”

D)

Page 77

- Added the following: “Students who require transportation as stated in the IEP, will be provided transportation through a contracted special services van and driver. The contracted van and driver will be in compliance with all Missouri statutes and regulations regarding transportation, including, but not limited to, driver’s school bus licensing and vehicle compliance. \$50/student will be reserved for such potential costs with anticipated 20% state reimbursement.”

