



2026 ARKANSAS OPEN ENROLLMENT APPLICATION

QUESTIONS

Arkansas Department of Education



Organization Information

Organization Name

The Grove Academy

Email

tguy@fellow.bes.org

Telephone

5015578749

Fax

Address

PO Box 483

Unit/Suite

Zip Code

72103

City

Mabelvale

State

Arkansas



1. Applicant Profile Information

Q1.

Name of applicant

The Grove Academy

Q2.

Contact person

1. Full Name
2. Title/Relationship to Charter
3. Mailing Address
4. Primary Phone
5. Primary Contact Email

Terri Guy, Ed.D.

Chief Executive Officer

PO Box 483

Mabelvale, AR 72103

tguy@thegroveacademyk5.org

Q3.

Please list the names and roles of all persons in the applicant group, i.e., anyone with a role in drafting the substantive content of this application and is expected to have a significant role with the school, including any consultants or employees of an education service provider or management organization.

Include the following information for each person listed:

1. Full Name
2. Current Role with Proposed School
3. Future Role with Proposed School

Lenisha Broadway Roberts, Senior Director of Leadership Success, BES

Current role: School Design Coach

Future role: Follow-on Support Coach Year 0, Year 1, Year 2



Applicant Evidence :


BES The Grove Letter of Sup...

Uploaded on **7/15/2026** by
Terri Guy

Q4.

Projected Date of School Opening (Month/Year)

August 2027

Q5.

Type of Charter

- ☒ Open Enrollment
- ☐ Open Enrollment - CMO

Q6.

Educational Model If your Educational Model is not listed, please use the comment section to write in your response and provide a brief explanation of the model and why you selected that model.

- ☐ Classical
- ☒ Traditional
- ☐ Virtual
- ☐ Career/CTE
- ☐ Hybrid Learning
- ☐ Performing Arts
- ☐ Special Populations
- ☐ Other: Please explain in the comment section.





2. Open Enrollment Application Questions

Q7.School Overview and Operator Profile Provide a concise overview of the proposed school and the operator. Include grade band, proposed location or service area, anticipated opening year, founding team roles, and a summary of the operator's track record or relevant experience. If this is a new operator, describe the experience base that will be used to execute the model and who is accountable for results.



School Overview

The Grove Academy is a proposed open-enrollment public charter school that will serve students in kindergarten through fifth grade beginning in Fall 2027. Located in southwest Little Rock, Arkansas, the school will primarily serve families residing in the Mabelvale West Corridor, including the Otter Creek (72210), Mabelvale (72103), and surrounding communities.

Mission

The Grove Academy prepares K–5 students to achieve academic proficiency and become independent learners. We accomplish this through high-quality instruction, meaningful learning opportunities, and strategic staffing and partnerships that strengthen support for every child.

Vision

We envision a community where every child achieves academic excellence and grows into independent learners equipped to think critically, contribute meaningfully, and flourish beyond the classroom.

Founding Team and Governance

The Grove Academy is being developed by founder and Chief Executive Officer Terri Guy in partnership with a founding board of directors that provides expertise in academics, finance, governance, facilities, and community engagement. The board is responsible for strategic oversight, policy development, financial stewardship, and monitoring organizational performance.

Operator Profile Experience and Track Record

Dr. Guy's leadership experience includes service as principal of Exalt Academy of Southwest Little Rock and founding principal and academy director of ScholarMade Achievement Place of Arkansas. During her tenure at Exalt Academy in the 2016–2017 and 2017–2018 school years, the school demonstrated measurable improvement across multiple state accountability indicators. Exalt Academy's Overall ESSA Index increased from 53.37 in 2016 to 57.35 in 2018, while the school's Weighted Achievement score increased from 25.37 to 32.71. Student growth performance also improved, and enrollment continued to expand, establishing a foundation for continued organizational growth. These results provided Dr. Guy with practical experience leading instructional improvement, using data to drive decision-making, and managing school operations.

In 2018, Dr. Guy served as the founding principal and academy director of ScholarMade Achievement Place of Arkansas, where she helped launch a new charter school designed to serve students from historically underserved communities. Opening with nearly 250 students in grades K–5, the school primarily enrolled students from low-performing schools and communities experiencing limited educational options. During the startup years, Dr. Guy helped establish instructional and operational systems, recruit and support staff, and navigate the unprecedented disruptions caused by the COVID-19 pandemic. This experience provided firsthand knowledge of the complexities of school startup, organizational growth, and continuous improvement under challenging conditions.

Founding Charter School Principal Experience: Enrollment Recruitment and School Launch

As Founding Principal of ScholarMade Achievement Place, Dr. Guy led and supported comprehensive student recruitment, family engagement, and school launch initiatives designed to build enrollment, establish community trust, and successfully prepare the school for opening. Her responsibilities extended beyond traditional school leadership and required strategic planning, operational coordination, community outreach, and cross-functional collaboration.



1. Strategic Student Recruitment & Enrollment Campaigns

Led the development and execution of community-based recruitment strategies to increase student enrollment through targeted outreach and relationship building.

Representative activities included:

- Planned citywide student recruitment campaigns.
- Coordinated recruitment meetings with leadership and operations teams.
- Identified community locations with high family traffic for outreach opportunities.
- Developed strategies for distributing enrollment information directly to prospective families.
- Adjusted recruitment plans based on community participation patterns and demographic data. **Community Outreach & Partnership Development**

Built relationships with neighborhood organizations and community partners to increase school visibility and strengthen enrollment pipelines.

Representative activities included:

- Organized participation in neighborhood block parties.
- Represented the school at community events.
- Coordinated outreach with local organizations.
- Connected families with enrollment information during community events.
- Promoted the school's mission throughout surrounding neighborhoods.

Family Recruitment Events

Planned and coordinated multiple events designed to educate prospective families about the school's educational program and enrollment process.

Representative activities included:

- Parent Information Nights
- Grade-level orientation meetings
- Family engagement sessions
- Enrollment events
- School open house activities

These events provided families with opportunities to:

- Learn about the academic program
- Meet school leadership
- Ask enrollment questions
- Complete enrollment requirements

School Launch & Operational Readiness

Supported the operational planning necessary to prepare the school for opening.



Responsibilities included:

- Coordinating launch activities across departments.
- Communicating implementation expectations with staff.
- Organizing materials and resources for family events.
- Supporting school opening logistics.
- Curriculum development (pacing guides)
- Curriculum audits
- Assisting with cross-functional planning meetings.

5. Staff Recruitment and Selection

Participated in recruiting high-quality instructional staff to support the school's mission.

Activities included:

- Conducting Assistant Principal interviews.
- Participating in hiring committees.
- Evaluating leadership candidates.
- Supporting selection decisions.
- Coordinating interview schedules with executive leadership.

6. Staff Training & School Culture Development

Helped prepare staff for opening through professional learning and implementation of school culture systems.

Responsibilities included:

- Curriculum development (pacing guides)
- Curriculum audits
- Training materials supporting restorative classroom practices.
- School culture implementation resources.
- Staff preparation for first-day student experiences.

7. Cross-Functional Leadership Collaboration

Worked alongside executive leadership, operations staff, and instructional leaders to align recruitment, enrollment, staffing, and community engagement efforts.

Responsibilities included:

- Strategic planning meetings
- Enrollment monitoring
- Operational coordination
- Community engagement planning
- School launch execution



Collectively, these experiences have equipped Dr. Guy with expertise in school leadership, instructional systems, staff development, family engagement, and charter school operations. Combined with specialized training through the Build. Sustain. Excel. Fellowship and ongoing technical assistance from experienced charter support organizations, these experiences provide The Grove Academy with a strong foundation of leadership capacity and execution readiness.

Experience Base Supporting Execution

The experience base supporting execution extends beyond the founder and includes a governing board with expertise in finance, governance, academics, facilities, and community engagement, as well as support from experienced charter school organizations and strategic talent partnerships. Through the Build. Sustain. Excel. (BES) Fellowship, school leadership has received specialized training in charter school design, governance, finance, strategic planning, talent, and operational systems. The Grove Academy will continue to receive implementation support through BES's multi-year Follow-On Support program, which provides executive coaching, technical assistance, and ongoing guidance throughout pre-opening and the first years of operation. Additional support from SchoolWorks, a nationally recognized charter school consulting organization, has strengthened application development, systems design, and organizational readiness. The school also intends to partner with an experienced back-office services provider to support financial management, budgeting, accounting, payroll, and compliance functions, ensuring strong operational systems from inception.

The Grove Academy's execution capacity is further strengthened through a deliberate approach to building instructional capacity. Through its partnership with the University of Arkansas at Little Rock, teacher residents will provide classroom support while creating a pipeline for future educators. The school also intends to strategically utilize approved high-impact tutoring providers to supplement intensive intervention services within its Multi-Tiered System of Supports framework. The Grove Academy's model leverages a network of instructional support that includes classroom teachers, teacher residents, and specialized tutoring partners to increase individualized support for students while preserving teacher effectiveness. Collectively, the founder's twenty-two years of educational experience, the expertise of the governing board, the support of national charter organizations, and the school's instructional capacity network provide the leadership, governance, and operational foundation necessary to successfully launch and sustain The Grove Academy.

Accountability for Results

As Chief Executive Officer, Terri Guy will be accountable for the implementation and performance of The Grove Academy, including academic outcomes, organizational effectiveness, and operational execution. The Board of Directors will provide oversight through regular review of academic, financial, and operational indicators to ensure the school remains aligned with its mission and fulfills its commitments to students, families, and the State of Arkansas.

Q8.Enrollment Viability and Enrollment Ramp Provide a realistic enrollment plan for Years 1 to 5. Include assumptions and a simple funnel model (interest to application to enrollment to first-day attendance). Identify the primary sources of demand and how the plan avoids unrealistic growth assumptions.

**Enrollment Ramp Years 1-5**

	Year 1	Year 2	Year 3	Year 4	Year 5
K	40	40	40	40	40
1	50	50	50	50	50
2		50	50	50	50
3			56	56	56
4				56	56
5					56
Total	90	140	196	252	308

The Grove Academy's enrollment plan reflects deliberate and sustainable growth. The school will open in Year 1 serving kindergarten and first grade with two sections per grade and a total enrollment of 90 students. Beginning in Year 2, the school will add one grade level annually while maintaining two sections per grade, reaching full K–5 implementation and an enrollment of 308 students in Year 5.

The enrollment ramp is conservative and is designed to align with the school's staffing model, facility capacity, and operational systems. By expanding one grade level at a time, The Grove Academy will be able to maintain manageable class sizes, preserve instructional quality, and ensure that personnel, space, and resources grow in tandem with student enrollment. This phased approach prioritizes long-term organizational stability and avoids the risks associated with rapid expansion or unrealistic enrollment assumptions.

Enrollment Ramp Assumptions

Before presenting enrollment projections, The Grove Academy established several planning assumptions that guide enrollment growth and ensure projections remain achievable.

Growth Assumptions

The enrollment ramp is based upon the following assumptions:

- The school will open with Kindergarten and Grade 1, serving approximately 90 students.
- One additional grade level will be added each subsequent year until reaching a full K–5 configuration.
- Average class sizes will remain consistent with the school's staffing model and educational program.
- Enrollment growth will not exceed available classroom capacity or staffing availability.
- Recruitment efforts will begin approximately twelve months prior to opening.
- Community engagement activities will continue throughout Year 0 and each operational year to sustain enrollment demand.
- Student retention rates will increase annually as families become established within the school community.
- Summer attrition will be monitored continuously and managed through a structured waitlist process.



- Recruitment benchmarks will be reviewed monthly and adjusted as necessary to maintain enrollment targets.
- Facility capacity and financial projections have been aligned with anticipated enrollment growth to avoid overexpansion.

These assumptions provide a realistic framework for enrollment planning and reduce the risk of projecting enrollment levels that exceed the school's operational capacity.

Enrollment Funnel

The Grove Academy utilizes a structured enrollment funnel to monitor the progression of prospective families throughout the enrollment process. Each stage includes defined communication protocols, measurable conversion benchmarks, and continuous monitoring to ensure families remain engaged from initial interest through the first day of school.

Community Engagement → Relationship Building → Family Interest → Application → Lottery (if needed) → Enrollment Offer → Registration → Family Orientation → First-Day Attendance → Student Retention

The funnel begins with community awareness generated through outreach events, partnerships, and engagement activities. Families expressing interest are encouraged to apply through the school's enrollment platform. If applications exceed available seats, a public lottery is conducted in accordance with Arkansas law. Admitted students' complete registration requirements, participate in family orientation, and receive ongoing communication throughout the summer to maximize first-day attendance and minimize summer attrition. School leadership reviews funnel metrics regularly to evaluate recruitment effectiveness and identify opportunities for additional outreach or family support. A detailed enrollment plan with benchmark goals is attached as evidence.

Primary Sources of Enrollment Demand

The Grove Academy's enrollment projections are supported by multiple, diversified sources of community demand rather than reliance on a single recruitment strategy. Collectively, these efforts create multiple pathways for prospective families to learn about the school, engage with leadership, and transition from interest to enrollment.

Community Listening Sessions

Community listening sessions have been one of the school's primary engagement strategies. These meetings provide opportunities for parents, caregivers, educators, and community stakeholders to share their educational priorities while learning about The Grove Academy's mission and academic model. Feedback collected through these sessions has informed school design decisions while simultaneously cultivating relationships with prospective families.

Parent and Community Surveys

Interest surveys have been administered throughout the planning process to measure community demand, identify educational priorities, and collect contact information from interested families. Survey results provide an evidence-based estimate of prospective enrollment while informing recruitment priorities and communication strategies.

Public Libraries

Partnerships with local libraries provide recurring opportunities to engage families through literacy events, informational meetings, and educational programming. Libraries serve as trusted community gathering spaces that expand awareness of the school among families with elementary-aged children.

**Apartment Communities**

Recognizing that many prospective students reside in multifamily housing, The Grove Academy conducts targeted outreach within apartment communities throughout its attendance area. Outreach includes informational events, family meetings, enrollment assistance, and distribution of recruitment materials, ensuring equitable access to families who may have limited exposure to traditional school marketing.

Childcare Providers and Early Learning Centers

Relationships with childcare providers and preschool programs establish an important kindergarten enrollment pipeline. Collaborative activities include kindergarten readiness initiatives, transition planning, informational meetings, and referral partnerships designed to support a seamless transition from early childhood education into The Grove Academy.

Faith-Based Organizations

Local churches and faith-based organizations serve as trusted community institutions with longstanding relationships among neighborhood families. School leaders engage congregations through presentations, community events, and informational sessions that increase awareness while maintaining compliance with all applicable legal requirements regarding student recruitment.

Strategic Community Partnerships

The Grove Academy has also developed relationships with higher education institutions, literacy organizations, nonprofit agencies, and community-based organizations that expand recruitment capacity while supporting student success after enrollment. These partnerships generate referrals, increase organizational credibility, and reinforce the school's long-term commitment to the communities it serves.

Collectively, these engagement efforts are documented through the Community Engagement Tracker and Community Engagement Strategy Plan, which monitor outreach activities, stakeholder participation, partnership development, follow-up actions, and measurable outcomes. These activities establish a continuous pipeline of family engagement that supports sustainable enrollment growth throughout the school's expansion.

Why the Enrollment Plan Is Realistic

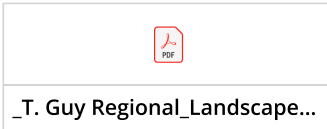
The Grove Academy's enrollment projections are grounded in comprehensive regional landscape analysis. Prior to developing the enrollment ramp, the founding team analyzed demographic trends, school-age population patterns, educational performance, economic conditions, and community assets across the primary service area, including the Otter Creek (72210), Mabelvale/Shannon Hills (72103), and Alexander (72002) communities. The analysis confirmed both a sufficient population of school-age children and a demonstrated need for an additional high-quality elementary school option.

The analysis found that the region contains stable and growing residential neighborhoods supported by major employment centers, expanding housing development, childcare providers, libraries, churches, and community organizations that serve as natural enrollment pipelines. At the same time, families are primarily assigned to schools with declining enrollment and persistent low academic performance, including multiple elementary schools receiving D ratings and a feeder middle school receiving an F rating. These conditions create a meaningful opportunity for families seeking a high-quality public school focused on strong early literacy, individualized instruction, and family partnership.

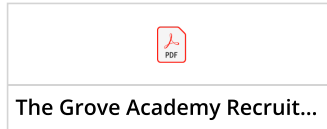


Economic and demographic data further support the viability of the enrollment plan. Although the region includes economically stable neighborhoods, child poverty remains significantly higher than the overall poverty rate, reinforcing the need for a school model that combines rigorous academics with comprehensive student support. The analysis also identified diverse communities, multilingual households, and established employers that provide opportunities for sustained community partnerships and long-term enrollment stability.

Applicant Evidence :



Uploaded on **7/14/2026** by
Terri Guy



Uploaded on **7/15/2026** by
Terri Guy

Q9.Target Community, Student Population, and Need Define the students and families the school intends to serve. Provide a data-informed rationale for why this community needs the proposed school and how the school's model is a fit. Please include a summary of the public meetings held for the purpose of assessing support for this school. Include the geographic service area and the primary barriers to access or achievement the school is designed to address.



Geographic Service Area

Anticipated Student Population

The Grove Academy intends to serve a diverse population of elementary students residing primarily within the Mabelvale West Corridor of southwest Little Rock, including the Otter Creek (72210) and Mabelvale (72103) communities and surrounding areas. The anticipated student population reflects the demographics of the communities the school seeks to serve and is projected to include approximately 85 percent of students qualifying for free and reduced-price meals, 29 percent identified as English Learners, and 22 percent receiving special education services. The student body is expected to be predominantly Black or African American (62 percent) and Hispanic or Latino (27.5 percent), with smaller percentages of White students (8 percent) and students identifying with two or more races (2.5 percent).

These projections reflect a linguistically and economically diverse student population with a significant number of students requiring differentiated instruction and targeted supports. The Grove Academy's educational model, including a strong emphasis on foundational literacy, a Multi-Tiered System of Supports framework, strategic staffing, and expanded instructional capacity, is intentionally designed to meet the needs of students who have historically experienced persistent achievement gaps while ensuring access to rigorous and engaging learning experiences for all learners.

Data Informed Rationale

We seek to serve this population because families in the target area face limited access to high-performing school options despite expressing strong demand for rigorous literacy instruction, hands-on learning opportunities, and improved academic outcomes. Community demographic data, school performance data, and stakeholder engagement results indicate a demonstrated need for an additional high-quality elementary school option.

Persistent Academic Underperformance

These economic realities are compounded by a landscape of persistently underperforming schools. Otter Creek Elementary and Mabelvale Elementary both hold D grades with declining enrollment; Mabelvale Middle School holds an F grade. The trajectory from these elementary schools into a failing middle school underscores the cost of inadequate early intervention particularly in foundational literacy and the urgency of a model that addresses skill gaps before third grade. Arkansas's third-grade promotion law makes this window even more consequential: students who do not meet reading benchmarks by the end of Grade 3 face significant academic and life consequences.

The current educational options available to families in the Mabelvale West Corridor are limited primarily to traditional neighborhood elementary schools that do not offer a distinct instructional model or a strong emphasis on early literacy. The schools serving this geographic area include Mabelvale Elementary and Otter Creek Elementary. While these schools provide access to public education, student performance data indicate that a large proportion of students are not meeting grade-level expectations, particularly in literacy and mathematics.

2025 ATLAS Proficiency

Mabelvale Elementary

Otter Creek Elementary



Avg ELA ATLAS proficiency (Grades 3–5)	14%	25%
Avg Math ATLAS proficiency (Grades 3–5)	12%	19%
3rd grade ELA proficiency	16%	18%
3rd grade students at risk for promotion	53%	46%

Across grades 3–5, average ELA proficiency is 14 percent at Mabelvale Elementary and 25 percent at Otter Creek Elementary, while math proficiency is even lower at Mabelvale at 12 percent and modestly higher at Otter Creek at 19 percent. These results indicate that most students are not mastering grade-level standards by the upper elementary grades. The data suggests that existing instructional models are not consistently providing students with the depth, differentiation, or instructional time necessary to develop strong academic foundations.

Third-grade literacy outcomes further underscore the urgency of the need. Only 16 percent of third graders at Mabelvale Elementary and 18 percent at Otter Creek Elementary are proficient in ELA. Correspondingly, 53 percent of third graders at Mabelvale and 46 percent at Otter Creek were identified as at risk for promotion. When more than one-third, and in some cases more than half, of students are at risk of not meeting promotion requirements, this signals a systemic instructional gap rather than isolated student need. Students are entering third grade without secure decoding, fluency, and comprehension skills, and intervention efforts are occurring too late to prevent widening gaps.

These data indicate that whole-class instructional approaches alone are insufficient for meeting the needs of students in this community. Low proficiency rates across multiple grade levels suggest limited differentiation, insufficient targeted support for students with skill gaps, and inadequate adult capacity to individualize instruction within the school day. Incremental improvements to existing models are unlikely to produce substantially different outcomes given the scale and consistency of the challenges reflected in the data.

Limited Existing High Quality Charter School Options Serving the Greater Southwest Little Rock Area



School	Avg ELA Proficiency (Grades 3-5)	Grades 3–5 Math Avg Proficiency	Grade 3 Reading Proficiency	Grade 3 Students At Risk for Promotion
Exalt Academy	17%	17%	21%	53%
Academies of Math & Science	21%	10%	17%	49%

In addition to traditional public schools, families in the target community have limited access to high-quality charter school options. While Exalt Academy and Academies of Math & Science provide additional school choice opportunities within the greater Southwest Little Rock area, student outcomes at both schools remain concerning. Average Grades 3–5 proficiency rates range from 17% to 21% in English language arts and 10% to 17% in mathematics. Third-grade reading proficiency remains low at 17% to 21%, and approximately half of students at both schools are identified as at risk for grade promotion under Arkansas's literacy requirements.

Academic growth data further suggest that existing charter options are not consistently accelerating student learning. At the Academies of Math & Science, only 47% of students met growth targets in English Language Arts and English Language Proficiency and only 39% met growth targets in mathematics, both below state averages of 53% and 52%, respectively. These results indicate that many students are not making expected academic gains and that lower-performing students are not catching up at the rate necessary to close achievement gaps.

Equally important, neither charter school is located within the immediate Otter Creek and Mabelvale communities. Families residing in the target area must travel approximately 9 to 17 miles to access these schools. Academy of Math & Science is approximately 4 miles from Otter Creek and nearly 10 miles from portions of Mabelvale, while Exalt Academy is approximately 10 miles from Mabelvale and similarly outside the immediate community. While these schools provide alternatives to traditional district schools, they do not fully address the need for a high-performing elementary option located within and intentionally designed to serve the southwest Little Rock corridor.

Taken together, the performance data from both traditional public schools and existing charter schools demonstrate that families in the target community continue to have limited access to high-quality educational options. The Grove Academy seeks to address this gap by providing a community-based elementary school focused on foundational literacy, strong academic growth, learner independence, and meaningful real-world learning experiences.

Community Demand and Family Priorities

Summary of Public Community Sessions	
---	--



How Many Conducted	Since beginning the planning process, October 2025, The Grove Academy has conducted more than 60 documented community engagement activities, including one-on-one stakeholder meetings, public information sessions, library events, listening sessions, parent conversations, neighborhood events, community festivals, church presentations, apartment outreach, business meetings, educator interviews, and partnership discussions. Engagement intentionally focused on families living within the school's primary service area, including Otter Creek, Mabelvale, Shannon Hills, Alexander, and surrounding southwest Little Rock communities.
Discussions	Conversations focused on understanding what families wanted in a new elementary school. Common discussion topics included: school safety, after-school programming, strong character development, family communication, financial literacy, support for students with disabilities, multilingual learners, teacher quality, transportation, and meaningful community partnerships. Meetings with educators, childcare providers, pastors, business leaders, higher education partners, and nonprofit organizations also explored workforce development, teacher residency partnerships, student support services, and long-term sustainability.
Community Feedback	Community feedback emphasized the need for: · Strong foundational reading instruction beginning in kindergarten. · Smaller learning environments where every child is known. · Increased parent communication and family engagement. · Safe, structured, and nurturing school environments. · Character development and leadership opportunities. · Extended learning opportunities, including after-school programming. · Individualized support for struggling learners. · Partnerships that connect families with community resources.

The community has also named this need directly. In a listening survey of 101 respondents, several themes emerged: 82% of families prioritize strong reading and writing foundations; 82% cited limited school choices nearby as the primary barrier to high-quality education access. 68% expressed a desire for hands-on, active learning. These responses reflect families who understand what their children are missing and are actively seeking an alternative.

Challenge 1: Limited Access to High-Quality School Options

Across the community listening survey, the most frequently cited barrier to student success was a lack of strong schools nearby. 82% of families identified “limited school choices” as a top challenge, far exceeding concerns related to transportation, after-school care, or cost. Current elementary and middle school options show persistent low performance, leaving families without a reliable pathway



to strong academic outcomes.

Grove Academy's Response

The Grove Academy will offer a high-quality, evidence based instructional model K5 school option with a structured focus on foundational literacy, deep conceptual understanding, and independent thinking. By combining explicit skill instruction with hands-on exploration, the school will provide the balanced learning environment families overwhelmingly prefer. Our model includes a two-hour protected daily reading and writing time and clear routines and focused learning environments designed to increase focus, ownership, and sustained engagement elements absent from current offerings.

Challenge 2: Early Literacy Gaps and Inconsistent Academic Foundations

Families repeatedly emphasized the need for strong academic foundations. 82% of families selected strong reading and writing as their highest priority, and many shared concerns about their children being unprepared for middle school and beyond.

Grove Academy's Response

The Grove Academy will implement a literacy-rich model that integrates evidence-based instructional model foundational practices, systematic literacy instruction aligned with the Science of Reading, and small-group support within a multi-tiered system of intervention. Students will receive targeted foundational skill development during our daily protected reading time, allowing individualized pacing and ensuring mastery before moving forward. The model is intentionally designed to enable all children to enter third grade fully prepared.

Challenge 3: Limited Hands-On, Active Learning Opportunities

Survey data shows a strong desire for instruction that engages students beyond traditional teacher-led lessons. 68% of families prioritized hands-on and active learning, and 83 percent preferred a blend of structured instruction and independent exploration, signaling a mismatch between current school models and what families believe their children need to succeed.

The Grove Academy's Response

Hands-on, active learning is a core feature of The Grove Academy's instructional model. In the afternoon, students participate in real-world learning experiences that extend and apply the literacy, mathematics, science, and social studies skills developed during foundational instruction earlier in the day. Through inquiry, problem-solving, and authentic learning experiences, students learn to apply academic knowledge in meaningful contexts while developing critical thinking, communication, and collaboration skills. For example, students may analyze school or classroom data and use mathematics and writing skills to communicate findings and recommendations. Students may investigate local history and community change through research, interviews, and informational presentations. Through science investigations, students may collect observations, analyze evidence, develop explanations, and communicate conclusions using scientific reasoning. In each experience, students are expected to read, write, think critically, solve problems, and apply academic knowledge in authentic contexts that extend beyond traditional classroom assignments.

These experiences are designed to reinforce academic standards rather than replace foundational instruction. Students must read, write, communicate, analyze information, and apply previously learned skills as they engage in authentic tasks. This approach supports deeper understanding by helping students transfer learning beyond routine academic exercises and into meaningful real-world contexts.



Given the combination of (1) persistent underperformance of existing schools, (2) limited access to high-quality alternatives, (3) community demand for strong literacy and active learning, and (4) the continued growth of surrounding neighborhoods, The Grove Academy seeks to meet a demonstrated and unmet need. The school's model is grounded in foundational skill mastery, meaningful work, project-based learning, and strategic partnerships and is directly responsive to the gaps and aspirations expressed by families across the region. Given the combination of (1) persistent underperformance of existing schools, (2) limited access to high-quality alternatives, (3) community demand for strong literacy and active learning, and (4) the continued growth of surrounding neighborhoods, The Grove Academy seeks to meet a demonstrated and unmet need. The school's model is grounded in foundational skill mastery, meaningful work, project-based learning, and strategic partnerships and is directly responsive to the gaps and aspirations expressed by families across the region.

Q10.Enrollment Viability and Enrollment Ramp Provide a realistic enrollment plan for Years 1 to 5. Include assumptions and a simple funnel model (interest to application to enrollment to first-day attendance). Identify the primary sources of demand and how the plan avoids unrealistic growth assumptions

**Enrollment Ramp Years 1-5**

	Year 1	Year 2	Year 3	Year 4	Year 5
K	40	40	40	40	40
1	50	50	50	50	50
2		50	50	50	50
3			56	56	56
4				56	56
5					56
Total	90	140	196	252	308

The Grove Academy's enrollment plan reflects deliberate and sustainable growth. The school will open in Year 1 serving kindergarten and first grade with two sections per grade and a total enrollment of 90 students. Beginning in Year 2, the school will add one grade level annually while maintaining two sections per grade, reaching full K–5 implementation and an enrollment of 308 students in Year 5.

The enrollment ramp is intentionally conservative and is designed to align with the school's staffing model, facility capacity, and operational systems. By expanding one grade level at a time, The Grove Academy will be able to maintain manageable class sizes, preserve instructional quality, and ensure that personnel, space, and resources grow in tandem with student enrollment. This phased approach prioritizes long-term organizational stability and avoids the risks associated with rapid expansion or unrealistic enrollment assumptions.

Enrollment Ramp Assumptions

Before presenting enrollment projections, The Grove Academy established several planning assumptions that guide enrollment growth and ensure projections remain achievable.

Growth Assumptions

The enrollment ramp is based upon the following assumptions:

- The school will open with Kindergarten and Grade 1, serving approximately 90 students.
- One additional grade level will be added each subsequent year until reaching a full K–5 configuration.
- Average class sizes will remain consistent with the school's staffing model and educational program.
- Enrollment growth will not exceed available classroom capacity or staffing availability.
- Recruitment efforts will begin approximately twelve months prior to opening.
- Community engagement activities will continue throughout Year 0 and each operational year to sustain enrollment demand.
- Student retention rates will increase annually as families become established within the school community.
- Summer attrition will be monitored continuously and managed through a structured waitlist process.



- Recruitment benchmarks will be reviewed monthly and adjusted as necessary to maintain enrollment targets.
- Facility capacity and financial projections have been aligned with anticipated enrollment growth to avoid overexpansion.

These assumptions provide a realistic framework for enrollment planning and reduce the risk of projecting enrollment levels that exceed the school's operational capacity.

Enrollment Funnel

The Grove Academy utilizes a structured enrollment funnel to monitor the progression of prospective families throughout the enrollment process. Each stage includes defined communication protocols, measurable conversion benchmarks, and continuous monitoring to ensure families remain engaged from initial interest through the first day of school.

Community Engagement → Relationship Building → Family Interest → Application → Lottery (if needed) → Enrollment Offer → Registration → Family Orientation → First-Day Attendance → Student Retention

The funnel begins with community awareness generated through outreach events, partnerships, and engagement activities. Families expressing interest are encouraged to apply through the school's enrollment platform. If applications exceed available seats, a public lottery is conducted in accordance with Arkansas law. Admitted students' complete registration requirements, participate in family orientation, and receive ongoing communication throughout the summer to maximize first-day attendance and minimize summer attrition. School leadership reviews funnel metrics regularly to evaluate recruitment effectiveness and identify opportunities for additional outreach or family support.

Primary Sources of Enrollment Demand

The Grove Academy's enrollment projections are supported by multiple, diversified sources of community demand rather than reliance on a single recruitment strategy. Collectively, these efforts create multiple pathways for prospective families to learn about the school, engage with leadership, and transition from interest to enrollment.

Community Listening Sessions

Community listening sessions have been one of the school's primary engagement strategies. These meetings provide opportunities for parents, caregivers, educators, and community stakeholders to share their educational priorities while learning about The Grove Academy's mission and academic model. Feedback collected through these sessions has informed school design decisions while simultaneously cultivating relationships with prospective families.

Parent and Community Surveys

Interest surveys have been administered throughout the planning process to measure community demand, identify educational priorities, and collect contact information from interested families. Survey results provide an evidence-based estimate of prospective enrollment while informing recruitment priorities and communication strategies.

Public Libraries

Partnerships with local libraries provide recurring opportunities to engage families through literacy events, informational meetings, and educational programming. Libraries serve as trusted community gathering spaces that expand awareness of the school among families with elementary-aged children.

**Apartment Communities**

Recognizing that many prospective students reside in multifamily housing, The Grove Academy conducts targeted outreach within apartment communities throughout its attendance area. Outreach includes informational events, family meetings, enrollment assistance, and distribution of recruitment materials, ensuring equitable access to families who may have limited exposure to traditional school marketing.

Childcare Providers and Early Learning Centers

Relationships with childcare providers and preschool programs establish an important kindergarten enrollment pipeline. Collaborative activities include kindergarten readiness initiatives, transition planning, informational meetings, and referral partnerships designed to support a seamless transition from early childhood education into The Grove Academy.

Faith-Based Organizations

Local churches and faith-based organizations serve as trusted community institutions with longstanding relationships among neighborhood families. School leaders engage congregations through presentations, community events, and informational sessions that increase awareness while maintaining compliance with all applicable legal requirements regarding student recruitment.

Strategic Community Partnerships

The Grove Academy has also developed relationships with higher education institutions, literacy organizations, nonprofit agencies, and community-based organizations that expand recruitment capacity while supporting student success after enrollment. These partnerships generate referrals, increase organizational credibility, and reinforce the school's long-term commitment to the communities it serves.

Collectively, these engagement efforts are documented through the Community Engagement Tracker and Community Engagement Strategy Plan, which monitor outreach activities, stakeholder participation, partnership development, follow-up actions, and measurable outcomes. Rather than functioning as isolated recruitment events, these activities establish a continuous pipeline of family engagement that supports sustainable enrollment growth throughout the school's expansion.

Why the Enrollment Plan Is Realistic

The Grove Academy intentionally avoids unrealistic enrollment projections by aligning student growth with operational readiness rather than aspirational targets. Enrollment expands gradually through the addition of one grade level each year, allowing staffing, facilities, financial resources, and instructional systems to scale in proportion to student growth.

Enrollment assumptions are further supported by documented community engagement activities, measurable recruitment benchmarks, conservative conversion rates throughout the enrollment funnel, and an active summer attrition management process. School leadership reviews enrollment data weekly and adjusts outreach efforts based on real-time performance indicators rather than if all interested families will ultimately enroll.

This evidence-based approach provides confidence that projected enrollment growth from 90 students in Year 1 to approximately 308 students by Year 5 is both realistic and sustainable while preserving the instructional quality, organizational capacity, and personalized learning environment central to The Grove Academy's mission.



Applicant Evidence :


The Grove Academy Recruit...

Uploaded on 7/15/2026 by
Terri Guy

Q11.Educational Model and Instructional Approach Describe the educational model and how instruction will work day to day. Identify 3 to 5 core instructional routines (for example, lesson structure, small-group instruction, checks for understanding, re-teach cycles). Cite credible evidence or relevant track record that supports why this model will work for the target students.



Educational Instructional Model

The Grove Academy's instructional model is designed to create greater coherence between foundational skill development, intervention/acceleration, application, and student independence within the elementary school day. While many of the school's instructional components reflect established evidence-based practices independently, the distinguishing feature of The Grove Academy's approach is the intentional integration of these structures into a unified literacy-centered instructional system designed specifically to address the needs of students and families in Southwest Little Rock.

In many traditional elementary settings, instructional time is divided into fragmented blocks, interventions occur primarily through pull-out remediation, and opportunities for interdisciplinary application vary significantly across classrooms. The Grove Academy organizes time, staffing, instructional routines, and learning environments around a coordinated approach that prioritizes sustained literacy instruction, embedded student support, structured independence, and authentic application of learning within the core instructional day.

The model is organized around four interconnected design elements that emerged directly from family and community engagement and reflect the school's commitment to academic proficiency, critical thinking, and long-term student success:

Protected Daily Reading and Writing Time (*Literacy-Centered Instructional Model*)

The Grove Academy organizes daily instruction around a protected literacy block that sustains uninterrupted learning time for reading and writing. Unlike traditional schedules that divide instruction into short, disconnected blocks, this structure allows students to engage deeply with content, practice skills to mastery, and receive targeted instruction without disruption. It enables teachers to deliver explicit instruction, rotate through small-group lessons, observe student learning in real time, and adjust instruction responsively. By minimizing transitions and maximizing engaged learning time, protected daily reading and writing time creates the conditions necessary for differentiation, practice, and application to occur within core instruction.

Structured Learning Stations

The Grove Academy's classrooms are organized around structured learning stations and teacher-led small-group instruction designed to maximize engaged learning time, increase student independence, and provide differentiated academic support within the core instructional block.

During station rotations, students engage in purposeful literacy, mathematics, vocabulary, writing, and problem-solving tasks aligned to grade-level standards while teachers provide targeted small-group instruction based on student need.

Students rotate through clearly established learning routines that will include guided instruction, collaborative literacy tasks, independent practice, hands-on application activities, vocabulary development, or technology-supported learning. Learning materials, procedures, and transitions are explicitly taught and consistently practiced so that students are able to move between activities with increasing independence and minimal loss of instructional time. This structure enables students to sustain engagement, practice academic skills repeatedly, and take increasing ownership of their learning while teachers monitor progress and provide responsive feedback in real time.

At the same time, teachers use small-group instruction to deliver differentiated support, reinforce foundational skills, extend learning for advanced students, and provide targeted intervention within the classroom environment. Rather than relying primarily on fragmented pull-out remediation models, The Grove Academy's instructional structure embeds much of this support directly into the



core instructional block, allowing intervention, practice, and grade-level learning to occur in a more coordinated and cohesive manner.

What distinguishes this approach is not the use of stations or small groups independently, both of which are common instructional practices, but the intentional coordination of classroom systems, literacy-centered instruction, intervention support, and student independence within a unified instructional framework. In many traditional elementary settings, station rotation structures vary widely between classrooms or function primarily as classroom management systems. At The Grove Academy, station-based learning is designed as a core instructional structure that supports sustained literacy development, differentiated instruction, and consistent student engagement across classrooms and grade levels.

For students developing foundational literacy, language, and self-regulation skills simultaneously, these structures provide predictability, consistency, and repeated opportunities for guided practice and application. The result is a classroom environment where students are actively engaged in meaningful learning tasks while teachers can deliver targeted, responsive instruction without interrupting the overall flow of learning.

Real-World Application

Real-world application functions as a structural component of The Grove Academy's academic model, ensuring that learning extends beyond skill acquisition to meaningful application. Learning experiences are scheduled and designed to align with grade-level standards while building upon foundational instruction delivered during protected literacy and core academic blocks. Through interdisciplinary projects, inquiry experiences, and authentic learning tasks, students apply literacy, mathematics, science, and social studies skills in meaningful contexts, collaborate with peers, and communicate learning to authentic audiences.

The school's approach to real-world application is informed by inquiry-based instructional frameworks, including the C3 Framework in social studies and investigation-based science learning structures such as Mystery Science. Students engage in learning experiences that require questioning, research, evidence analysis, problem solving, and civic or scientific application connected to real-world issues and community experiences.

For example, primary students may participate in neighborhood storytelling and mapping experiences that integrate oral language development, reading, writing, geography, and community history through the exploration of local landmarks and family experiences. Intermediate students may engage in inquiry experiences aligned to the C3 Framework by investigating questions such as how communities change over time, how local government decisions affect neighborhoods, or how citizens contribute to community improvement. Students may analyze community needs, conduct interviews, examine local historical sources, and present recommendations or informational products to peers, families, or community stakeholders.

In science, students may participate in hands-on investigations inspired by Mystery Science units, such as studying erosion and flooding patterns in local environments, designing solutions to reduce playground heat, investigating pollinator habitats through school garden projects, or exploring how weather impacts daily life in Arkansas communities. These investigations integrate observation, data collection, measurement, scientific explanation, informational writing, and collaborative problem solving while connecting scientific concepts to students' lived experiences.

What distinguishes The Grove Academy's approach is the intentional integration of literacy development, inquiry, academic intervention, and real-world application within a coherent instructional system. In many elementary settings, projects and hands-on activities function primarily as enrichment disconnected from core instruction. At The Grove Academy, authentic learning



experiences are intentionally embedded within the academic model to reinforce content knowledge, strengthen academic transfer, and provide meaningful opportunities for students to apply learning through inquiry, communication, and problem solving.

Strategic Staffing and Partnerships

The Grove Academy's instructional model is designed to increase instructional intensity through a strategic staffing structure that expands the number of adults supporting student learning throughout the school day. Rather than relying exclusively on classroom teachers to provide all instruction and intervention, the school distributes instructional responsibilities across classroom teachers, teacher residents, and specialized tutoring providers to ensure students receive timely and individualized support while preserving teacher effectiveness and sustainability.

Classroom teachers serve as the primary providers of Tier I instruction and are responsible for delivering core content, monitoring student progress, and facilitating flexible small-group instruction. Through a partnership with the University of Arkansas at Little Rock, teacher residents serve in paraprofessional roles while completing their residency experience and support classroom instruction, structured learning stations, intervention, and student supervision. Together, classroom teachers and teacher residents will provide Tier II interventions through flexible grouping and targeted instruction embedded within the school day. This structure increases instructional capacity while creating a sustainable pipeline of future educators trained within the school's instructional model.

Students requiring support beyond Tier II will receive increasingly intensive interventions through the school's Multi-Tiered System of Supports framework. Tier III interventions may be supplemented by City Year AmeriCorps members that deliver individualized or small-group high dosage tutoring aligned to student needs and progress-monitoring data. By strategically layering classroom teachers, teacher residents, and tutoring supports, The Grove Academy increases the amount of individualized instruction available to students while maintaining a preventive approach to addressing learning gaps. This instructional capacity network enables the school to provide responsive support before academic difficulties become entrenched and reflects the school's commitment to prevention rather than remediation.

II. How Instruction Works Day to Day

Each school day at The Grove Academy is designed to ensure students experience a balance of explicit instruction, differentiated support, purposeful practice, and authentic application of learning. Every instructional block builds upon the previous one, allowing students to develop foundational skills before applying them across increasingly complex academic tasks.

Protected Reading and Writing Block

8:00–8:30 a.m. | Whole-Group Phonics

The instructional day begins with thirty minutes of explicit, teacher-led phonics instruction using Phonics First, a Structured Literacy program grounded in the science of reading. Teachers systematically introduce and reinforce foundational reading skills through a consistent instructional routine that includes phonological awareness, multisensory review of previously taught sound-spelling relationships, explicit instruction in new phoneme-grapheme correspondences, encoding and dictation practice, syllabication strategies, and instruction in irregular "Red Words." Throughout the lesson, students actively participate by listening, speaking, reading, writing, and manipulating sounds and letters through visual, auditory, tactile, and kinesthetic activities. Frequent opportunities for guided practice and immediate feedback help students develop accuracy, automaticity, and confidence as readers.

8:30–10:30 a.m. | Small-Group Instruction and Structured Learning Stations



Following whole-group instruction, students transition into a two-hour literacy block centered on differentiated small-group instruction and structured learning stations. While the lead teacher provides targeted instruction to flexible groups based on ongoing assessment data, students rotate through purposeful learning experiences that reinforce and extend literacy development.

Students apply the decoding skills introduced during Phonics First by reading increasingly complex CKLA texts, participating in vocabulary activities, responding to literature through writing, practicing fluency with decodable readers, and engaging in collaborative literacy tasks. During teacher-led small groups, instruction is differentiated to strengthen decoding, reading fluency, vocabulary, language comprehension, writing, and reading comprehension based on individual student needs.

Using CKLA's knowledge-building content domains, students develop background knowledge through complex read-alouds, structured academic discussions, explicit vocabulary instruction, listening comprehension activities, and writing connected to science, history, geography, and the arts. Students build knowledge across disciplines while strengthening reading comprehension and oral language.

Throughout the literacy block, the classroom paraprofessional supports instruction by monitoring learning stations, reinforcing classroom expectations, facilitating smooth transitions, and providing academic support when appropriate. This instructional structure allows the lead teacher to maximize instructional time with small groups while ensuring every student remains actively engaged in meaningful learning.

10:30–11:00 a.m. | Intervention and Acceleration

Every student participates in a dedicated Intervention and Acceleration block built into the daily master schedule. Because this instructional time is protected, students receive targeted support without missing grade-level instruction. Teachers use universal screening, progress-monitoring data, and classroom assessments to provide focused intervention for students requiring additional support while simultaneously extending learning for students who have demonstrated mastery of grade-level expectations. Flexible instructional groups are adjusted regularly to reflect students' ongoing progress.

Specials | 50 Minutes

Students participate daily in fifty minutes of art, music, or physical education. promote creativity, physical wellness, collaboration, and self-expression while supporting students' social, emotional, and physical development.

Mathematics Block | Afternoon

Mathematics instruction is delivered using Reveal Math and emphasizes conceptual understanding before procedural fluency. Teachers begin each lesson with explicit modeling and guided instruction before students engage in collaborative problem solving, mathematical discourse, hands-on exploration, and independent practice. Students use manipulatives, visual models, and multiple solution strategies to explain their mathematical thinking, justify their reasoning, and solve increasingly complex problems. Through productive struggle and differentiated small-group support, students develop the confidence to persevere while understanding not only how mathematical procedures work, but why they work.

Science and Social Studies | Interdisciplinary Real-World Application

The instructional day concludes with interdisciplinary learning experiences that integrate literacy, mathematics, science, and social studies through authentic, real-world application.



Using Mystery Science, students investigate compelling scientific phenomena through observation, experimentation, discussion, and evidence-based reasoning. Rather than memorizing scientific facts, students ask questions, conduct investigations, analyze evidence, and communicate explanations using scientific practices.

Through the Arkansas C3 Hub, students investigate history, civics, geography, and economics by exploring compelling questions, evaluating multiple sources, constructing evidence-based arguments, and applying their learning to real-world issues. Students learn to think critically, communicate effectively, and develop informed perspectives as active citizens.

These interdisciplinary experiences require students to transfer the literacy skills developed through Phonics First and CKLA and the mathematical reasoning developed through Reveal Math into authentic investigations, collaborative problem solving, discussion, writing, and project-based learning. As students make meaningful connections across subject areas, they deepen their understanding while developing the critical thinking, communication, collaboration, and problem-solving skills necessary for future success.

By the end of each school day, students have experienced a coherent instructional model in which every instructional component intentionally reinforces the next. Foundational reading skills developed through explicit Structured Literacy instruction support increasingly complex reading and writing through CKLA. Mathematical reasoning developed through Reveal Math strengthens analytical thinking. Science and social studies inquiry provide authentic opportunities for students to apply their learning in meaningful contexts. Together, these experiences ensure students develop the knowledge, skills, and habits of mind necessary to meet, and ultimately exceed, Arkansas Academic Standards.

III. Core Instructional Routines

To operationalize The Grove Academy's educational model into daily practice, instruction is organized around four evidence-based instructional methods aligned to the school's design elements. Grounded in structured literacy principles and intentional scaffolding, these methods gradually release responsibility to students as independence grows. Together, they ensure students first develop accuracy, then deepen understanding through practice and feedback, and ultimately apply learning in authentic, real-world contexts. Consistent with the school's mission to prepare K–5 students to achieve academic proficiency and become independent learners, these instructional methods support students in developing critical thinking, meaningful application of learning, and long-term academic success.

Explicit, Systematic Instruction

What It Is

- Clear, direct, and intentionally sequenced instruction that teaches new concepts and skills through explicit explanation, teacher modeling, and guided practice.
- Instruction that introduces skills in a logical progression, moving from simple to more complex concepts while connecting new learning to previously mastered knowledge.
- A structured teaching routine that breaks complex skills into manageable steps, allowing students to develop understanding through modeling, think-alouds, scaffolded practice, and gradual release of responsibility.
- An instructional approach that incorporates frequent checks for understanding, immediate feedback, and opportunities for students to verbalize their thinking throughout the learning process.

Why It Matters

- Research consistently identifies explicit, systematic instruction as one of the most effective instructional practices for improving student achievement across content areas and grade levels.



- Carefully sequenced instruction reduces cognitive overload by introducing skills incrementally and ensuring prerequisite knowledge is mastered before introducing more complex concepts.
- Teacher modeling and think-alouds make expert thinking visible, helping students understand not only what to do but why and how to apply new learning.
- Guided practice, immediate feedback, and corrective instruction improve accuracy, build confidence, and promote long-term mastery and automaticity.
- Explicit, systematic instruction benefits all learners and is particularly effective for students with disabilities, English Learners, and students who require additional instructional support.

How The Grove Academy Will Deliver

- Teachers will begin each lesson by clearly communicating the learning target, success criteria, and connections to previously learned concepts.
- New concepts and skills will be introduced through explicit modeling, worked examples, and teacher think-alouds that make the learning process visible to students.
- Instruction will follow a carefully sequenced progression, moving from foundational concepts to increasingly complex skills while breaking challenging tasks into manageable learning steps.
- Students will engage in a gradual release of responsibility (**I Do, We Do, You Do**) through guided practice, collaborative application, and independent practice as teachers monitor understanding and provide immediate feedback.
- Teachers will intentionally scaffold instruction using questioning, visual supports, manipulatives, graphic organizers, sentence frames, and other instructional supports that are gradually removed as students demonstrate mastery.
- Throughout each lesson, teachers will conduct frequent checks for understanding, provide timely corrective feedback, reteach misconceptions as needed, and offer multiple opportunities for practice to ensure students achieve proficiency before progressing to new learning.

Multisensory Instruction

What It Is

- Multisensory instruction is a structured teaching routine that engages multiple learning pathways simultaneously by integrating visual, auditory, verbal, tactile, and kinesthetic experiences into literacy instruction.
- Students actively see, hear, say, write, and manipulate language concepts to strengthen phonological awareness, phonics, spelling, reading, and writing.
- This approach creates multiple neural connections that improve accuracy, retention, and automaticity while making abstract literacy concepts concrete and meaningful.

Why It Matters

- Research supporting Structured Literacy demonstrates that students develop stronger phoneme-grapheme connections when they actively engage in multiple senses during instruction.
- Multisensory learning promotes orthographic mapping, increases long-term retention, and accelerates the development of reading and spelling fluency.
- Effective for students with dyslexia, struggling readers, English Learners, and students requiring additional instructional support, while also benefiting all learners by making literacy instruction more explicit, engaging, and memorable.

When It Is Used

- Multisensory instructional routines are embedded throughout The Grove Academy's daily literacy block and intervention model.



- Teachers intentionally incorporate multisensory strategies during whole-group instruction, teacher-led small groups, structured learning stations, and MTSS intervention to reinforce both newly introduced and previously taught skills.
- Students routinely:
 - See letters, sound walls, anchor charts, visual cues, and color-coded patterns.
 - Hear phonemes, words, and modeled language through explicit teacher instruction.
 - Say sounds, syllables, words, and sentences aloud to reinforce oral language and phonemic accuracy.
 - Write letters, words, and dictated sentences to strengthen sound-symbol correspondence and encoding skills.
 - Manipulate phonemes, graphemes, and word parts using hands-on instructional materials that deepen conceptual understanding.

Scaffolding

What It Is

- Purposeful instructional supports that enable students to successfully learn new concepts and skills they cannot yet perform independently.
- Temporary assistance that is gradually removed as students demonstrate increased understanding and independence.
- Strategic guidance provided through teacher support, instructional materials, task design, and content adaptations.
- An instructional practice that builds student confidence while maintaining appropriately rigorous learning expectations.

Why It Matters

- Research demonstrates that scaffolded instruction increases student success by reducing cognitive overload while maintaining access to grade-level content.
- Supports students in mastering complex concepts through manageable, sequential learning experiences.
- Promotes academic independence by gradually transferring responsibility from the teacher to the student.
- Ensures equitable access to instruction for diverse learners, including students with disabilities, English Learners, and students requiring additional academic support.
- Enables teachers to provide just-in-time support while maintaining high expectations for all learners.

How The Grove Academy Will Deliver

- Teachers will model new concepts using explicit instruction before gradually releasing responsibility to students through guided and independent practice.
- Instruction will incorporate multiple forms of scaffolding, including teacher scaffolding, content scaffolding, task scaffolding, and material scaffolding based on student need.
- Teachers will provide prompts, cues, questioning, worked examples, graphic organizers, sentence frames, manipulatives, and visual supports to facilitate learning.
- Flexible small-group instruction will provide differentiated scaffolds informed by formative assessment and ongoing progress monitoring.
- Supports will be intentionally reduced as students demonstrate proficiency, ensuring learners develop confidence, independence, and ownership of their learning.
- Scaffolded instruction is embedded across whole-group lessons, small groups, structured learning stations, intervention, and real-world application.

Differentiated Teacher-Led Small Group Instruction

What It Is



- Targeted, teacher-led instruction delivered to flexible small groups based on students' demonstrated learning needs and readiness levels.
- A Tier 1 instructional routine that uses formative assessment and ongoing data to proactively differentiate instruction before students experience learning gaps.
- Instruction that adjusts the level of rigor, pacing, scaffolding, questioning, and instructional supports to ensure learning is responsive and accessible for every student.
- A structured routine embedded within the station rotation model that allows teachers to provide explicit instruction while other students engage in purposeful independent learning tasks.

Why It Matters

- Research demonstrates that differentiated small-group instruction increases instructional precision by allowing teachers to respond to students' specific strengths and learning needs in real time.
- Flexible grouping ensures instruction is delivered within each student's Zone of Proximal Development, improving engagement, understanding, and academic growth.
- Ongoing formative assessment allows teachers to identify misconceptions early, provide immediate feedback, and adjust instruction before students require more intensive intervention.
- High-quality Tier 1 differentiation strengthens core instruction and reduces the number of students requiring Tier 2 and Tier 3 intervention.
- Small-group instruction promotes greater student participation, stronger teacher-student relationships, and increased opportunities for meaningful academic discourse.

How The Grove Academy Will Deliver

- Teachers will use universal screening data, formative assessments, classroom observations, and student work to create and continuously adjust flexible instructional groups.
- During the protected literacy block and mathematics instruction, teachers will conduct targeted teacher-led small groups while students rotate through structured learning stations that reinforce current and previously taught skills.
- Small-group lessons will follow a gradual release model (**I Do, We Do, Pairs Do, You Do**) with explicit modeling, guided practice, strategic questioning, immediate feedback, and scaffolded support.
- Teachers will differentiate instruction by adjusting instructional pacing, task complexity, scaffolding techniques, and practice opportunities based on each group's instructional needs.
- Flexible groups will be reorganized regularly as students demonstrate mastery, ensuring instruction remains responsive to individual progress rather than fixed ability levels.
- The station rotation model will provide dedicated instructional time for targeted Tier 1 differentiation while supporting independent learning, collaborative practice, and ongoing formative assessment.
- When additional support is needed, the same instructional structure will be used to deliver Tier 2 and Tier 3 intervention without disrupting students' access to core classroom instruction.
-

Structured Learning Stations and Independent Practice

What It Is

- Structured, standards-aligned learning experiences in which students rotate through purposeful learning stations that reinforce current instruction while the teacher provides differentiated small-group instruction.
- A balanced instructional routine that combines independent practice, collaborative learning, hands-on activities, and teacher-led instruction to maximize student engagement and learning.
- Learning tasks intentionally designed to strengthen mastery through retrieval practice, cumulative review, application, and purposeful repetition.



- Flexible learning experiences that incorporate multiple modalities, including written responses, manipulatives, peer collaboration, problem-solving, and authentic application.

Why It Matters

- Research demonstrates that structured learning stations increase student engagement by providing multiple opportunities to practice, apply, and extend learning while allowing teachers to deliver targeted instruction in small groups.
- Independent practice strengthens long-term retention by requiring students to retrieve, apply, and transfer newly learned skills without immediate teacher support.
- Station rotation creates opportunities for differentiation through varied learning tasks, flexible grouping, multiple entry points, and scaffolded practice that meet the diverse needs of all learners.
- Students develop independence, self-regulation, collaboration, communication, and problem-solving skills while actively engaging in meaningful academic work.
- Purposeful movement between learning stations provides natural brain breaks, increases focus, and sustains student engagement throughout the instructional block.

How The Grove Academy Will Deliver

- During the protected literacy block and mathematics instruction, students will rotate through structured learning stations while teachers provide differentiated, teacher-led small-group instruction.
- Learning stations will include a combination of independent practice, collaborative learning, hands-on activities, and teacher-directed instruction aligned to current learning standards and targets.
- Station activities will reinforce newly taught concepts through retrieval practice, cumulative review, fluency building, encoding, writing, problem-solving, and authentic application.
- Teachers will differentiate station activities by providing tiered assignments, flexible resources, scaffolded support, and student choice to ensure all learners can successfully access grade-level content.
- Students will engage in purposeful academic tasks using manipulatives, decodable texts, writing activities, collaborative discussions, and standards-aligned practice rather than passive seatwork.
- Flexible grouping will be informed by ongoing formative assessment, allowing teachers to continuously adjust instruction and station activities based on student progress and instructional need.
- Clear routines, expectations, and success criteria will be established for every station to promote student independence, accountability, and productive learning while teachers provide targeted instruction to small groups.

Why the Model Will Work

Structured Literacy and the Science of Reading

The Grove Academy's literacy model is grounded in the Science of Reading and structured literacy, which together represent one of the strongest evidence bases for improving literacy outcomes and reducing achievement gaps. In developing the school's instructional plan, particular attention was given to the experience of Mississippi, whose demographic profile and educational challenges closely resemble those of the community The Grove Academy intends to serve.

Mississippi's improvement in reading outcomes was not the result of a single program, but of a coherent instructional approach centered on strong Tier I instruction, explicit foundational skills instruction, high-quality instructional materials, educator training, and early intervention. Between 2011 and 2019, Mississippi recorded the largest gains in fourth-grade reading proficiency in the nation, with particularly strong gains among Black and low-income students. These results demonstrate that students who have historically experienced persistent achievement gaps can achieve at high levels when provided with systematic and research-based literacy instruction.



The Grove Academy's instructional model intentionally incorporates the same principles that contributed to Mississippi's success. Students receive a protected daily literacy block that provides sufficient time for explicit instruction and guided practice. Science of Reading-aligned instructional materials and structured literacy routines ensure that foundational skills are taught systematically and cumulatively. Flexible small-group instruction, embedded intervention, and an instructional capacity network that includes teacher residents and specialized tutoring supports provide additional opportunities for timely feedback and responsive support before learning gaps widen.

Nationally, achievement gaps in reading remain significant, particularly for Black students and students from low-income backgrounds. The Grove Academy rejects the assumption that these outcomes are inevitable. Instead, the school is built on the belief that academic proficiency is the result of strong core instruction, sufficient instructional time, and responsive support. By intentionally aligning its instructional model with practices that have demonstrated success in similar contexts, The Grove Academy seeks to ensure that students in southwest Little Rock have access to the same conditions that have enabled historically underserved students elsewhere to achieve substantial gains in literacy.

Small Group Differentiated Instruction

The Grove Academy's mission calls for strategic staffing and partnerships that strengthen support for every child; the instructional intensity made possible by that staffing strategy directly drives student outcomes. Research indicates that smaller class sizes and increased opportunities for individualized instruction contribute to improved academic outcomes, with the effects particularly pronounced for students attending high-poverty schools and historically underserved populations (Cabral-Gouveia et al., 2023; Antoniou et al., 2024; Opatrny, 2023).

Independent Learning through Structured Learning Stations

Becoming an independent learner is a central aim of The Grove Academy's mission and is the result of structured practice that builds fluency, retention, and the capacity to apply learning without continuous scaffolding. The evidence for embedding this practice within the core instructional day rather than leaving it to homework or chance is especially critical for students from high-poverty households. Children from low-income families score, on average, 4 to 7 points lower on standardized tests, with as much as 20% of the achievement gap attributable to developmental differences associated with poverty (Hair et al., 2015). These findings underscore the importance of providing structured, high-frequency opportunities for practice and cognitive engagement within the school day so that all students have access to the time and support necessary to develop strong academic foundations.

Structured Learning Stations provide the mechanism through which independent learning is intentionally developed. During these stations, students engage in purposeful, standards-aligned tasks that reinforce current learning, revisit previously taught concepts, and strengthen long-term retention through retrieval and repeated practice. As teachers provide targeted small-group instruction, students work independently and collaboratively to apply skills, monitor their own progress, and develop habits of persistence, responsibility, and self-regulation. Over time, these structured opportunities enable students to transition from supported practice to increasingly independent application, building the confidence and ownership necessary for lifelong learning (Fisher & Frey, 2013; Zimmerman, 2002).

Real-World Application

Achieving academic proficiency is the foundation of The Grove Academy's mission, but becoming an independent learner requires the ability to think critically, synthesize information, communicate ideas, and apply learning in contexts that extend beyond the classroom. Real-world application serves as the structural mechanism through which The Grove Academy ensures that students



move beyond mastery to meaningful transfer of learning.

Research indicates that inquiry-based and project-centered learning experiences have a positive impact on academic achievement, higher-order thinking, and student engagement, with studies reporting a moderate-to-large effect on student outcomes (Zhang et al., 2023). These findings are particularly significant for students from high-poverty communities, who are disproportionately exposed to low-level, rote-oriented instruction and consistently benefit from opportunities to think deeply, communicate ideas, solve problems, and engage in authentic learning experiences (Lucas Education Research, 2021). At The Grove Academy, real-world application is not enrichment. It is an equity commitment that ensures every child, regardless of zip code, has access to the kind of rigorous, applied learning experiences that prepare students to think critically, contribute meaningfully, and flourish beyond the classroom.

Through interdisciplinary projects, inquiry experiences, and authentic tasks supported by the C3 Framework and Mystery Science, students learn to transfer knowledge across disciplines, communicate ideas effectively, and connect classroom learning to the world around them. In this way, real-world application functions not as a separate initiative, but as the culminating stage of a coherent instructional system designed to develop both academic proficiency and learner independence.

Q12. Curriculum and Standards Alignment Summarize curriculum choices by subject and grade band. Explain how curricula align to Arkansas Academic Standards. Include the literacy approach and how it aligns to the science of reading. If full curriculum selections are not final, provide a development plan with owners and dates that ensures readiness prior to opening.



Curriculum by Subject and Grade Band

The Grove Academy has selected core instructional materials that align to the Arkansas Academic Standards and support the school's emphasis on foundational skill development, conceptual understanding, inquiry, and real-world application. Curriculum selections provide coherence across grade levels and are intended to ensure that students develop the knowledge and skills necessary to meet or exceed grade-level expectations.

Subject / Area	Curriculum	Grade Band	Role
Foundational Literacy	Phonics First	K–3	Explicit, systematic phonics, decoding, encoding, and structured literacy support
English Language Arts	Amplify CKLA 3rd Edition	K–5	Core ELA curriculum for knowledge-building, vocabulary, comprehension, writing, speaking, and listening
Mathematics	Reveal Math	K–5	Core math curriculum for conceptual understanding, fluency, reasoning, and problem solving
Science	Mystery Science	K–5	Core science resource for inquiry, phenomena-based learning, and scientific reasoning
Social Studies	Arkansas C3 Hub	K–5	Inquiry-based social studies framework aligned to disciplinary literacy and civic reasoning
Literacy Intervention/Acceleration	Lexia Core5	K–5 Tier III	Supplemental intervention tool for students needing intensive literacy support

Foundational Literacy (K–3 Tier I; Grades 4–5 Tier II)

To strengthen students' foundational reading skills, Phonics First provides structured literacy instruction based on the Orton-Gillingham approach. In kindergarten through third grade, Phonics First serves as a Tier I component that delivers explicit and systematic instruction in phonemic awareness, phonics, decoding, encoding, and spelling. Beginning in grades four and five, the program will be utilized primarily as a Tier II intervention for students who require additional support in foundational skills. This approach ensures that students who have not yet achieved automaticity continue to receive targeted instruction aligned with the Science of Reading and Arkansas's emphasis on evidence-based literacy practices.

English Language Arts (K–5)

Amplify CKLA 3rd Edition serves as the school's core English language arts curriculum for grades K–5. Grounded in the Science of Reading, CKLA integrates foundational skills, vocabulary, reading comprehension, writing, speaking, and listening through a knowledge-building approach. Students engage with increasingly complex texts and coherent domains of study that intentionally develop background knowledge and language comprehension. The curriculum aligns to the Arkansas English Language Arts Standards and provides a vertically aligned progression of literacy experiences across elementary grades.

Mathematics (K–5)



Reveal Math provides the core mathematics curriculum for all elementary grades. Organized around the Arkansas Mathematics Standards, the program emphasizes conceptual understanding, procedural fluency, mathematical reasoning, and problem solving. Instruction is designed to help students explain their thinking, make connections among mathematical ideas, and apply mathematics to authentic situations. Through a coherent progression across grade levels, students develop both computational accuracy and the ability to think mathematically.

Science (K–5)

Inquiry and phenomena-based learning are supported through Mystery Science. Lessons engage students in observation, investigation, and evidence-based reasoning while promoting curiosity and scientific thinking. Organized around the Arkansas Science Standards, the curriculum encourages students to ask questions, analyze information, and communicate explanations supported by evidence. These experiences help students connect scientific concepts to the world around them and foster habits of inquiry that extend beyond the classroom.

Social Studies (K–5)

Social studies instruction is organized using the Arkansas C3 Hub and the state's inquiry framework. Students investigate compelling questions, analyze sources, construct explanations, and engage in civic thinking. By integrating reading, writing, speaking, and evidence-based argumentation, the framework supports both disciplinary literacy and content knowledge. Alignment with the Arkansas Social Studies Standards ensures that students develop historical understanding, geographic reasoning, and an appreciation for civic responsibility.

Literacy Intervention (K–5 Tier III)

Students requiring intensive literacy intervention may receive additional support through Lexia Core5. As a supplemental Tier III resource, Lexia provides personalized practice in phonological awareness, phonics, vocabulary, fluency, and comprehension. The adaptive nature of the program allows instruction to target individual skill deficits while providing educators with progress-monitoring data that informs intervention decisions. Used in conjunction with teacher-led intervention and high-impact tutoring, Lexia strengthens the school's capacity to provide increasingly intensive support to students experiencing persistent literacy challenges.

Literacy Approach and Alignment to the Science of Reading

Literacy Framework and the Simple View of Reading

The Grove Academy's literacy model is grounded in the Science of Reading and structured around the Simple View of Reading, a well-established research-based framework developed by Gough and Tunmer (1986). The model explains that reading comprehension results from the interaction of two essential components: word recognition and language comprehension. When either component is weak, reading comprehension is limited.

Word Recognition (Decoding) × Language Comprehension = Reading Comprehension

Word recognition includes skills such as phonological awareness, phonics, decoding, and automatic word recognition, while language comprehension includes vocabulary knowledge, background knowledge, syntax, and verbal reasoning. Research across cognitive science, developmental psychology, and linguistics consistently demonstrates that effective reading instruction must intentionally develop both components for students to become skilled readers



To ensure balanced development of these components, The Grove Academy intentionally pairs two complementary literacy programs: Phonics First and Amplify CKLA ELA (Core Knowledge Language Arts), Third Edition. Each program addresses a distinct component of the Simple View of Reading.

- Phonics First develops word recognition and decoding skills.
- CKLA builds language comprehension through knowledge-rich literacy instruction.

Together, these programs ensure that students develop both the ability to accurately read text and the knowledge necessary to understand it.

Word Recognition and Decoding Instruction: Phonics First

Phonics First provides the foundation for the word recognition component of the Simple View of Reading by delivering explicit, systematic instruction in phonemic awareness, phonics, decoding, and encoding.

Research within the Science of Reading demonstrates that decoding is not an intuitive process and must be taught explicitly and systematically, particularly for early readers and students at risk of reading difficulties. Accurate and automatic word recognition is essential because it frees cognitive resources for comprehension rather than word identification (LaBerge & Samuels, 1974; Roembke et al., 2021). Phonics First reflects the instructional principles of Structured Literacy, which include explicit instruction, cumulative skill development, and frequent opportunities for practice and feedback.

Brainspring's instructional design reinforces these principles through a structured lesson sequence that includes:

- **Phonological Awareness Warm-Up**

Explicit practice with phonological awareness skills to build accuracy, stability, and automaticity in recognizing and manipulating sounds.

- **Three-Part Multisensory Drill**

Spiraled review that strengthens phoneme–grapheme connections through visual, auditory, and oral practice.

- **Multisensory Sound Introduction**

Students learn new phoneme–grapheme correspondences through multisensory activities that integrate visual, auditory, tactile, and kinesthetic pathways.

- **Encoding and Dictation Practice**

Students apply sound–symbol relationships to spelling and writing, reinforcing orthographic mapping and strengthening long-term word storage.

- **Syllabication Instruction**

Students learn structured strategies for decoding multisyllabic words, an essential skill for reading increasingly complex texts.

- **Practice with Irregular Words ("Red Words")**

Students analyze and orthographically map irregular spellings through repeated practice and multisensory activities.

These components ensure that students receive repeated opportunities to practice decoding, encoding, and automatic word recognition, which are foundational for reading fluency and comprehension

Language Comprehension and Knowledge Building: Amplify Core Knowledge Language Arts (CKLA)

While Phonics First develops the decoding component of the Simple View of Reading, Amplify Core Knowledge Language Arts (CKLA), Third Edition addresses the language comprehension component. Language comprehension includes the knowledge, vocabulary, and linguistic structures that enable students to make meaning from text.



Research within the Science of Reading demonstrates that reading comprehension depends not only on the ability to decode words, but also on a student's background knowledge, vocabulary, and understanding of language structures (Gough & Tunmer, 1986; Scarborough, 2001). Students cannot comprehend what they do not understand conceptually. For this reason, effective literacy instruction must intentionally build knowledge and vocabulary alongside decoding skills (Hirsch, 2003)

CKLA addresses this need through a knowledge-building curriculum organized around coherent, content-rich domains in subjects such as history, science, literature, and the arts. Rather than teaching reading comprehension as isolated strategies, CKLA develops comprehension by systematically expanding students' knowledge of the world, which research shows significantly improves students' ability to understand increasingly complex texts.

Knowledge-Building Through Content Domains

CKLA units are organized into content domains that build knowledge over time. These domains expose students to complex topics such as ancient civilizations, ecosystems, astronomy, and significant historical figures.

Instruction includes:

- Teacher read-alouds of complex texts
- Structured discussion and questioning
- Explicit vocabulary instruction
- Listening comprehension activities
- Writing connected to content knowledge

Through repeated exposure to rich language and complex ideas, students develop the vocabulary, conceptual knowledge, and language structures necessary for reading comprehension, as research demonstrates that sustained content-rich literacy experiences strengthen vocabulary development, background knowledge, and comprehension outcomes (Kim et al., 2021; Kim et al., 2022).

Explicit Vocabulary and Oral Language Development

Vocabulary development is a central component of CKLA instruction. Each unit intentionally introduces and revisits domain-specific vocabulary, allowing students to develop both breadth and depth of word knowledge.

Instruction includes:

- Direct teaching of academic and domain vocabulary
- Structured opportunities for students to use new language in discussion
- Oral language development through collaborative conversation
- Writing activities that reinforce understanding of content

This approach supports students in developing the language comprehension skills required for understanding increasingly complex texts (Kim, 2016; Kim et al., 2022).

Integration of Reading, Writing, Speaking, and Listening

CKLA integrates multiple language domains to reinforce comprehension. Students engage in:

- Close reading of texts
- Written responses connected to content learning



- Structured academic discussions
- Listening comprehension activities during teacher read-alouds

This integration ensures that literacy development occurs across speaking, listening, reading, and writing, strengthening students' overall language proficiency and reinforcing the reciprocal relationships among language domains (Shanahan, 2016; Kim, 2020).

Q13. Master Schedule and Time Protection Explain how the master schedule protects core instruction, intervention time, and educator collaboration. Include minimum daily minutes for ELA, math, science, social studies, and intervention. Describe how PLC or data meetings are protected and how staffing covers all blocks.



Master Schedule and Time Protection

The Grove Academy's master schedule is designed to operationalize the school's academic model and ensure instructional coherence across the student day. Rather than organizing learning into fragmented instructional blocks, the schedule prioritizes protected time for literacy and mathematics and provides sufficient time for students to move from foundational skill acquisition to deep understanding and authentic application. Intervention and acceleration are embedded within the instructional day in ways that preserve access to strong Tier I instruction for all students. Weekly collaboration structures and data meetings provide protected time for educators to analyze student learning and coordinate instructional responses, while the school's multi-adult staffing model ensures uninterrupted instruction and consistent support across all learning blocks.

Content Area	Daily Minutes	Weekly Minutes	Schedule Structure
ELA	180	900	Protected Literacy Block
Whole-Group Phonics	30	150	Whole-Group Instruction
Small Groups + Structured Learning Stations	120	600	Teacher-Led Small Groups and Structured Learning Stations
Intervention/Acceleration	30	150	Embedded within the Protected Literacy Block
Mathematics	75	375	Protected Core Block B
Science	—	120	Science/Social Studies Content Block (M-W-F)
Social Studies	—	80	Science/Social Studies Content Block (Tues-Thurs)

- **ELA = 180 minutes daily**
 - 30 min Whole-Group Phonics
 - 120 min Structured Learning Stations + Small Groups
 - 30 min Intervention/Acceleration
- **Math**
 - K-1 = 75 minutes
 - Grade 2 = 75 minutes
- **Science/Social Studies/Real-World Application**
 - K-1 = 40 minutes daily
 - Grade 2 = 30 minutes daily
 - Science 3 days/week
 - Social Studies 2 days/week



- **Intervention**

- 30 minutes daily
- Embedded within the literacy block

Minimum Instructional Minutes (Grades 3–5)

Content Area	Daily Minutes	Weekly Minutes	Schedule Structure
English Language Arts	150	750	One protected core block consisting of 30 minutes of whole-group instruction and 90 minutes of structured learning stations and small-group instruction, plus a 30-minute intervention/acceleration period
Mathematics	110	550	One protected core block consisting of 30 minutes of whole-group instruction and 80 minutes of structured learning stations and small-group instruction.
Intervention/Acceleration	30	150	Embedded within Protected Core Block A
Content Block	40	200	Dedicated content block from 2:10–2:50
Science	—	120	Scheduled three days per week
Social Studies	—	80	Scheduled two days per week

Protected Core Block A (8:00–10:30)

- 8:00–8:30: Whole-group instruction (30 minutes)
- 8:30–10:00: Structured learning stations and teacher-led small groups (90 minutes)
- 10:00–10:30: Intervention and acceleration (30 minutes)

Total instructional time in Core Block A = **150 minutes**

Protected Core Block B (12:20–2:10)

- 12:20–12:50: Whole-group instruction (30 minutes)
-



12:50–2:10: Structured learning stations and teacher-led small groups (80 minutes)

Total instructional time in Core Block B = **110 minutes**

Science and Social Studies Content Block (2:10–2:50)

A dedicated 40-minute content block is reserved daily for science and social studies instruction. Science is scheduled three days each week for a total of approximately 120 instructional minutes weekly, while social studies is scheduled two days each week for approximately 80 instructional minutes weekly.

How the Master Schedule Protects Core Instruction

The K–2 master schedule is organized around extended instructional blocks that provide uninterrupted access to core content. Students begin each day with a three-hour protected literacy block from 8:00 a.m. to 11:00 a.m. The block consists of 30 minutes of whole-group phonics instruction, 120 minutes of structured learning stations and teacher-led small groups, and a 30-minute intervention and acceleration period. Mathematics instruction is protected through a 75-minute daily block. Science and social studies are taught during a dedicated content block, with science scheduled three days each week and social studies scheduled two days each week. Organizing the day around extended blocks minimizes fragmentation and ensures students receive sufficient instructional time across content areas

Grades 3–5 master schedule is organized around departmentalized instruction that allows teachers to specialize in either literacy or mathematics while providing uninterrupted access to core content. Students receive a three-hour protected literacy block that includes whole-group instruction, structured learning tasks, teacher-led small groups, and intervention and acceleration. Mathematics instruction is protected through a dedicated 75-minute block. A separate content block is reserved for science and social studies, with science scheduled three days per week and social studies scheduled two days per week. Organizing instruction into extended blocks and departmentalized teaching assignments allows educators to deepen content expertise and maximize instructional time across all subject areas.

How the Master Schedule Protects Intervention and Acceleration

Intervention and acceleration are embedded within the protected literacy block rather than occurring at the expense of grade-level instruction. Each day, students participate in a dedicated 30-minute intervention and acceleration period from 10:30 a.m. to 11:00 a.m. During this time, classroom teachers and teacher residents provide targeted Tier II instruction through flexible grouping. Students requiring more intensive support may receive additional Tier III intervention through approved high-impact tutoring providers. Embedding intervention within the school day allows students to receive increasingly individualized support while maintaining uninterrupted access to Tier I instruction.

How the Master Schedule Protects Educator Collaboration

Weekly Collaborative Team Meetings (CTMs), and data meetings are protected through the school's specials rotations, and departmentalized structures in the upper grades. Specials rotations provide dedicated opportunities for grade-level teams to collaborate without reducing instructional time for students, and teacher residents participate alongside lead teachers in CTMs and other collaborative planning structures. During these protected collaboration periods, teachers and teacher residents analyze student work, review formative assessment results, monitor intervention effectiveness, and coordinate instructional responses across



classrooms. In grades 3–5, departmentalization further promotes instructional coherence by allowing teachers to specialize by content area while maintaining shared responsibility for student outcomes. Together, these structures support continuous improvement and ensure uninterrupted learning experiences for students.

Applicant Evidence :



The Grove Academy Master ...

Uploaded on **6/21/2026** by

Terri Guy

Q14.Assessment Plan and Data Cycle Describe the assessment plan and the assessment-to-action cycle. Identify interim or benchmark assessments and the cadence for data review. Explain how teams will use results to regroup, reteach, and monitor progress. Include red flags that trigger instructional changes and who is responsible.



Assessment Plan

The Grove Academy employs a balanced assessment system aligned to the Arkansas Teaching, Learning, and Assessment System (ATLAS) and designed to ensure that assessment serves instruction rather than merely measuring it. Assessment information is gathered continuously through multiple layers, beginning with universal screening to identify student strengths and areas of risk. Interim assessments provide periodic measures of progress toward grade-level expectations, while curriculum-based assessments and daily formative assessments allow teachers to monitor mastery of taught standards and adjust instruction in real time. For students requiring additional support, biweekly Tier II progress monitoring and weekly Tier III progress monitoring provide increasingly precise information about intervention effectiveness and student response. Together, these components create a continuous assessment-to-action cycle in which data are used to regroup students, reteach priority standards, intensify interventions, and monitor growth so that instructional decisions are timely, targeted, and responsive to student needs.

Assessment Type	Assessment Tools	Frequency	Purpose	Instructional Response
Universal Screening	ATLAS Beginning and Middle-of-Year Screeners	BOY, MOY	Identify students at risk and establish baseline performance	Determine Tier II and Tier III supports
Interim Assessments	ATLAS Interim Assessments	BOY, MOY	Measure progress toward grade-level standards and predict readiness for summative assessments	Adjust pacing, regroup students, and reteach priority standards
Curriculum-Based Unit Assessments	Phonics First Amplify CKLA and Reveal Math assessments	Throughout instructional units	Measure mastery of taught standards	Reteach standards and provide acceleration
Curriculum-Based Formative Assessments	Exit tickets, observations, student work, checks for understanding	Daily	Monitor understanding and provide immediate feedback	Regroup students and adjust instruction
Progress Monitoring – Tier II	Phonics First, CKLA, and Reveal Math Curriculum-based measures	Biweekly	Monitor intervention effectiveness	Adjust small groups and instructional strategies
Progress Monitoring – Tier III	Lexia Core5 reports and diagnostic measures	Weekly	Monitor intensive intervention effectiveness	Intensify supports or revise interventions
English Language Proficiency Assessment	ELPA21	Annually	Measure English language proficiency	Inform language supports and EL services
Alternate English Language Proficiency Assessment	Alt ELPA21	Annually	Measure English proficiency for eligible EL students with significant cognitive disabilities	Inform language instruction and accommodations
Alternate Assessment	Dynamic Learning Maps (DLM)	Annually	Measure achievement for students with significant cognitive disabilities	Inform specially designed instruction
ATLAS Summative	ATLAS Summative Assessment	Annually	Measure proficiency and growth relative to Arkansas Academic Standards	Inform schoolwide improvement efforts

Assessment-to-Action Cycle



Assessment data are valuable only to the extent that they inform instructional decisions. The Grove Academy employs a continuous assessment-to-action cycle in which data are used to identify student needs, adjust instruction, monitor intervention effectiveness, and promote continuous growth.



Using Results to Regroup Students

Assessment results are used to create flexible instructional groups based on shared skill needs rather than fixed ability levels. During weekly collaborative team meetings, teachers analyze universal screening, interim, formative, and progress-monitoring data to identify students requiring reteaching, acceleration, or additional intervention. Students demonstrating similar needs are regrouped for targeted instruction during small-group rotations and intervention periods.

Groups are intentionally fluid and change in response to current performance rather than remaining static. Students may move between Tier I, Tier II, and Tier III supports based on patterns of evidence collected across multiple progress-monitoring cycles. This responsive approach ensures that students receive the right level of support at the right time while maintaining access to grade-level instruction.

Using Results to Reteach Standards

Teachers use assessment results to identify unfinished learning and determine which standards require additional instruction. During weekly collaborative team meetings, grade-level teams review student work and formative assessment data to identify common misconceptions and prioritize essential skills for reteaching. Students who demonstrate less than expected mastery receive targeted small-group instruction, scaffolded practice, and additional opportunities to apply newly learned concepts.



Reteaching occurs within daily instructional blocks and intervention periods rather than waiting until the end of a unit. Teacher residents support Tier II instruction alongside classroom teachers, while high-impact tutors provide Tier III intervention for students requiring greater intensity. This structure allows intervention to supplement rather than replace access to core instruction.

Using Results to Monitor Progress

Student progress is monitored continuously through a balanced assessment system. Universal screeners and interim assessments provide periodic indicators of student performance, while curriculum-based and daily formative assessments allow teachers to monitor mastery of taught standards in real time. Students receiving Tier II support are progress monitored biweekly, and students receiving Tier III intervention are monitored weekly.

Weekly collaborative team meetings and six- to eight-week Student Support Team reviews provide structured opportunities to analyze trends, evaluate intervention effectiveness, and determine whether supports should be maintained, intensified, or reduced. Movement between levels of support is based on patterns of evidence rather than single assessment results, ensuring that instructional decisions remain responsive to student growth.

Instructional Decision Triggers

Red Flag	Instructional Change	Responsible Parties
Students score below benchmark on universal screening or interim assessments	Begin Tier II intervention and establish progress monitoring goals	Classroom teacher and grade-level team
Students demonstrate less than 80% mastery on essential standards	Reteach standards and regroup students for targeted instruction	Classroom teacher and teacher resident
Tier II progress-monitoring data indicate insufficient growth across two review cycles	Increase intervention intensity and initiate Tier III supports	Classroom teacher and teacher resident
Weekly Tier III progress monitoring indicates limited response	Adjust intervention strategies, frequency, or duration	Classroom teacher, teacher resident, High-impact tutor
Students remain significantly below expectations despite multiple intervention cycles	Conduct comprehensive review and determine additional supports	Principal and Student Support Team
Students identified as at risk for Grade 3 promotion	Intensify literacy intervention and increase monitoring frequency	Teacher, tutor, principal, and Student Support Team

Data Review Responsibilities

Responsibility	Responsible Party	Frequency
Daily formative assessment and checks for understanding	Classroom teacher	Daily
Flexible grouping and small-group adjustments	Classroom teacher and teacher resident	Weekly
Weekly collaborative team meetings	Grade-level teams	Weekly



Tier II progress monitoring	Classroom teacher and teacher resident	Biweekly
Tier III progress monitoring	High-impact tutors and classroom teachers	Weekly
Benchmark and interim assessment reviews	Grade-level teams and principal	Following assessment windows
Student Support Team reviews	Principal, Dean of Operations, Classroom Teacher, SPED/ELL teachers, Nurse, Behavior Specialist	Every 6 weeks
Schoolwide assessment analysis and monitoring of instructional fidelity	Principal	Ongoing

Continuous Improvement Through Data

The Grove Academy's assessment system is designed to ensure that assessment serves instruction. Through a balanced system of universal screening, interim assessments, curriculum-based assessments, daily formative assessments, and progress monitoring, educators receive timely information about student learning and respond accordingly. Weekly collaborative team meetings and formal Student Support Team reviews create a structured cycle in which data are used to regroup students, reteach priority standards, adjust intervention intensity, and monitor growth over time.

Because instructional decisions are based on patterns of evidence rather than isolated scores, students receive increasingly responsive support while maintaining access to rigorous grade-level instruction. This continuous cycle of assessment, analysis, intervention, and review reflects The Grove Academy's commitment to ensuring that every student receives the right instruction, at the right time, and at the appropriate level of intensity to support long-term academic success.

Q15.MTSS and Student Supports Describe the multi-tiered system of supports (MTSS) including Tier 1 supports and triggers for Tier 2 and Tier 3. Identify the intervention structures, staffing roles, and how supports are scheduled and monitored. Explain entry and exit criteria for interventions.



MTSS Framework

The Grove Academy implements a Multi-Tiered System of Supports (MTSS) designed to ensure that every student receives the level of academic and behavioral support necessary to succeed. The framework operates through a continuous cycle of high-quality Tier 1 instruction, universal screening, targeted intervention, progress monitoring, and collaborative review. Every student begins with strong Tier 1 instruction delivered through high-quality instructional materials and evidence-based instructional practices aligned to Arkansas Academic Standards.

ATLAS universal screening assessments administered at the beginning of the year provide an early indicator of student performance and identify students who may require additional support. Students who do not meet benchmark expectations through Tier I instruction alone receive supplemental Tier II intervention, while students demonstrating significant or persistent learning gaps will receive more intensive Tier III intervention. Supports increase in intensity based on student response to intervention rather than predetermined labels or fixed placement.

Progress monitoring and collaborative review guide decisions regarding intervention placement, instructional adjustments, and movement between tiers. Grade-level teams analyze assessment and progress-monitoring data during weekly collaborative meetings, and the Student Support Team conducts formal reviews every six to eight weeks to evaluate intervention effectiveness and determine appropriate next steps. Movement between tiers is based on patterns of evidence collected across multiple data points rather than isolated assessment results, ensuring that instructional decisions remain responsive to student growth and sustained progress.

Tier 1 Support

All students receive Tier I instruction through The Grove Academy's educational model. Tier I instruction consists of the use of high-quality instructional materials aligned to Arkansas Academic Standards and includes:

- explicit whole-group instruction,
- differentiated small-group instruction,
- structured learning stations, and
- daily opportunities for intervention and acceleration.
- Teacher residents support lead teachers during instructional blocks and facilitate targeted practice and guided instruction.
- Universal screening, curriculum-based assessments, and daily formative assessments provide continuous information used to adjust instruction and ensure students maintain access to grade-level expectations.

Tier 2 Entry Triggers

Students receive Tier II support when:

- Universal screening or interim assessments indicate below-benchmark performance;
- Common formative assessments demonstrate less than expected mastery;
- Teachers identify persistent skill deficits in phonological awareness, decoding, fluency, spelling, or reading comprehension;
- Students fail to respond adequately to Tier I instruction.

Key Timing and Triggers for Tier 3 Support:

- **Immediate Action:** Intervention plans, such as Individual Reading Plans (IRPs), are implemented day one instruction following the identification of a reading deficiency, which can be based on universal screeners or teacher observation.



- **ATLAS K-3 Routine Screeners**
- **Third-Grade Retention Risk:** Students who do not meet the minimum reading standard on the ATLAS assessment by the end of 3rd grade are required to receive immediate, intensive support, including intensive reading instruction.
- **Good Cause Exemptions:** Students who are promoted through a good cause exemption (e.g., students with IEPs, 504 plans, or less than 3 years of English language instruction) receive intensive, evidence-based intervention.

Intervention Structures

Intervention at The Grove Academy is designed to increase instructional intensity without reducing students' access to core instruction. Supports are organized to provide timely intervention while maintaining uninterrupted access to grade-level content.

Tier II intervention is embedded within the Tier I instructional block. During structured learning stations:

- lead teachers provide differentiated, standards-aligned small-group instruction while
- teacher residents provide additional targeted support to students identified through screenings, assessments, and progress-monitoring data.
- Flexible groups are formed based on shared skill needs and are adjusted in response to student performance.
- Embedding Tier II supports within the instructional block allows students to receive immediate intervention without being removed from core instruction.

Students requiring greater intensity receive Tier 3 intervention during the daily Intervention and Acceleration block. During this protected period, lead teachers, teacher residents, and high-impact tutors simultaneously provide additional small-group instruction. High-impact tutors deliver intensive intervention to students demonstrating significant or persistent skill deficits, while classroom teachers and teacher residents provide reteaching, reinforcement, and acceleration opportunities for other students. This structure increases instructional dosage and allows students requiring intensive intervention to receive additional support while preserving access to Tier 1 instruction.

Intervention effectiveness is monitored continuously through biweekly progress monitoring for Tier 2 supports and weekly progress monitoring for Tier 2 supports. Grade-level teams review student performance during weekly collaborative meetings, and the Student Support Team conducts formal reviews every six weeks to determine whether supports should be maintained, intensified, faded, or discontinued. Through this structure, intervention is delivered as a continuum of increasingly intensive support designed to accelerate learning and prevent skill gaps from widening over time.

Staffing Roles

Tier 1

Lead teacher + teacher resident + SPED/ELL teacher

Tier 2

Lead teacher + teacher resident + City Year Americorps + SPED/ELL teacher

Tier 3

Lead teacher + teacher resident + City Year Americorps + SPED/ELL teacher



Student Support Team

- Head of School
- Classroom teacher
- SPED/ELL teacher
- Nurse
- School Counselor
- Additional personnel as needed

Intervention Scheduling and Monitoring

Tier 2 Scheduling

- Tier 2 supports are embedded within the daily Tier 1 instructional block during structured learning stations.
- Lead teachers provide differentiated standards-aligned instruction while teacher residents provide targeted support to flexible groups of students identified through assessment and progress-monitoring data.
- Embedding Tier 2 supports within core instruction allows students to receive supplemental intervention without sacrificing access to grade-level learning.

Tier 3 Scheduling

- Students requiring greater intensity receive Tier 3 intervention during the daily Intervention and Acceleration block.
- During this protected period, high-impact tutors provide intensive small-group instruction to students demonstrating significant or persistent skill deficits.
- Simultaneously, lead teachers and teacher residents provide reteaching, reinforcement, and acceleration opportunities for other students.
- This structure increases instructional dosage and allows supports to intensify in response to student need.

Progress Monitoring

- Teachers use daily formative assessments and curriculum-based measures to monitor student learning and make immediate instructional adjustments.
- Students receiving Tier 2 intervention are progress monitored biweekly to determine the effectiveness of targeted supports and to adjust groupings and instructional strategies as needed.
- Students receiving Tier 3 intervention are progress monitored weekly to evaluate intervention effectiveness and ensure timely instructional responses.

Collaborative Review

- Grade-level teams review assessment and progress-monitoring data during weekly collaborative meetings to analyze student performance and coordinate instructional responses.
- The Student Support Team conducts formal reviews every six weeks to evaluate intervention effectiveness and determine whether supports should be maintained, intensified, faded, or discontinued.
- Decisions regarding movement between tiers are based on patterns of evidence collected across multiple data points rather than isolated assessment results.



Entry Criteria

All students have daily access to The Grove Academy instructional model, which includes all three tiers of instruction. Students who do not make adequate progress within The Grove Academy's MTSS instructional model are referred to the Student Support Team for consideration of an Individualized Intervention Plan (IIP).

Special Program Considerations

For students that receive Special Education instruction, SST plans do not apply for those areas being targeted in the Individual Education Plan (IEP). These areas will be monitored by the IEP team. An SST (IIP) can be developed and monitored for areas not targeted in the IEP.

Adequate Progress

There are 3 possible entry points for students into the documented MTSS Process:

1. Lack of adequate progress in grade level Essential Learning (Tier 1 and Tier 2)
2. Lack of adequate progress in Universal/Foundational Skills (Tier 3)
3. Immediate referral for urgent needs**

1. Adequate progress Tier 1 and Tier 2:

- As collaborative teams identify the essential learning, they determine the learning targets to be mastered within each standard. These learning targets are checkpoints that students must achieve to indicate progress toward mastery.
- Students, who have not achieved mastery of a learning target as indicated by the common formative assessment data, will receive Tier 2 supplemental support by the collaborative team.
- Once Tier 2 supplemental support is provided for a learning target, the collaborative team will review students' data to determine which students still require additional time and support to master the learning target. The collaborative team will then make necessary recommendations for those students requiring further additional Tier 2 supplemental instruction.
- If a student has not mastered the learning target after at least three interventions, the teacher may refer the student to the SST Committee. The teacher will notify the parents of the referral and explain that the school's SST Team will review the students' needs to determine additional support.

The collaborative team notifies the parent of the referral, completes the referral form, and submits it to the SST committee.

1. Adequate Progress Tier 3

- Students are placed in Intensive Targeted Instructional Groups based on universal, foundational skills needs. After 6 weeks, if a student has not mastered the targeted skill, the teacher may determine that it is necessary to refer the students to the SST.
- The collaborative teacher team or intervention team notifies the parent of the referral, completes the referral form, and submits it to the SST committee.

1. Immediate referral to the SST Team shall occur if a student's

- Experiences an extraordinary or sudden change that would substantially limit a major life activity
- Moves into the district or campus and the prior district or campus has already begun the evaluation process for 504, Special Education, or dyslexia services



- Moves into the district or campus and has critical needs that should be addressed immediately
- Obvious physical or cognitive impairment
- Parents/Guardians request a SST Referral

The SST Team will make the appropriate recommendations for additional accommodation, evaluations, and/or services. Referral to the SST Team will not automatically result in immediate evaluation or assessment.

Exit Criteria

Weekly progress monitoring data shows students have met their individualized goals and are ready to succeed with standard instruction (Tier I) and minor support (Tier II).

Specific criteria to make this decision:

- **Rate of Improvement (ROI):** The student must demonstrate a consistent, accelerated rate of learning that shows they are closing the gap between their current performance and grade-level standards.
- **Sustained Success:** Data must show the student maintaining grade-level or benchmark skills for a sustained period, typically across multiple progress-monitoring sessions.
- **Tier II Transition:** In most cases, students are not moved straight out of intensive intervention back into regular core instruction. They will first transition to Tier II (supplemental, small-group instruction) to ensure they continue to succeed.
- **Student Support Team:** Reviews the student's performance, looking for concrete evidence in at least 3 data points (like universal screeners or writing portfolios) that the student no longer requires the most intensive 1:1 or 1:3 group support.
- **Special Education Referral:** If a student does not respond to Tier III interventions after an extended period, it may indicate a need for a comprehensive evaluation for special education.

Q16.Special Populations Services Readiness Describe how the school will serve students with disabilities, English learners, and other protected groups. Include identification processes, service delivery approach, and how students will access core instruction in the least restrictive environment. Provide staffing roles, qualifications, and projected caseload assumptions. Also describe how the school will identify and serve advanced learners, including Gifted and Talented students. Include your approach to acceleration and enrichment, how students are identified, and how services are scheduled and monitored so they are equitable and consistent with the school model.



Students with Disabilities

Identification

Child Find and Referral Process

The Grove Academy fulfills its Child Find responsibilities in accordance with the Individuals with Disabilities Education Act (IDEA) and Arkansas Department of Education regulations by actively identifying, locating, and evaluating students who may have exceptionalities and require special education services. Child Find activities apply to students ages birth through twenty-one and include concerns related to academic performance, speech and language development, vision or hearing impairments, motor coordination, behavior, and social emotional functioning.

Child Find at The Grove Academy operates through a structured process that includes universal screening, general education interventions, formal referrals, evaluation, eligibility determination, and placement in the least restrictive environment.

Universal Screening and Early Identification

The Grove Academy conducts universal screening assessments in reading and mathematics three times per year during the fall, winter, and spring benchmark windows. These screenings serve as the first step in identifying students who may be at risk for academic difficulty.

Screening data is analyzed by grade level teams and the ILT to identify students who may require additional academic support. Students demonstrating learning challenges receive targeted Tier II or Tier III interventions through the school's Multi-Tiered System of Supports (MTSS).

Screening alone does not determine eligibility for special education services but helps identify students who may require additional evaluation if interventions do not result in sufficient progress.

Initial Referrals Through Parent Request

Parents have the right to request an evaluation for special education services at any time if they suspect their child may have a disability affecting educational performance.

Requests may be made verbally or in writing to any school staff member. When a request is received, a staff member will assist the parent in completing the required Special Education Referral Form, which will be submitted to the principal or designated special education coordinator.

Upon receipt of the referral request, The Grove Academy will:

1. Provide parents with a copy of procedural safeguards and their rights under IDEA.
2. Schedule a referral conference within 21 calendar days to review available data and determine whether a formal evaluation is warranted.

During this meeting, the team will review:

- ATLAS screening, interim, and summative assessment data
- ELA and Math formative assessment
- Tier III progress monitoring data
- Teacher observations data
- Parent concerns
- Behavior data



- Attendance data

The Student Support Team (SST) will determine whether there is reason to suspect that a student has a disability and may require special education and related services. The SST is responsible for reviewing multiple sources of data, monitoring the student's response to interventions, and determining whether a referral for a comprehensive evaluation is warranted.

The SST will consist of the principal or designee, the parent or guardian, the student's general education teacher, a special education teacher, and the school nurse. Additional personnel with relevant expertise may participate as needed. Following completion of an evaluation, the school psychologist or other qualified professional responsible for conducting the evaluation will participate in reviewing assessment results and interpreting the instructional implications of the findings.

The team will review classroom performance, intervention history, progress monitoring data, attendance records, behavioral information, health information, work samples, and parent input to determine whether there is sufficient evidence to suspect the presence of a disability and the need for special education services.

Initial Referrals Through School Staff

School staff may also initiate a referral for evaluation when there is reason to suspect that a student may have an exceptionality affecting academic or behavioral performance.

Before making a referral, teachers review student data and consider:

- results from universal screeners
- progress monitoring data from MTSS interventions
- classroom performance and assessments
- behavioral, attendance, or developmental concerns

If a disability is suspected, the teacher completes the Special Education Referral Form and submits it to the school leader or designated special education coordinator.

The referral conference process described above will then be initiated. The school will complete the full and individual evaluation within 60 calendar days of receiving parental consent.

Transfer Students with Existing IEPs

During enrollment, families are asked on the application whether their child previously received special education services. If a student transfers to The Grove Academy with an existing Individualized Education Program, the school will request the student's records from the previous school immediately.

Once records are received, the IEP team will review the existing plan and ensure that services comparable to those described in the prior IEP are provided until the team meets to adopt the current IEP or develop a new one in accordance with Arkansas requirements.

Ongoing Child Find Awareness

The Grove Academy ensures that families and community members are aware of Child Find services through:

- enrollment materials and family handbook
- the school website and registration packets
- parent orientation sessions
- visible Child Find notices in the school building



- staff training on referral procedures

Families are informed that evaluation services are provided at no cost and that they may request assistance whenever concerns arise regarding their child's development or learning.

Evaluation Process

If the SST determines that an evaluation is warranted, The Grove Academy will obtain written parental consent before conducting any evaluation. The evaluation will begin only after informed consent is received and will be completed within sixty calendar days. The Arkansas Special Education Process Guide states that each initial evaluation must be individually designed based on the student's specific concerns and must be sufficiently comprehensive to identify all special education and related service needs.

The Grove Academy will use a multidisciplinary team of qualified professionals to conduct and review the evaluation. The team will may include:

- **Parent/guardian:** provides developmental history, medical information, home observations, concerns, strengths, and input regarding the student's functioning outside of school.
- **School leader or designee/LEA representative:** ensures timelines, procedural safeguards, consent requirements, documentation, and access to school resources are followed.
- **General education teacher:** provides classroom performance data, grade-level expectations, intervention history, work samples, behavior observations, and information about how the student performs in the general education setting.
- **Special education teacher:** reviews suspected disability needs, intervention response, access barriers, accommodations, and potential specialized instruction needs.
- **School psychologist or qualified examiner:** conducts cognitive, academic, behavioral, social-emotional, adaptive, or processing assessments as appropriate.
- **Speech-language pathologist:** evaluates receptive language, expressive language, articulation, fluency, pragmatic language, and communication needs when speech or language concerns are suspected.
- **Occupational therapist:** evaluates fine motor, sensory, visual-motor, and adaptive functioning when those concerns may affect school performance.
- **Physical therapist:** evaluates gross motor, mobility, positioning, and access needs when physical functioning is a suspected area of need.
- **School Counselor:** contributes functional behavior data, social-emotional screening, behavior observations, and recommendations when behavior or emotional regulation concerns are present.
- **English learner/LPAC representative, when applicable:** assists the team in distinguishing language acquisition from disability and ensures evaluation decisions considering the student's English proficiency, native language, and cultural background.
- **Other qualified professionals:** may be included when the suspected disability requires additional expertise, such as autism, hearing, vision, medical, assistive technology, or adaptive behavior needs.

The team will review existing data before determining the final evaluation plan. This review may include classroom work samples, universal screening results, curriculum-based measures, intervention records, progress monitoring data, attendance, discipline records, teacher observations, parent input, medical or developmental information, hearing and vision screening results, and prior evaluations. The Process Guide states that the team should review information from parents, classroom-based assessments, state or local assessments, teacher observations, and related service personnel, while considering the validity and reliability of the information reviewed.

Based on the suspected disability and areas of concern, the evaluation will include:



- **Cognitive assessments:** to examine reasoning, problem-solving, memory, processing, and other learning-related abilities when needed to understand the student's learning profile.
- **Academic achievement testing:** to measure reading, writing, math, oral language, and other academic skills compared to grade-level expectations.
- **Speech and language evaluations:** to determine whether communication needs affect academic access, participation, comprehension, expression, or peer interaction.
- **Behavioral or social-emotional assessments:** to identify behavior patterns, emotional regulation needs, attention concerns, adaptive functioning, or possible need for behavioral support.
- **Classroom observations:** to examine how the student functions in the natural learning environment, including engagement, independence, task completion, peer interaction, and response to instruction.
- **Review of educational history:** to understand prior instruction, interventions attempted, attendance patterns, retention, mobility, prior services, and progress over time.
- **Related service evaluations:** to assess occupational therapy, physical therapy, assistive technology, hearing, vision, or other access-related needs when relevant.

All assessments will be administered by qualified personnel in the student's native language or preferred mode of communication and in the form most likely to yield accurate information about what the student knows and can do academically, developmentally, and functionally. The evaluation will not rely on a single measure but will use multiple sources of data to determine whether the student has a disability, whether the disability adversely affects educational performance, and whether the student requires special education and related services.

Eligibility Determination

After the evaluation is completed, The Grove Academy will convene an Evaluation Programming Conference. The multidisciplinary team and the parent/guardian will review the written evaluation reports, intervention history, assessment results, classroom data, observations, and parent input. The Arkansas Process Guide states that eligibility must be determined by a group of qualified professionals and the parent, and that the results of evaluation activities must be included in a written report.

The eligibility team will include the same required members as the IEP team: the parent/guardian, general education teacher, special education teacher, LEA representative, and an individual qualified to interpret the instructional implications of evaluation results. Additional specialists will participate based on the suspected disability area. The Process Guide further states that team members must sign by their appropriate title, and if one person serves in more than one role, that person must sign for each role represented.

The team will determine whether the student meets IDEA eligibility criteria, whether the disability adversely affects educational performance, and whether the student requires specially designed instruction. If the student is eligible, the team will proceed with developing an Individualized Education Program. If the student is not eligible under IDEA, the team will consider whether additional general education support, MTSS interventions, or a Section 504 referral may be appropriate.

Placement of Students

Following a determination of eligibility under IDEA, The Grove Academy's IEP team will develop an Individualized Education Program (IEP) based on the student's unique educational needs identified through the evaluation process. Evaluation results will inform the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP), which serve as the foundation for annual goals, specially designed instruction, related services, accommodations, modifications, and supplementary aids and services.

The IEP team will include



- the parent or guardian, and student
- general education teacher,
- special education teacher,
- Head of School
- an individual qualified to interpret evaluation results,
- School Counselor

Parents are considered equal members of the team and will participate in all placement decisions.

Placement decisions will be made individually and will not be based solely on disability category, severity of disability, availability of services, administrative convenience, or existing programs. Rather, the IEP team will consider the student's present levels of performance, annual goals, instructional needs, behavioral needs, communication needs, related service requirements, and the supplementary aids and services necessary to support participation in the general education environment.

Consistent with IDEA and Arkansas regulations, The Grove Academy will educate students in the Least Restrictive Environment (LRE) to the maximum extent appropriate. The IEP team will begin with the assumption that students with disabilities should participate with nondisabled peers and receive access to grade-level curriculum. Removal from the general education setting will occur only when the nature or severity of the disability is such that satisfactory progress cannot be achieved through the use of supplementary aids, services, accommodations, and supports.

The Grove Academy will provide a continuum of service delivery options based on individual student needs. Placement options may include:

- General education classroom with accommodations and consultation support;
- General education classroom with co-teaching or push-in special education services;
- Targeted small-group instruction or intervention services;
- Resource services for part of the instructional day;
- Related services, including speech-language therapy, occupational therapy, physical therapy, counseling, or behavioral support;
- Specialized instruction outside the general education classroom when required to provide a Free Appropriate Public Education (FAPE)

For most students, specially designed instruction and related services will be delivered within the general education setting through collaboration between general and special education personnel. Strategic staffing, flexible grouping, and protected instructional blocks will allow students with disabilities to receive targeted support while maintaining access to grade-level content and participation with their peers

Once the IEP is finalized, services will be implemented as soon as possible. Special education teachers, general education teachers, and related service providers will collaborate to ensure that accommodations, modifications, and specially designed instruction are delivered with fidelity. Student progress toward annual goals will be monitored regularly, and the IEP team will reconvene whenever revisions are necessary to ensure that the placement continues to provide FAPE in the Least Restrictive Environment. If the student qualifies for special education services, the IEP team will develop a plan outlining:

- the student's present levels of academic and functional performance
- measurable annual goals
- special education and related services
- accommodations and modifications
- placement in the least restrictive environment (LRE)



The IEP will be implemented as soon as possible following the eligibility determination.

Students Who Do Not Qualify for Special Education

If the evaluation determines that the student does not meet eligibility criteria under IDEA, the team will consider other supports and interventions that may benefit the student.

These may include:

- continued Tier II or Tier III interventions through MTSS
- accommodations within the general education classroom

English Learners

Identification of English Learners

The Grove Academy follows Arkansas Division of Elementary and Secondary Education procedures to identify students who may require language assistance services. Upon enrollment, all families complete the Arkansas Home Language Usage Survey (HLUS) as part of the registration process. The HLUS identifies students whose primary or home language is a language other than English and determines whether additional language proficiency screening is required.

If the HLUS indicates that a language other than English is used in the home, the student is referred for English language proficiency screening. Screening is conducted using the ELPA21 Screener or Alt ELPA Screener, which measures proficiency across the four domains of language development: listening, speaking, reading, and writing. These assessments are administered by trained personnel in accordance with Arkansas state assessment guidelines.

In addition to students identified through the Arkansas Home Language Usage Survey (HLUS), English language proficiency screening may be conducted when a student transfers from another school with a documented history of English Learner status, when records indicate prior participation in language assistance services, or when required assessment information is unavailable or incomplete. Screening may also occur when discrepancies in student records warrant further review to ensure that students receive appropriate language support services.

The school will follow Arkansas Division of Elementary and Secondary Education procedures to ensure that all potentially eligible students are identified and provided equitable access to educational opportunities.

We will also complete identification, placement, and parent notification within the timelines required by state and federal guidelines. Documentation related to screening and identification is maintained in the student's cumulative record and entered the school's student information system. Transfer students' prior English learner records are reviewed when available. If previous assessment data are unavailable or outdated, the student is screened to determine eligibility for language services.

Language Proficiency Assessment Committee (LPAC)

Initial placement and service decisions for English Learners are determined by the Language Proficiency Assessment Committee (LPAC). The LPAC will include:

- **Building Principal:** A principal or assistant principal who ensures school-wide compliance.
- **ESOL Designee:** A teacher who is endorsed in English as a Second Language (ESL) or trained to work with English Learners such as the special education teacher.
- **Classroom Educator:** A certified teacher who is familiar with the student's data and classroom performance.

LPAC Committee Member Responsibilities

The LPAC is responsible for making decisions based on data and what is in the best interest of the student. Key responsibilities include:

- **Initial Placement:** Reviewing language screeners to place newly enrolled students into appropriate EL services within 30 days of the school year.
- **Annual Review:** Reviewing student progress using classroom performance, language proficiency assessments, and content test results.
- **Evaluating:** Evaluating student progress using classroom performance, language proficiency assessments, and content test results.
- **Accommodations:** Recommending suitable classroom and state assessment accommodations.



● **Monitoring:** Tracking the progress of students who have exited the program to ensure they are succeeding in general education classes. Decisions made by the LPAC require a majority agreement of the committee and must be thoroughly documented.

The LPAC reviews English language proficiency screening results, prior records, and relevant academic information to determine whether the student qualifies for English learner services and to develop an appropriate support plan.

Prior records may include:

- previous EL identification and placement records,
- ELPA21 Screener results,
- ACCESS for ELLs scores,
- language proficiency reports, and
- documentation of prior language assistance services.

Relevant academic information will include:

- classroom performance,
- ATLAS universal screening results
- teacher observations,
- attendance patterns, and
- intervention data.

These multiple sources of information help ensure that language services are responsive to each student's linguistic and academic needs. Parents are notified of the committee's determination and recommended services in a language they understand.

Equitable Access to Instruction

The Grove Academy's instructional model is designed so that English Learners participate fully in grade level instruction while receiving targeted language development support through our focused learning environment and protected core instructional time.

Language development is integrated within Tier I instruction using research-based practices consistent with sheltered instruction models such as SIOP. These approaches support students' access to academic content while developing English language proficiency.

Instructional support includes:

- explicit vocabulary instruction connected to academic content
- sentence frames and structured academic discussion
- visual supports and modeling
- scaffolded reading and writing tasks
- hands on learning experiences
- small group targeted instruction
- structured opportunities for oral language practice

Because the school schedule includes daily protected reading and writing time and small group instruction, teachers can provide additional language scaffolds and individualized feedback without removing students from core instruction.

Language Instruction Educational Program

English Learners receive support through a combination of embedded language instruction and targeted support services consistent with Arkansas Language Instruction Educational Program (LIEP) models.

Instruction will include:

- embedded English Language Development within the general education classroom
- push in language support during core instruction
- small group targeted language development when appropriate

These services allow students to simultaneously develop academic language while accessing grade level curriculum alongside their peers. All teachers share responsibility for supporting English Learners and receive professional development in effective instructional strategies for multilingual learners.

Monitoring and Assessment



English Learners participate in the annual ELPA21 English Language Proficiency assessment, which measures growth in listening, speaking, reading, and writing. Progress monitoring data, classroom performance, and language development measures are reviewed annually by the LPAC to determine continued services or exit from the program.

Students who meet the state's exit criteria are monitored for four years to ensure continued academic success and full participation in the general education program.

Family Engagement and Communication

The Grove Academy prioritizes meaningful communication with families of English Learners. All parents are notified of screening results, placement decisions, and program services in a language they can understand.

Family engagement support includes:

- translated enrollment and program information when needed
- interpretation support during conferences and meetings
- multilingual communication for important school information
- family meetings to discuss student progress and services

By partnering closely with families, the school ensures that English Learners receive consistent support across school and home environments.

Meeting the Needs of English Learners Beyond Classroom Instruction

The Grove Academy recognizes that meeting the needs of English Learners extends beyond classroom instruction and requires a comprehensive system of support that includes progress monitoring, family partnerships, professional learning, and an inclusive school culture.

Family Engagement and Communication

Families are essential partners in student success. The Grove Academy will communicate with families in their preferred language whenever feasible and provide translation and interpretation services as needed. Important documents and school communications will be made accessible to families, and parent conferences will include interpreters when appropriate. The school will provide resources and guidance to help families support literacy development at home and foster strong partnerships between home and school.

Professional Learning and Staff Capacity

Teachers and staff will participate in ongoing professional learning focused on effective practices for multilingual learners. Training topics will include language development, scaffolding strategies, academic vocabulary instruction, culturally responsive practices. Building staff capacity will ensure that English Learners experience consistent support across all learning environments.

Inclusive School Culture and Linguistic Assets

The Grove Academy will foster a school culture that values linguistic and cultural diversity. Students' home languages and cultural backgrounds will be recognized as strengths that enrich the learning community. The school will promote belonging through culturally responsive practices, diverse instructional materials, and authentic opportunities for students and families to participate in the life of the school. Whenever appropriate, students will be encouraged to build upon existing knowledge and literacy skills in their native language as they develop proficiency in English.

Advanced/Gifted and Talented

Gifted and Talented Review Committee

The Gifted and Talented Review Committee is responsible for identifying students demonstrating advanced academic potential, reviewing multiple sources of data, and recommending appropriate enrichment and acceleration opportunities.

The committee will include:

- Principal or Designee (Chair): Oversees the process, ensures consistency, and coordinates implementation of recommended services.
- Classroom Teacher: Provides evidence of student performance, classroom observations, work samples, and information regarding learning behaviors and academic strengths..
- General Education Teacher from Another Grade Level or Content Area: Provides an additional perspective regarding student achievement and instructional needs.
- Parent or Guardian: Shares information regarding the student's interests, talents, and learning characteristics outside of school.



- Individuals with Relevant Expertise, as Needed: Such as a school psychologist, instructional coach, or outside gifted specialist.

Identification Procedures

The Grove Academy uses a multi-stage, non-discriminatory identification process designed to ensure that students from all backgrounds have equitable access to gifted services.

Consistent with Arkansas standards, identification:

- seeks nominations from multiple sources including teachers, parents, students, and community members
- uses both objective and subjective measures
- relies on multiple criteria rather than a single test score
- requires parent consent
- remains ongoing throughout a student's enrollment

The Grove Academy Identification Process

The Grove Academy will utilize a universal review process to identify students demonstrating advanced academic potential. Beginning with schoolwide screening data, classroom performance, and teacher observations, the Gifted and Talented Review Committee will examine multiple sources of evidence to identify students whose instructional needs exceed grade-level expectations.

Data reviewed will include:

- ATLAS universal screening and benchmark assessments,
- literacy and mathematics performance,
- classroom assignments and work samples,
- rate of mastery of grade-level standards,
- student interests,
- creativity and problem-solving behaviors, and teacher and parent input.
- evidence of exceptional curiosity, advanced reasoning, leadership, creativity, and the ability to learn and apply concepts at an accelerated pace

This review process ensures that students from diverse backgrounds and those whose talents may not be reflected through a single assessment are provided equitable access to advanced learning opportunities and appropriate academic challenge

Equitable Access to Programming and Instruction

The Grove Academy ensures that gifted learners receive qualitatively differentiated instruction that extends or replaces, rather than simply adds to, the regular curriculum. Arkansas standards emphasize that curriculum for gifted students must differ in depth, complexity, pace, and product, and must not be "more of the same". Gifted services are embedded within the daily schedule through a combination of:

● Differentiated Tier I Core Instruction

Within the regular classroom, teachers use flexible grouping and ongoing assessment data to provide instruction at an appropriate level of challenge. Students demonstrating mastery may participate in curriculum compacting, allowing them to move beyond previously mastered content and engage in advanced texts, complex problem-solving tasks, and higher-order questioning. Teachers provide opportunities for analysis, evaluation, and creation rather than additional worksheets or repetitive practice. Groups remain flexible and are adjusted based on student performance and instructional needs.

● Real-World Application

Advanced learners participate in authentic interdisciplinary learning experiences designed to promote critical thinking and creativity. Students may engage in independent research, self-directed inquiry, and student-choice projects connected to real-world problems. Through collaborative and individual projects, students develop solutions, create products, and present their work to authentic audiences. These experiences emphasize depth of understanding, innovation, and application rather than acceleration alone.

● Program Options

To ensure equitable access to advanced learning opportunities, The Grove Academy will provide a variety of service options:

- C Custer grouping will allow students with similar readiness levels to work together for portions of the instructional day.



- Interdisciplinary projects will provide opportunities for deeper exploration of topics aligned to student interests and strengths.
- Subject-specific acceleration and advanced coursework may be implemented when student data demonstrate a need for instruction beyond grade-level expectations.
- Service decisions will be individualized and reviewed regularly by the Gifted and Talented Review Committee.

Other Protected Groups

Identifying and Supporting Students at Risk of Academic Failure

Entry Points into the MTSS Process

Students may enter the documented academic MTSS process through three possible entry points: lack of adequate progress in grade-level essential learning despite Tier I and Tier II support; lack of adequate progress in foundational skills requiring Tier III intensive intervention; or immediate referral for urgent academic needs identified through screening, teacher observation, or family concern.

Data Used to Identify Students

The Grove Academy uses the following data sources to identify students who may be at risk of academic failure

- universal screening assessments administered three times per year in literacy and mathematics,
- curriculum-based assessments aligned to grade-level learning targets,
- common formative assessments developed by collaborative teacher teams,
- progress monitoring data for students receiving intervention, and
- classroom observations and teacher input regarding student performance.

The ATLAS universal screening data provide an early indicator of students who require additional support, while ongoing formative assessments allow teachers to monitor mastery of specific learning targets within each unit of instruction.

The Referral Process and the Student Support Team

When data indicates that a student is not responding adequately to Tier I instruction and initial Tier II support, the classroom teacher initiates a formal referral to the Student Support Team (SST). The referral includes a summary of the student's assessment data, documentation of Tier II strategies already attempted, and a description of the specific skills or areas of concern. Upon receiving a referral, the SST convenes within five school days.

The Student Support Team is composed of the

- Principal,
- the referring classroom teacher,
- the contracted licensed school social worker,
- the school's nurse
- the special education teacher, and
- the student's parent or guardian.

During the SST meeting, the team reviews all available data, identifies the root cause of the student's academic difficulty, determines the appropriate level of intervention, and develops a written action plan with specific goals, strategies, assigned staff, and a progress monitoring schedule. If Tier III intensive intervention is warranted, the team develops an Individualized Intervention Plan (IIP) at this meeting. Intervention begins no later than the school day following the SST meeting.

Meeting the Needs of Students with Dyslexia



The purpose of Arkansas dyslexia rules is to ensure early screening, intervention, and services for students exhibiting characteristics of dyslexia so that reading difficulties are addressed before they result in long-term academic failure.

Universal Literacy Screening

All students in kindergarten through grade three will be screened using the Arkansas Literacy Screener approved by the Division of Elementary and Secondary Education.

The Grove Academy will ensure required screening to assess key early literacy components including:

- phonological and phonemic awareness
- sound-symbol recognition
- alphabet knowledge
- decoding skills
- rapid naming
- encoding (spelling) skills

Students in grades three through twelve who demonstrate reading fluency difficulties will also be screened.

Screening occurs:

- Beginning of the school year to establish baseline data
- Middle of the year to measure growth and identify emerging needs
- End of the year to determine progress toward grade-level reading expectations

Results from literacy screeners are entered into the school's data system and reviewed during MTSS data meetings to identify students requiring additional support.

Dyslexia Screening and Identification

If universal screening results indicate that a student may be at risk for reading difficulties or characteristics of dyslexia, the school will administer a Level I dyslexia screener consistent with the Arkansas Dyslexia Resource Guide.

Level I screening evaluates additional indicators including:

- phonological processing
- decoding accuracy
- spelling and encoding patterns
- rapid automatic naming
- reading fluency

If Level I screening suggests characteristics of dyslexia, the school may administer Level II screening to further evaluate the student's needs and determine whether dyslexia intervention services are required.

Parents are notified of screening results and provided information regarding dyslexia characteristics and available support.

Literacy Intervention

Students identified as demonstrating reading risk receive targeted literacy support through the school's Multi-Tiered System of Support.

Tier I Literacy Instruction



All students receive daily evidence-based literacy instruction aligned to the Science of Reading during the school's core literacy block.

Instruction emphasizes:

- explicit phonics instruction
- systematic decoding and encoding instruction
- vocabulary and language development
- reading fluency development
- comprehension strategies

The Grove Academy's protected literacy block and uninterrupted instructional time ensure students receive sufficient time to master foundational reading skills.

Tier II Literacy Intervention

Students identified as below benchmark receive additional small-group instruction focusing on targeted skill gaps such as phonemic awareness, decoding, fluency, or spelling.

Tier II interventions occur:

- in small groups
- several times per week during the literacy block
- using structured literacy practices aligned with the Science of Reading

Student progress is monitored regularly to determine the effectiveness of the intervention.

Tier III Intensive Intervention

Students demonstrating significant or persistent reading gaps receive daily intensive intervention during a protected 30-minute Tier III intervention block.

Instruction during this block include:

- structured literacy instruction
- explicit phonics instruction
- multisensory reading strategies
- cumulative review and guided practice
- individualized feedback

Instruction is delivered in small groups or individualized settings by trained instructional personnel.

Dyslexia Intervention Services

Students whose screening results indicate characteristics of dyslexia receive intervention services aligned with Arkansas dyslexia requirements.

Dyslexia intervention will include explicit, systematic, and multisensory instruction delivered in small groups.

These services focus on:



- phonological awareness
- sound-symbol relationships
- decoding and word recognition
- encoding and spelling
- reading fluency
- reading comprehension

Dyslexia intervention may be delivered by trained personnel such as:

- reading interventionists
- dyslexia specialists
- certified teachers trained in structured literacy instruction

Progress Monitoring

Students receiving literacy intervention are monitored regularly to measure growth and determine instructional adjustments.

Progress monitoring occurs:

- every two to four weeks for students receiving intervention
- through curriculum-based assessments and reading fluency measures
- during MTSS data meetings where teachers review student progress and adjust intervention intensity

Instructional decisions regarding continuation, intensification, or exit from intervention are based on student response to intervention.

Coordination with Special Education Services

Students with dyslexia may receive services through general education intervention, special education services, or a combination of both depending on individual needs.

When a student with an Individualized Education Program exhibits characteristics of dyslexia, the IEP team determines whether dyslexia intervention should be provided through special education services or the school's dyslexia intervention program.

Staffing Roles and Qualifications

Lead Teachers

Lead teachers are responsible for delivering Tier I instruction, implementing high-quality instructional materials, analyzing assessment data, and providing differentiated instruction aligned to Arkansas Academic Standards. Lead teachers collaborate with teacher residents City Year members, special education personnel, and intervention providers to ensure students receive appropriate academic supports while maintaining access to grade-level instruction.

Teacher Residents and City Year AmeriCorps Members

Teacher residents and City Year AmeriCorps Members serve in paraprofessional roles and support instructional delivery across the school day. During structured learning stations, teacher residents and City Year members facilitate guided practice, reinforce previously taught skills, and provide targeted Tier II intervention to flexible groups of students identified through assessment and progress-monitoring data. Teacher residents also support student supervision, intervention implementation, and classroom routines while developing instructional expertise through the school's teacher residency partnership.

**Special Education Teacher**

The special education teacher coordinates Child Find activities, participates in evaluation and eligibility meetings, develops and implements Individualized Education Programs (IEPs), and provides specialized instruction and accommodations to students with disabilities. The special education teacher collaborates with classroom teachers to ensure students access grade-level curriculum in the least restrictive environment and monitors progress toward IEP goals.

Licensed School Counselor

The social worker provides behavioral and social-emotional support to students and families and assists with attendance, crisis response, family engagement, and access to community resources. The social worker collaborates with teachers and support teams to address barriers that may interfere with academic success.

School Nurse

The school nurse manages student health services, medication administration, health plans, and emergency procedures. The nurse participates in multidisciplinary teams and ensures students with health-related needs are able to safely access instruction and school activities

Gifted and Talented

Contracted Personnel**Speech-Language Pathologist (SLP)**

The speech-language pathologist conducts evaluations, provides speech and language therapy services, participates in eligibility meetings, and collaborates with teachers and families to support communication development and access to instruction.

Occupational and Physical Therapists (OT/PT)

Occupational and physical therapists provide related services for students whose disabilities affect fine motor, sensory, physical, or functional skills. Therapists collaborate with teachers and families to support student participation in academic and school activities.

School Psychologist

The school psychologist conducts evaluations, participates in multidisciplinary teams, assists with eligibility determinations, and supports behavioral, academic, and social-emotional interventions. The psychologist collaborates with the Student Support Team to ensure data-informed decisions regarding student services.

Collaborative Committees**Student Support Team (SST)**

The Student Support Team reviews academic, behavioral, and intervention data to identify students requiring additional support and monitors the effectiveness of interventions. The SST conducts formal reviews every six weeks and determines whether supports should be maintained, intensified, faded, or discontinued based on patterns of evidence collected across multiple data sources.



Language Proficiency Assessment Committee (LPAC)

The Language Proficiency Assessment Committee oversees identification, placement, and monitoring of English learners. The committee reviews Home Language Usage Surveys, ELPA21 results, instructional services, and annual progress data to ensure English learners receive appropriate language supports and equitable access to the curriculum.

Gifted and Talented Review Committee

The Gifted and Talented Review Committee uses multiple measures to identify advanced learners and monitors the implementation of acceleration and enrichment opportunities. The committee reviews student performance data and ensures advanced learning opportunities are equitable, consistent, and aligned with the school's instructional model.

Q17.School Culture, Climate, and Discipline Describe the school culture vision and the daily routines that will make it real. Summarize the discipline philosophy and the tiered behavior supports that keep students safe and engaged. Include how the school will reduce removals and protect instructional time.



School Culture Vision

The Grove Academy's school culture is anchored by three foundational pillars that define the experience of every member of the school community. These pillars: Explore. Learn. Flourish. emerge directly from The Grove Academy's founding mission and reflect a deeply held belief about what schools owe every child and every community they serve. A school that invites exploration cultivates intellectual courage. A school committed to learning at every level of the organization builds the capacity to continuously improve. A school designed for flourishing communicates the highest possible expectation: that every student, every teacher, and every family who becomes part of this community will not merely survive the educational experience but will thrive through it. Together, these three pillars form the cultural and structural foundation upon which every decision at The Grove Academy is made from how classrooms are designed, to how adults are developed, to how families are welcomed and engaged.

Explore.

At The Grove Academy, exploration is the starting point of all meaningful learning. To explore is to approach the world with curiosity, openness, and intellectual courage, to ask questions before settling for answers, to investigate before drawing conclusions, and to engage deeply with ideas rather than passively receiving information.

Learn.

Learning at The Grove Academy is understood as a continuous, lifelong process that belongs to every member of the school community, not just students. For students, learning means engaging with rigorous, high-quality instructional materials and receiving the targeted support necessary to master essential knowledge and skills. It means understanding that mistakes are not evidence of inadequacy but data points on the path toward mastery.

Flourish.

Flourishing is the destination toward which Explore and Learn point, but it is not a finish line. At The Grove Academy, to flourish means to thrive holistically: academically, socially, emotionally, and as a member of a broader community.

School-Wide Daily Routines That Make It Real

Visible Leadership

School leadership maintains a highly visible presence throughout the school day by greeting students during morning arrival, visiting classrooms, monitoring transitions, participating in lunch and dismissal, and attending school events. Leadership visibility strengthens relationships, reinforces expectations, and communicates that every member of the school community is valued.

Culture of Care

Every student is known personally by adults within the building. Staff intentionally build relationships through daily check-ins, positive interactions, recognition of accomplishments, and early intervention when concerns arise.

Distributed Leadership

Building and sustaining culture is a shared responsibility. Teachers, paraprofessionals, and support staff contribute to schoolwide decision-making through collaborative teams, data meetings, instructional leadership structures, and continuous improvement processes.



Explicit Teaching of Expectations

Expectations are explicitly taught at the beginning of the school year and continuously reinforced throughout daily routines. Teachers introduce each expectation through direct instruction, model what it looks like in specific settings, and provide students with structured opportunities to practice. A school-wide behavior matrix aligns each GROVE expectation to specific behavioral examples across all settings, ensuring that students encounter consistent language and consistent expectations regardless of which adult or which space they are in. Consistency is the cornerstone of a predictable environment and predictability is the foundation of psychological safety. A common language for expected behavior is established across classrooms and school settings to provide students with consistency, structure, and clear expectations for success.

School-Wide Behavioral Expectations: The GROVE Framework:

Grow as a Learner: Embrace challenges, persist through difficulty, and take ownership of your learning. Every day is an opportunity to become more.

Respect Yourself and Others: Treat every person with dignity, kindness, and care. Listen, honor differences, and help create a place where every child feels safe and valued.

Own Your Actions: Take responsibility for your choices in the classroom, hallway, and community. Be honest, make things right, and understand that your actions affect everyone around you.

Value Your Community: Be proud of where you come from and commit to making our school and neighborhood better. Contribute, collaborate, and remember that The Grove Academy belongs to all of us.

Excel Every Day: Excellence is the standard, not the exception. Do your best work, set high goals, and hold yourself to expectations that reflect your full potential.

Teachers explicitly teach behavioral routines associated with arrival, transitions, independent work, small-group instruction, accessing help, handling materials, and other daily procedures. Expectations are communicated through positive, student-friendly language and are aligned with the school's GROVE framework. Students learn what expected behaviors look and sound like through teacher modeling, examples and non-examples, guided practice, and opportunities to receive feedback.

Behavioral expectations are reinforced through ongoing prompts, pre-corrections, and behavior-specific praise. Teachers revisit routines and procedures, check for understanding, and provide opportunities for students to practice expected behaviors in authentic contexts. By teaching expectations proactively and consistently, The Grove Academy seeks to prevent disruptions, maximize instructional time, and create predictable learning environments where students feel safe, supported, and prepared to engage in learning.

Morning Arrival

Morning arrival is intentionally designed to establish safety, build relationships, reinforce expectations, and prepare every student for successful learning. Every adult in the building shares responsibility for creating a calm, welcoming, and orderly start to the day.

School Leadership



School leaders maintain a highly visible presence during morning arrival. Leaders greet students and families by name, welcome visitors, monitor arrival procedures, and build positive relationships through brief conversations with students, parents, transportation staff, and community members. Leadership visibility reinforces that every student is known, valued, and expected each day while allowing leaders to proactively identify attendance concerns, student needs, or family questions before instruction begins.

Leaders also monitor building operations, supervise safety procedures, ensure smooth transitions, and support staff as students enter the building. Their consistent presence models the school's commitment to visibility, accessibility, and relationship-centered leadership.

Teachers

Teachers stand at their classroom doors to personally welcome every student into the classroom. Each student is greeted by name and acknowledged through a positive greeting that helps establish connection before instruction begins. Teachers observe students' emotional readiness, engagement, and overall well-being, allowing them to identify students who may require additional encouragement or support.

As students enter the classroom, teachers guide them through predictable morning routines that foster independence and maximize instructional readiness. Students unpack belongings, submit homework or communication folders, organize instructional materials, complete morning responsibilities, and begin a brief morning task while classmates arrive. These routines minimize downtime, reinforce responsibility, and create a calm transition into the instructional day.

Paraprofessionals and Support Staff

Paraprofessionals actively support morning arrival by assisting students as they enter classrooms, reinforcing established routines, providing additional guidance to students requiring behavioral or organizational support, and helping ensure all students successfully transition into learning.

Office staff warmly welcome families and visitors, assist with attendance, late arrivals, transportation changes, and student needs, while maintaining secure visitor procedures. Custodial, cafeteria, and transportation staff also contribute to the welcoming atmosphere by greeting students respectfully and supporting smooth daily operations.

Every adult is expected to model the school's GROVE framework through positive interactions, consistent expectations, and relationship-building conversations.

Student Experience

Students experience a predictable and welcoming start to every school day. Upon arrival, students are greeted by caring adults, transition independently into established classroom routines, reconnect with classmates, and participate in a Morning Community Meeting that prepares them academically, socially, and emotionally for learning.

Because expectations are explicitly taught and consistently reinforced, morning arrival is calm, structured, and efficient. Students know what to do, adults know their roles, and instructional time is protected.

Morning Community Meetings



Each school day at The Grove Academy begins with a structured morning community meeting in every classroom. It is an intentional climate-building practice that serves three purposes simultaneously. First, it builds relationships: students and teachers greet one another, share briefly, and reconnect as a community after time apart. Second, it reinforces behavioral expectations: the GROVE framework expectations are revisited, modeled, and discussed in the context of the day ahead. Third, it activates intellectual engagement. Teachers use the morning meeting to preview the day's learning, pose an opening question, or surface student curiosity in ways that prime cognitive engagement before instruction begins. The morning community meeting is the daily ritual through which climate and academics become inseparable.

The Grove Academy uses positive reinforcement to intentionally teach, strengthen, and sustain behaviors that contribute to a safe, respectful, and academically focused learning environment. Rather than waiting to respond to inappropriate behavior, adults actively recognize and reinforce behaviors aligned with the GROVE framework throughout the school day.

Teachers use behavior-specific praise to acknowledge expected behaviors by describing exactly what students did well and connecting the behavior to the school's expectations. Teachers provide specific feedback (e.g., "Thank you for showing respect by listening while your classmate was speaking," or "You demonstrated ownership by correcting your mistake and trying again."). This feedback helps students understand which behaviors contribute to a positive learning environment and increases the likelihood those behaviors will be repeated.

Student Voice

Students are provided with meaningful opportunities to contribute to the life of the school through classroom leadership roles, student recognition, goal-setting conferences, classroom discussions, and opportunities to provide feedback regarding their school experience. Student voice strengthens ownership, responsibility, and engagement.

Weekly School Wide Community Assembly

Schoolwide acknowledgment systems-such as our weekly community assembly- celebrate behaviors reflecting the GROVE framework, including perseverance, responsibility, kindness, collaboration, and leadership. Each week during our community assembly, students will experience:

- Celebration of students who exemplify the GROVE framework.
- 360 Celebrations: School leadership, teachers, and students recognize academic growth, attendance, leadership, and character.
- Reinforce the school's mission, vision, and core values.
- Provide opportunities for student leadership, performances, and community building.
- Communicate schoolwide goals and celebrate collective accomplishments.

Classroom and Individual Celebrations

Individual and classroom successes are celebrated regularly through classroom recognitions, student showcases, community celebrations, and other opportunities that acknowledge both academic growth and positive character. By consistently recognizing expected behaviors, The Grove Academy reinforces a culture where positive choices become the norm, strengthens students' sense of belonging, and minimizes disruptions that interfere with teaching and learning.



Daily	• Behavior-specific praise • Immediate feedback • Pre-corrections	Reinforce expected behaviors in real time and prevent problem behaviors before they occur.
Weekly	• Classroom acknowledgments • Student recognition	Celebrate consistent demonstration of the GROVE framework and reinforce positive classroom culture.

Family Communication

The Grove Academy views families as essential partners in creating a culture of high expectations and belonging. School staff maintain proactive, two-way communication with families to build trust, strengthen relationships, and promote shared responsibility for student success. Communication is designed to be timely, respectful, and solution-oriented, ensuring that families remain informed and actively engaged in their child's educational experience.

Teachers communicate regularly with families through classroom updates, student progress reports, conferences, phone calls, digital communication platforms, and positive outreach that recognizes student growth and achievement. When concerns arise, staff partner with families early to identify challenges, develop solutions, and coordinate supports before problems escalate.

Family communication extends beyond academics to include behavior, attendance, social-emotional development, and school engagement. By maintaining consistent communication and collaborative problem solving, The Grove Academy fosters strong home-school partnerships that reinforce shared expectations, support student growth, and strengthen every student's sense of belonging within the school community.

Discipline Philosophy

The Grove Academy views discipline as an extension of teaching and learning rather than a system of punishment. Behavioral expectations are explicitly taught, modeled, practiced, and reinforced with the same intentionality as academic content so that students develop the self-regulation, responsibility, and social skills necessary for long-term success. Through the integration of Positive Behavioral Interventions and Supports (PBIS), a Multi-Tiered System of Supports (MTSS), and restorative practices, the school provides increasingly intensive behavioral supports while maintaining students' connection to the learning community. When behavioral concerns arise, staff first seek to understand the underlying cause, teach replacement behaviors, repair relationships, and restore students to learning as quickly as possible. Exclusionary discipline is reserved for situations involving serious safety concerns or when required by law, with every effort made to preserve instructional time, strengthen relationships, and support positive behavioral change.

The Grove Academy: PBIS Multi-Tiered System of Behavioral Supports



Tier	Who Receives Support	Prevention Practices	Teaching Practices	Response Practices	Decision-Making
Tier 1 Universal (All Students)	Every student	- Clearly defined schoolwide expectations and routines. - Morning greetings and relationship building - Structured classroom procedures - Active supervision - Visual supports and behavioral reminders - Predictable schedules	- Explicit instruction of school expectations - Direct teaching of social-emotional and behavioral skills - Modeling, guided practice, and independent practice - Opportunities to practice expected behaviors across settings	- Frequent behavior-specific praise - Positive reinforcement - Supportive corrective feedback - Minimum 5:1 ratio of positive to corrective interactions	- Universal behavior screening - Classroom behavior data - Office discipline referrals - Attendance and engagement data reviewed to determine effectiveness
		- Increased structure and predictability - Additional visual prompts - Increased adult check-ins - Targeted seating or environmental supports - Check-In/Check-Out (CICO) - Small-group interventions	- Small-group social skills instruction - Re-teaching behavioral expectations - Explicit instruction focused on identified skill deficits - Frequent rehearsal and modeling	- Increased behavior-specific feedback - Daily Progress Reports (DPRs) - Enhanced reinforcement systems - Family communication - Goal monitoring and celebration of progress	- Weekly progress monitoring - Student Support Team review of behavior data - Determine whether supports should continue, fade, or intensify



Tier 3 Intensive (Few Students)	Students with persistent or significant behavioral needs	• Individualized environmental supports • Personalized routines and schedules • Individual behavior prevention plans • Increased adult mentoring and connection	• Individualized behavior instruction • Explicit replacement behavior instruction • Functional skill development • Intensive coaching and modeling	• Individualized reinforcement systems • Behavior Intervention Plan (BIP)Frequent performance feedback • Crisis prevention and de-escalation supports when needed	• Functional Behavioral Assessment (FBA)Individual progress monitoring• Weekly SST review Ongoing collaboration with families and specialists
--	--	---	--	---	---

Restorative Practices

The Grove Academy's approach to behavior is restorative, not punitive. When behavioral concerns arise, the school's first response is to understand, repair, and reconnect and not to remove and exclude. This approach is grounded in the school's core value of Owning Your Actions and reflects the conviction that students learn more from guided reflection than from isolation.

At the Tier 1 level, teachers facilitate brief restorative conversations that help students identify the impact of their actions, take responsibility, and identify what they will do differently. These conversations are built into the fabric of daily classroom practice.

At the Tier 2 level, restorative circles and structured mediation provide a more formal process for students whose behavioral patterns require deeper intervention. These circles include the student, affected peers or adults, and a trained facilitator, and they focus on rebuilding relationships and restoring a sense of belonging within the community.

At the Tier 3 level, restorative conferences bring together students, families, school leadership, and support professionals to develop a shared plan for repairing harm and re-establishing the conditions for success. Exclusionary discipline - suspension or removal from the learning environment - is used only as a last resort, and never as a substitute for the deeper work of understanding and addressing root causes.

Q18.Family Engagement and Two-Way Communication Provide a family engagement plan that includes communication cadence, two-way feedback methods, and how the school will respond to concerns. Include language access and accessibility supports and how engagement will be measured.



The Grove Academy recognizes that strong partnerships between families and schools are essential to student success. The school will implement a comprehensive family engagement plan designed to build meaningful relationships with families, increase participation in school life, and maintain consistent communication regarding student learning and school initiatives. This plan emphasizes collaboration between families, educators, and community partners to create a supportive learning environment for every child.

Communication Plan

The following table outlines The Grove Academy's family communication system by type, frequency, strategy, and purpose:

Communication Type	Frequency	Strategy/Platform	Purpose
Classroom updates	Weekly	ClassDojo	Share instructional topics, upcoming activities, student celebrations
Teacher response to family messages	Within 24 hours	ClassDojo direct message	Ensure timely, responsive two-way communication
Schoolwide announcements	As needed / weekly	ClassDojo, Remind	Share calendar updates, events, policy reminders
Student progress updates	Ongoing + formal windows	Home Access Center (HAC), ClassDojo	Keep families informed of academic performance
Family Orientation	3x (minimum) before the school year begins	In-person/Zoom	Introduce mission, GROVE framework, academic expectations, systems
Family learning nights (literacy and math)	1 per semester per year minimum	In-person workshop	Build family capacity to reinforce academic skills at home



Family surveys	2x per year	Digital + paper	Collect feedback on school climate, communication, and engagement quality
Positive outreach connections	First 2 weeks + ongoing	Phone / ClassDojo/Zoom	Establish relational foundation before any concern-based communication
Newsletters	Monthly	Email / paper / ClassDojo	Celebrate community, share school news, highlight student work
Individual family conferences	2x per year + as needed	In-person / phone	Discuss individual student progress, goals, and support plans
Emergency/urgent communication	As needed	Remind, phone	Time-sensitive safety or schedule information

Communication Equity and Accessibility

The Grove Academy serves a community in which a significant proportion of families projected at approximately 25% of enrollment speak a home language other than English. The school's communication systems are designed with this reality as a baseline expectation, not an accommodation.

ClassDojo's built-in translation features allow families to receive all messages in their preferred language automatically. All written materials including the student and family handbook, event invitations, the GROVE framework overview, and survey instruments will be translated into Spanish and any additional languages represented in the school's enrollment.

For families of emergent bilingual students specifically, the school will offer additional touchpoints around language development, academic progress in both the home language and English, and how to support bilingual literacy at home. The school recognizes that these families are navigating two systems simultaneously and that meaningful engagement requires meeting them in that complexity with competence and care.

Measuring Engagement and Closing the Loop

The school will track participation rates across all major engagement touchpoints, family learning nights and family surveys and will analyze data disaggregated by grade level, home language, and other relevant demographic factors to identify which families are least reached and why.



Family surveys will be administered twice per year and will assess satisfaction with communication, sense of welcome and belonging, confidence in supporting their child's learning, and perception of whether family input influences school decisions. Survey results will be shared back with families in accessible, plain-language summaries. The school will report publicly on engagement trends annually and will use findings to revise programming, communication approaches, and outreach strategies.

Complaint and Grievance Policy

The Grove Academy is committed to maintaining open communication and resolving concerns in a fair, timely, and transparent manner. The school encourages concerns to be addressed at the lowest appropriate level whenever possible while ensuring that all parties have access to a formal process for review and appeal. Written procedures governing complaints and grievances will be included in the Student and Family Handbook and Employee Handbook.

Step 1: Informal Resolution

Whenever appropriate, parents, students, staff, or community members are encouraged to first address concerns directly with the classroom teacher or staff member most closely connected to the issue. Concerns may be communicated through email, telephone, or a scheduled conference. School personnel will make reasonable efforts to resolve concerns collaboratively and promptly.

Step 2: Written Complaint to the Principal

If the concern cannot be resolved informally, the complainant may submit a written complaint to the Principal using the school's complaint form or by written correspondence. The complaint should include a description of the issue, relevant dates, individuals involved, and the requested resolution. The Principal will acknowledge receipt of the complaint, review relevant information, meet with appropriate parties as necessary, and provide a written response within ten (10) business days whenever practicable. Documentation associated with the complaint will be maintained by the school.

Step 3: Appeal to the Chief Executive

If the complainant believes the matter has not been satisfactorily resolved, a written appeal may be submitted to the Chief Executive within ten (10) business days of receiving the Principal's decision. The Chief Executive will conduct an independent review of the complaint, examine relevant records, consult with appropriate personnel, and issue a written determination within ten (10) business days whenever practicable.

Step 4: Appeal to the Board of Directors

If the complainant remains dissatisfied following review by the Chief Executive, the matter may be appealed in writing to the Board of Directors. The appeal must identify the basis for disagreement with the prior decision and include any supporting documentation.

The Board will review whether established policies and procedures were followed and whether the complainant received due process. The Board may uphold, modify, or remand the matter to school leadership for further review. The Board's decision shall constitute the final level of review within the school.

Documentation and Recordkeeping

All formal complaints and grievances beyond the informal resolution stage will be documented and maintained in accordance with applicable laws and school policies. Written records will include the complaint, supporting documentation, investigation findings, correspondence, and final determinations. Records will be maintained securely and treated confidentially to the extent permitted by



law.

Prohibition Against Retaliation

Retaliation against any individual who files a complaint or participates in an investigation is prohibited. The Grove Academy is committed to ensuring that concerns may be raised in good faith without fear of intimidation, harassment, or adverse treatment.

Q19. Governance Structure and Board Capacity Describe the governance structure and provide a board roster or board recruitment plan. Identify how board members are selected, what competencies are covered, and how conflicts of interest are managed. If board formation is in progress, provide a timeline and recruitment process.



Governance Structure

The Grove Academy's Board of Directors will establish and maintain a clear governance structure designed to ensure that the board operates with purpose, consistency, and accountability. Guided by our Bylaws, the board will meet once a month, with agendas developed through the work of each committee and collaboratively by the Board Chair and the Superintendent in advance of each meeting. All board members will receive meeting materials, including financial reports, academic updates, and committee summaries, two weeks prior to the scheduled monthly meeting to allow for informed participation and deliberate decision-making.

The Board Chair and Superintendent will collaborate in advance of each meeting to develop agendas aligned to the board's annual calendar of work and strategic priorities. Board members will receive meeting materials, including committee reports, financial statements, academic updates, and supporting documentation, at least two weeks prior to scheduled meetings to ensure adequate time for review and informed decision-making.

Committee recommendations serve as the primary mechanism for bringing matters before the board. Committees analyze issues within their respective areas of responsibility, develop recommendations, and report findings to the full Board of Directors for discussion and action. Once decisions are made, responsibility for implementation rests with the Superintendent and school leadership team, while the board monitors progress through regular reports and established performance indicators.

To ensure continuity and responsiveness, the Board Chair and Superintendent maintain weekly communication between meetings regarding emerging issues, strategic priorities, and matters requiring board attention. The board also maintains an annual calendar identifying recurring responsibilities, including budget approval, policy review, audit oversight, board development, and academic performance monitoring.

The Governance Committee oversees board effectiveness through annual evaluations of the board, individual directors, and board meeting processes. Board officers serve defined terms with succession planning to support leadership continuity, and new members participate in a comprehensive orientation process followed by ongoing governance training as determined by board needs.

Board of Directors

Chambers, Tonya, Secretary, Governance Committee

Major responsibilities include:

- Maintain board minutes and official records.
- Certify and preserve the school's bylaws.
- Ensure compliance with open meeting laws and procedural requirements.
- Issue required legal notices.
- Maintain the board's decision-making history.
- Promote transparency and public accountability.

Diamond, David, Board Member, Facilities Ad Hoc Committee

Major Responsibilities:

- reviewing facility options,
- monitoring renovation and occupancy timelines,
- ensuring compliance with applicable health and safety requirements,



- reviewing facility-related contracts and expenditures, and
- supporting planning related to maintenance, transportation flow, and future expansion needs.

Duncan, Jerelyn, Treasurer, Finance Committee

Major responsibilities include:

- Chair the Finance Committee.
- Lead annual budget development.
- Monitor budget implementation and financial performance.
- Ensure accurate financial reporting.
- Oversee accounting and recordkeeping practices.
- Ensure compliance with financial reporting requirements.
- Coordinate the annual audit process.
- Review long-range financial projections.
- Recommend financial policies and internal controls.
- Safeguard the organization's fiscal integrity.

Torrence, Venus, Board Member, Academic Achievement Committee

- Work alongside the school leader to define academic success and monitor fulfillment of charter commitments.
- Establish and review measures of enrollment, student demographics, and academic performance.
- Monitor educator workforce needs and teacher pipeline development.
- Support partnerships with educator preparation programs and licensure pathways.
- Advise the Board on educator recruitment, development, and retention strategies.
- Review succession planning and receive reports on licensure compliance, teacher qualifications, and professional development.

Townsend, Cynthia, Board Chair, Governance Committee

Major responsibilities include:

- Preside over meetings of the Board of Directors.
- Collaborate with the Superintendent to develop board meeting agendas.
- Appoint volunteers to board committees and leadership positions.
- Oversee the implementation of board and school policies.
- Ensure compliance with legal, ethical, and governance standards.
- Lead the hiring and evaluation of the Superintendent/Chief Executive.
- Chair the Governance Committee during the school's founding years.
- Foster effective board culture and leadership development.
- Promote strong community relationships and organizational stewardship

Board Competencies

Competency	Board Expertise
Governance	Board Chair, Secretary



Finance	Treasurer
Academics	Academic Committee
Legal	Board Secretary
Facilities	Facilities Ad hoc Committee
Community Relations	Chair + Members
Strategic Planning	Multiple members

Board Recruitment and Selection

The Grove Academy employs a rigorous, multi-stage prospecting and vetting process designed to ensure that each board member demonstrates strong alignment with the school’s mission, vision, and core values, as well as the expertise and capacity necessary to govern effectively. In accordance with the organization’s Bylaws, the governing board will consist of no fewer than five (5) and no more than eleven (7) members. Board composition is intentionally designed to reflect diverse professional expertise, lived experiences, community perspectives, and leadership capacities necessary to support the long-term success of the school.

The Founder worked alongside a BES Governance Coach to develop and refine the board recruitment, vetting, and onboarding process to ensure alignment with strong charter governance practices. The selection process follows a structured prospecting timeline that moves through six sequential phases:

- an initial vetting review,
- an introductory email,
- a phone call,
- a Zoom or in-person meeting,
- a final vetting call,
- and a final decision.

This sequence ensures that candidates are evaluated across multiple points of contact before a commitment is made.

Prior to any final prospecting call, the Founder reviews each candidate’s expertise, professional experience, organizational affiliations, and potential conflicts of interest against the board’s identified skill needs. Recruitment efforts intentionally extend beyond the Founder’s immediate network to build a board that reflects diversity in perspective, background, skill set, and community connection. Mission-aligned candidates advance through one or more follow-up meetings before a final prospecting call is scheduled.

During the final prospecting call, candidates are assessed on four key dimensions:

- their alignment with The Grove Academy’s mission and strategic direction,
- their ability to contribute diverse perspectives and expertise to board decision-making,
- their cultural fit with the board’s expectations for integrity and collaboration, and
- their readiness to fulfill the fiduciary and governance responsibilities of board service.

Following the final call, the Founder conducts a structured debrief to assess each candidate’s overall readiness and alignment.



Candidates who successfully complete this process are invited into a comprehensive onboarding sequence that includes access to board policies, governing documents, training materials, and organizational communications to ensure they are positioned for meaningful contribution from the beginning of their service. Upon authorization, the Governing Board will assume full ownership of the vetting and onboarding process to ensure these rigorous standards are sustained over time.

Committee Appointments and Membership

Committee appointments are made annually by the Board Chair and approved by the Board of Directors. Assignments are based primarily on individual board members' professional expertise, experience, interests, and the strategic needs of the organization. This approach ensures that committees are composed of members whose knowledge and skill sets align with the committee's responsibilities and enable the board to exercise effective oversight.

In determining committee assignments, the Board considers factors including educational expertise, financial and accounting experience, governance and leadership experience, fundraising and community partnerships, facilities and operations knowledge, and other specialized competencies needed to support the school's mission and charter commitments. Committee membership may also be adjusted periodically to strengthen board capacity, support leadership development, and respond to the evolving needs of the organization.

Although committee assignments reflect members' expertise, all committees remain accountable to the full Board of Directors, and recommendations are brought forward for board discussion and action. The Board Chair serves as an ex-officio member of committees when appropriate and works to ensure balanced participation and opportunities for future board leadership development. Committees are non-voting.

Academic Achievement Committee | *Expertise: Education, Academic Accountability, Data and Assessment*

The Academic Achievement Committee is convened by and reports to the Board of Directors. This committee holds primary responsibility for working alongside the school leader to define what academic achievement means for The Grove Academy, ensure that all board members understand the charter promises made to the community and the authorizer, and establish clear and consistent measures to monitor enrollment, student demographics, and academic outcomes. The committee collaborates with school leadership to set annual academic achievement goals for board approval, identifies barriers to reaching those goals, and arranges board training on issues related to academic oversight as needed. This is a governance function, not a management function, and the school leader plays a significant role in informing the committee's work.

Finance Committee | *Expertise: Finance, Budgeting, Audit, Long-Range Financial Planning*

The Finance Committee is convened by and reports to the Board of Directors and is chaired by the Treasurer. This committee holds responsibility for working with the school leader to develop the annual fiscal year budget, present budget recommendations to the full board, monitor implementation of the approved budget on a regular basis, and recommend budget revisions as needed. The committee also reviews grant proposals, oversees a three-year financial forecast and long-range financial planning process, arranges for the annual audit, and recommends appropriate policies for the management of the organization's assets. The Board Chair serves as an ex-officio member of this committee.

Governance Committee | *Expertise: Governance, Board Development, Leadership Pipeline*



The Governance Committee is convened by and reports to the Board of Directors and is chaired by the Board Chair. This committee holds responsibility for building and maintaining an effective board for The Grove Academy through a continuous improvement process. In the school's founding years, the Board Chair served dual roles as both Board Chair and Governance Committee Chair to ensure the vision for board culture and effective governance is established from the outset.

Fund Development Committee | Expertise: Fundraising, Grant Development, Community Partnerships, Strategic Resource Development

The Fund Development Committee is convened by and reports to the Board of Directors. This committee holds responsibility for supporting the long-term financial sustainability of The Grove Academy through strategic fundraising, donor engagement, grant development, and community partnership cultivation. The committee works alongside the school leader to identify funding opportunities aligned to the school's mission and strategic priorities, support the development of fundraising goals and campaigns, and strengthen relationships with philanthropic organizations, business partners, and community stakeholders. The committee also assists in building a culture of stewardship and resource development across the organization while ensuring fundraising practices aligning with board-approved policies, ethical standards, and long-term sustainability goals. This is a governance and strategic support function, not a management function, and the school leader plays a significant role in informing and implementing the committee's work.

Facilities Ad Hoc Committee | Expertise: Facilities Planning, Operations, Compliance, Capital Improvement

The Facilities Ad Hoc Committee is convened by and reports to the Board of Directors and will operate primarily during the planning year (Y0) and first year of operation (Y1), with continuation thereafter as needed. This committee holds responsibility for supporting the school leader and Board of Directors in matters related to facility acquisition, readiness, safety, compliance, and long-term facilities planning. The committee also assists the board in assessing risks associated with facilities operations and ensuring that the learning environment supports the academic and operational goals of The Grove Academy. This is a governance and oversight function, not a management function, and the school leader plays a significant role in informing and coordinating the committee's work.

Managing Conflicts of Interest

The Grove Academy's Board of Directors will establish and maintain policies and procedures designed to ensure compliance with all applicable federal, state, and local laws governing charter school operations, open meetings, public records, financial accountability, and ethical conduct. The board will operate in accordance with its Bylaws, Conflict-of-Interest Policy, and other board-approved policies, ensuring that governance decisions are conducted with transparency, integrity, and accountability.

All board members will be required to review, sign, and adhere to the school's Bylaws and Conflict-of-Interest Policy upon appointment and annually thereafter. Board members must disclose any personal, professional, or financial interests that could present a conflict and, when appropriate, recuse themselves from discussions, deliberations, and voting involving those matters. These disclosures and recusals will be documented in board minutes to ensure transparency and public trust.

The Secretary serves as the board's protocol officer and is responsible for maintaining official records, ensuring that meeting notices and minutes are prepared and maintained in accordance with Arkansas open meeting laws and public records requirements. Board actions and committee reports are documented and preserved to maintain an accurate record of board decisions and organizational accountability.



To strengthen legal and ethical compliance, board members will participate in required governance training and ongoing board development opportunities consistent with Arkansas requirements and best practices. Training topics include:

- board roles and responsibilities;
- ethics and conflicts of interest;
- the Arkansas Freedom of Information Act and open meetings requirements;
- school finance and fiscal oversight;
- academic accountability and student achievement;
- personnel policies and legal issues;
- strategic planning and board governance; and
- superintendent evaluation and board leadership.

The Governance Committee oversees the board's continuous improvement process and conducts annual reviews of board policies, governance practices, and board effectiveness. These reviews help identify gaps in policy implementation, training needs, and emerging legal or regulatory requirements. Recommendations for policy revisions and governance improvements are presented to the full Board of Directors for consideration and approval.

In addition, the board maintains access to legal counsel and other professional advisors as needed to provide guidance regarding employment matters, contract review, regulatory requirements, ethics issues, and other legal matters affecting the school. Legal review is utilized proactively to minimize risk and ensure compliance with applicable laws and regulations.

Board members who violate board policies or ethical standards are subject to review by the Governance Committee and may be subject to corrective action, including removal from the board in accordance with the school's bylaws. Through these structures and processes, The Grove Academy seeks to promote a culture of ethical leadership, transparency, public accountability, and compliance with all applicable laws and rules governing charter school operations.

Q20. Board Oversight, Dashboards, and Intervention Triggers Explain how the board will monitor academic, financial, and operational performance without micromanaging. Provide a sample monthly dashboard with 10 to 15 key indicators and the thresholds that trigger board action. Describe the escalation ladder and required corrective actions.



The Grove Academy utilizes two governance dashboards that reflect the evolving responsibilities of the Board of Directors. During the planning and startup phase, the Board monitors organizational readiness through a Startup Readiness Dashboard that tracks critical milestones related to governance, finance, staffing, facilities, compliance, and enrollment. Upon opening, the Board transitions to a Monthly Performance Dashboard that monitors academic, financial, and operational performance through key performance indicators, established trigger thresholds, and corrective action protocols. Together, these dashboards provide continuous governance oversight from charter approval through full school operation.

Monitoring Academic Performance

The Academic Achievement Committee, working in partnership with the school leader, will hold primary responsibility for defining academic achievement for The Grove Academy and establishing annual school improvement goals for full board approval. At the start of each school year, the committee will present measurable academic goals aligned to The Grove Academy's charter commitments to the community and the authorizer, including performance targets on Arkansas's ATLAS assessment system, student growth benchmarks, and enrollment and demographic goals. Progress toward these goals will be monitored at each regular board meeting through data reports prepared by school leadership, with the Academic Achievement Committee responsible for analyzing trends, identifying barriers, and recommending strategies for improvement to the full board. The board will conduct a formal annual review of school performance at the close of each academic year, assessing outcomes against established benchmarks and informing goal setting for the following year.

This cycle of goal setting, monitoring, and annual review ensures that the board maintains rigorous and ongoing oversight of the school's academic performance and remains accountable to the students, families, and community it serves.

Monitoring Financial Performance

The Finance Committee, chaired by the Treasurer and supported by the Chief Executive, will hold primary responsibility for ensuring the fiscal health and long-term sustainability of The Grove Academy. The committee will develop and present an annual operating budget to the full board for approval prior to the start of each fiscal year and will monitor budget implementation monthly throughout the year, reporting variances and recommending adjustments as needed. The board will receive and review monthly financial reports that provide a complete and transparent picture of the school's financial position, including revenue, expenditures, cash flow, and fund balances.

The Finance Committee will also maintain a three-year financial forecast and long-range financial plan to ensure that the board is making decisions with a full understanding of both immediate and future fiscal implications. An independent annual audit will be arranged by the Finance Committee and presented to the full board, with any findings addressed through a board-approved remediation plan. The board will adopt and enforce financial policies and procedures governing expenditure approval thresholds, procurement, asset protection, and investment management to safeguard the school's public resources and ensure accountability to its authorizer, families, and the broader community.

Monitoring Operational Performance

Escalation Ladder and Required Corrective Actions

The Board of Directors uses a structured escalation process to monitor organizational performance while maintaining appropriate governance oversight. Dashboard indicators are reviewed monthly and categorized using Green, Yellow, and Red performance thresholds. As indicators move from Green to Red, the level of board oversight and required corrective action increases. This



approach enables the Board to provide strategic oversight without assuming responsibility for day-to-day management.

Performance Status	Board Response	Required Corrective Action
Green meets or exceeds established targets.	CEO monitors performance and provides routine updates through the monthly dashboard. Board acknowledges progress and continues regular oversight.	No corrective action required. Continue implementation and routine monitoring.
Yellow approaches established trigger thresholds or declines for one reporting cycle.	Assigned committee (Academic, Finance, or Governance) reviews the indicator and requests additional information from the CEO. Progress is monitored monthly until performance returns to Green.	CEO develops a targeted improvement strategy, identifies contributing factors, and implements short-term corrective actions.
Red falls below established thresholds or demonstrates significant or sustained decline.	Board committee conducts a formal review and recommends corrective action to the full Board. The CEO presents a written Corrective Action Plan with measurable benchmarks and implementation timelines. Progress is reported monthly until the indicator returns to an acceptable level.	Immediate implementation of the Corrective Action Plan, increased monitoring, allocation of additional resources or supports, and, when necessary, revision of operational, academic, or financial strategies.

Corrective Actions by Performance Area

Academic Performance

If academic indicators fall below established thresholds, the Academic Committee reviews student performance data, intervention effectiveness, curriculum implementation, and instructional practices. Corrective actions may include:

- Curriculum implementation review
- Increased instructional coaching
- MTSS fidelity review
- Additional intervention staffing or instructional supports
- More frequent progress monitoring

Financial Health

If financial indicators trigger board intervention, the Finance Committee reviews the school's financial position and cash flow projections. Corrective actions may include:

- Budget amendments
- Spending controls or expenditure reductions
- Enrollment recovery strategies
- Cash flow and reserve planning
- Monthly financial monitoring until targets are restored



Operational Health

If operational indicators decline, the appropriate committee reviews staffing, compliance, or organizational performance. Corrective actions may include:

- Recruitment and retention strategies
- Compliance improvement plans
- Professional development
- Family engagement initiatives
- Operational process improvements

Governance Philosophy

The escalation ladder is designed to preserve the Board's governance role by focusing on performance outcomes rather than day-to-day operations. The Board establishes expectations, monitors key performance indicators, and holds school leadership accountable for results. The Chief Executive Officer retains responsibility for implementing corrective actions and managing daily operations, while the Board provides strategic oversight, monitors progress, and ensures accountability through its committee structure and monthly performance dashboard.

Applicant Evidence :


The Grove Academy Monthl...

Uploaded on 7/7/2026 by Terri
Guy

Q21.Leadership Roles and Talent Strategy Identify the head of school and key leaders or describe the recruitment plan and timeline to hire them. Provide evidence of qualifications and prior results. Describe the staffing model, hiring process, and retention supports that stabilize the team.



Chief Executive/Head of School

Appointment and Role

Dr. Terri Guy is anticipated to serve as the founding Head of School of The Grove Academy during Founding Years 1-3 while concurrently serving as the school's Chief Executive. In this dual capacity, Dr. Guy will report directly to the Board of Directors and hold responsibility for instructional leadership, daily school operations, teacher development, student achievement, organizational management, and implementation of the school's mission and charter commitments. The Board further determined that maintaining a single executive and instructional leader during the school's early years represented the most appropriate and fiscally responsible approach given projected enrollment levels and available resources. This structure promotes organizational coherence, clear accountability, and strong alignment between instructional priorities and operational decision-making during the startup phase.

Leadership Qualities and Capacity

Dr. Guy's qualifications for the head of school role are grounded in extensive experience as a charter school leader, literacy specialist, instructional coach, educator preparation leader, and academic improvement strategist across K-12 and higher education settings. As the former principal of Exalt Academy of Southwest Little Rock and Founding Principal/Academy Director of Scholarmade Achievement Place of Arkansas, she led instructional programming, school operations, staff development, student achievement initiatives, and school culture improvement within charter school environments serving diverse student populations.

Her leadership demonstrates a strong track record of improving student outcomes through data-driven instructional leadership and strategic teacher development. While serving as principal at Exalt Academy, Dr. Guy led efforts that increased the school's ESSA Weighted Achievement score by seven percentage points, reduced major disciplinary infractions by 34%, maintained 87% student retention, and increased foundation funding through strategic recruitment and community engagement.

As a Reading Specialist, literacy interventionist, instructional coach, and university faculty member, Dr. Guy has extensive experience supporting teachers through coaching cycles, professional development, instructional walkthroughs, and performance feedback. Her expertise in literacy, intervention systems, educator preparation, and school improvement uniquely positions her to establish the instructional systems and culture necessary for The Grove Academy's success.

Equally important, Dr. Guy's longstanding relationships throughout the Greater Little Rock community ensure that her leadership is grounded in trust, cultural responsiveness, and a deep commitment to the children and families The Grove Academy was designed to serve.

Leadership Structure Rationale

The Board of Directors adopted a dual-role leadership structure for the school's founding years because it provides clear accountability, organizational coherence, and fiscal stewardship during the startup phase. With projected enrollment levels of 90 students in Year 1 and 196 students by Year 3, the Board determined that maintaining separate executive and principal positions would create unnecessary administrative costs and reduce resources available for direct instructional support.

This structure is both feasible and intentional. During Years 1-3, Dr. Guy will serve concurrently as Head of School and Chief Executive, ensuring that instructional priorities, operational decisions, and strategic planning remain tightly aligned. To support sustainability, responsibilities that do not require the direct involvement of the Principal are intentionally distributed across the



organization. The Dean of Operations will oversee daily operational functions, while contracted back-office services will provide support in areas such as finance, payroll, human resources administration, and regulatory reporting. This deliberate division of labor enables Dr. Guy to maintain primary focus on instructional leadership, teacher development, and student achievement.

The Board views this structure as a time-bound strategy rather than a permanent organizational model. Beginning in Year 2 the Board will initiate a search for a dedicated Principal in anticipation of continued enrollment growth and increasing organizational complexity. Upon hiring of a Principal for year 3, Dr. Guy will transition into a full-time Chief Executive role, providing strategic leadership, board relations, and organizational oversight while supporting the development and onboarding of the new instructional leader. This phased transition reflects the Board's commitment to sustainable growth, succession planning, and leadership development.

Key Leaders

Director of Operations

The Dean of Operations leads all non-instructional functions of The Grove Academy and is responsible for designing, implementing, and managing the operational systems and structures necessary to ensure a safe, efficient, organized, and compliant learning environment. Reporting directly to the Principal, the Dean of Operations serves as the school's operational leader and works to ensure that the daily operational functions of the school support the academic mission and allow instructional leaders and teachers to remain focused on student learning and achievement.

The Dean of Operations oversees the development, coordination, and management of the following operational areas:

- Front office operations and administrative systems
- Student enrollment, registration, records management, and scheduling
- Family communication systems and operational responsiveness
- Attendance systems and operational reporting
- Facilities management and campus operations
- Building maintenance, repairs, and custodial coordination
- Vendor relationships and contracted operational services
- Health, safety, and regulatory compliance requirements
- Emergency procedures, drills, and operational safety planning
- School operations logistics, including arrival, dismissal, and traffic flow
- Operational aspects of student services and school events
- Inventory management, purchasing coordination, and operational supply systems
- Food service coordination and operational support services
- Technology and operational infrastructure coordination
- Coordination with back-office providers and external operational partners

The Dean of Operations also holds primary responsibility for ensuring that the school facility remains safe, clean, functional, and conducive to learning. This includes monitoring compliance with all applicable health, safety, occupancy, and operational requirements while proactively addressing facility and operational needs before they disrupt instruction.

Back Office Provider



The Back Office Provider serves as The Grove Academy's bookkeeper and accountant and is responsible for managing the school's financial systems and ensuring accurate, timely, and compliant fiscal operations. Reporting directly to the Chief Executive/Principal and working closely with the Dean of Operations, Board Treasurer, and Finance Committee, the Back Office Provider provides ongoing financial oversight and technical expertise necessary to support sound stewardship of public funds. The Back Office Provider serves as a critical partner in maintaining financial transparency, internal controls, regulatory compliance, and the long-term fiscal sustainability of The Grove Academy. Working collaboratively with the Chief Executive/Principal, Dean of Operations, and Board Finance Committee, this position provides the specialized expertise necessary to ensure that financial resources are managed efficiently and strategically in support of the school's mission and charter commitments.

Major responsibilities include:

- Maintaining the school's general ledger and accounting records;
- Processing payroll and managing employee compensation and benefits transactions;
- Managing accounts payable and accounts receivable functions;
- Preparing monthly financial statements and cash-flow reports for school leadership and the Board of Directors;
- Monitoring expenditures and revenues to ensure alignment with the board-approved budget;
- Assisting in the development of annual operating budgets and multi-year financial projections;
- Supporting grant budgeting, expenditure tracking, and financial reporting requirements;
- Preparing state and federal financial reports and ensuring compliance with applicable accounting standards and regulations;
- Managing purchasing processes and maintaining internal controls designed to safeguard organizational assets;
- Coordinating audit preparation and serving as the primary liaison with independent auditors;
- Monitoring cash reserves and supporting contingency planning efforts;
- Assisting with procurement activities, requests for proposals (RFPs), vendor evaluations, and contract administration in partnership with the Dean of Operations;
- Maintaining financial records required for Arkansas Department of Education reporting and charter accountability;
- Providing financial analyses and recommendations to support strategic decision-making;
- Ensuring timely reconciliation of bank accounts and financial transactions;
- Supporting the Board Treasurer and Finance Committee through the preparation of financial reports, budget updates, and audit materials;
- Monitoring contracted service relationships, including food and nutrition services, custodial services, and other operational vendors, to ensure expenditures are accurately tracked and contract obligations are fulfilled; and
- Providing guidance to school leadership regarding financial compliance, risk management, and best practices in nonprofit and public charter school fiscal management.

Through these responsibilities, the Back Office Provider serves as a critical partner in maintaining financial transparency, internal controls, regulatory compliance, and the long-term fiscal sustainability of The Grove Academy. Working collaboratively with the Chief Executive/Principal, Dean of Operations, and Board Finance Committee, this position provides the specialized expertise necessary to ensure that financial resources are managed efficiently and strategically in support of the school's mission and charter commitments.

Staffing Model



***Paraprofessional Model:** *The Grove Academy's pa*

Paraprofessional model includes a combination of University of Arkansas at Little Rock teacher residents, and City Year AmeriCorps. These personnel provide classroom support, assist with structured learning stations, and strengthen instructional capacity while simultaneously developing future educators.

Growth Model

The Grove Academy utilizes a deliberate slow-growth model, opening with Kindergarten and Grade 1 and adding one grade level annually. Staffing levels will increase proportionately as enrollment expands, ensuring that organizational capacity, instructional supports, and financial resources remain aligned with the school's growth trajectory and long-term sustainability goals.

General Education Teachers

The four general education teachers serve as the primary instructional leaders for students in Kindergarten and Grade 1. Teachers are responsible for delivering standards-aligned instruction using the school's adopted curriculum, implementing small-group instruction and structured learning stations, analyzing student performance data, participating in collaborative planning, and maintaining strong relationships with families. Teachers also coordinate Tier II supports and work closely with intervention staff to ensure that instruction remains responsive to individual student needs.

Special Education/ELL Teacher

The Special Education/ELL teacher provides specialized instruction and support for students with disabilities and multilingual learners. Responsibilities include developing and implementing Individualized Education Programs (IEPs), coordinating services, monitoring student progress, collaborating with classroom teachers, ensuring compliance with federal and state requirements, and supporting differentiated instruction to promote access to grade-level learning.

Related Arts Teacher



The Related Arts teacher provides instruction in enrichment areas while also supporting the school's daily schedule by providing students with opportunities for creativity, exploration, and movement. In addition to delivering standards-based related arts experiences, this position provides protected planning time for classroom teachers and contributes to interdisciplinary learning experiences that reinforce the school's instructional model.

Paraprofessionals

The Grove Academy's paraprofessional model reflects its commitment to both instructional support and educator development. The four paraprofessional positions are comprised through partnerships with the University of Arkansas at Little Rock Teacher Residency Program and City Year AmeriCorps members. These personnel support classroom instruction, support students in structured learning stations, reinforce routines and expectations, and provide additional assistance to students under the direction of classroom teachers. This model expands instructional capacity while simultaneously developing future educators.

School Nurse

The school nurse promotes the health and well-being of students by managing medications, monitoring health plans, providing first aid, maintaining immunization records, coordinating with families and healthcare providers, and supporting compliance with state health requirements. The nurse also assists in health education and emergency preparedness efforts.

School Counselor

The licensed School Counselor serves as the school's student support leader by coordinating the comprehensive counseling program, MTSS interventions, PBIS implementation, attendance initiatives, social-emotional learning, family engagement, crisis response, and career awareness programming.

Operations Team**Office Manager**

The Office Manager serves as the central point of contact for students, families, and staff. Responsibilities include managing front office operations, processing attendance information, coordinating family communications, maintaining records, assisting with purchasing and inventory, and supporting the daily administrative needs of the school.

Registrar

The Registrar oversees student enrollment and records management. Responsibilities include maintaining cumulative records, processing student enrollment and withdrawal documentation, ensuring data accuracy, supporting state reporting requirements, and coordinating student information systems to ensure compliance with Arkansas Department of Education requirements.

Custodial and Food Service Personnel

Custodial and food service personnel provide essential services that contribute to a safe, healthy, and welcoming learning environment. These staff members are responsible for maintaining cleanliness and sanitation, supporting building safety, preparing and serving meals, and ensuring compliance with health and nutrition standards.

Retaining High-Performing Staff



The Grove Academy recognizes that retaining effective educators is essential to achieving strong student outcomes and maintaining organizational stability. The school's retention strategy is designed to create a professional environment in which teachers are supported, developed, valued, and provided opportunities for long-term growth. Consistent with emerging best practices in Arkansas and research on teacher retention, our approach focuses on five interconnected areas: competitive compensation, instructional support, professional growth, positive school culture, and leadership responsiveness.

Competitive Compensation and Benefits

The Grove Academy will offer salaries and benefits that are competitive with surrounding districts and aligned with Arkansas compensation requirements established under the LEARNS Act. Compensation decisions will be reviewed annually to remain competitive within the Central Arkansas labor market. Eligible employees will have access to state retirement benefits, health insurance, paid leave, and other benefits available to Arkansas public school employees.

Instructional Support and Protected Planning Time

Recognizing that teacher burnout is often linked to lack of support and excessive workload, The Grove Academy intentionally provides structures designed to strengthen teacher effectiveness while protecting teacher time. Teachers receive daily protected planning periods during related arts blocks and participate in collaborative grade-level planning meetings focused on student data, instructional design, and intervention planning. The school's instructional model further supports teachers through the use of paraprofessionals and teacher residents, allowing classroom teachers to provide targeted small-group instruction while receiving assistance with learning stations, classroom routines, and student support. These structures are designed to increase instructional capacity and reduce unnecessary workload demands.

Professional Growth and Career Development

Professional learning at The Grove Academy is job-embedded and aligned to teacher needs identified through classroom observations, coaching cycles, TESS evaluations, student performance data, and collaborative planning. Teachers receive regular feedback and individualized support designed to strengthen instructional practice. New teachers and teacher residents participate in structured onboarding and mentoring experiences. Ongoing professional learning includes coaching cycles, collaborative planning, literacy-focused professional development, and opportunities to assume leadership responsibilities. As the school grows, teachers may pursue expanded roles, including mentoring teacher residents, leading professional learning communities, serving as grade-level leaders, and participating on instructional leadership teams.

Positive School Culture and Teacher Well-Being

The Grove Academy is committed to fostering a supportive and collaborative workplace characterized by trust, professionalism, and shared responsibility for student success. School leaders prioritize clear communication, recognition of staff accomplishments, and opportunities for meaningful teacher voice in decision-making. To maintain a healthy organizational culture, the school will periodically administer climate and culture surveys to assess staff perceptions related to communication, collaboration, support, and working conditions. Survey findings will inform continuous improvement efforts and help leadership proactively address concerns affecting morale and retention.

Leadership Support and Continuous Improvement



Research consistently identifies strong leadership as one of the most important factors influencing teacher retention. Consequently, school leaders will maintain open lines of communication and provide timely feedback, coaching, and resources needed for teacher success. Teacher retention, turnover trends, vacancy rates, and climate data will be reviewed annually by the Chief Executive/Principal and reported to the Board of Directors. Findings from these reviews will be used to strengthen recruitment, induction, professional development, and organizational practices to ensure that The Grove Academy remains a place where highly effective educators choose to build and sustain their careers. Through these structures, The Grove Academy seeks not only to recruit outstanding educators, but also to cultivate a professional environment where teachers experience support, purpose, growth, and long-term commitment to the students and families they serve.

Hiring Process

The Grove Academy's hiring process is designed to assess both the technical competency and the mission alignment of every candidate before an offer of employment is extended. The Superintendent/Principal holds final hiring authority for all instructional and operational positions. Each stage of the hiring process is guided by a stage-specific scoring rubric that evaluates candidates against defined competency domains, ensuring that hiring decisions are objective, consistent, and replicable as the school grows and hiring responsibility is eventually shared with additional leaders. The core competency domains assessed across all hiring stages are mission alignment, instructional knowledge and practice, cultural competence and community connection, belief in high expectations for all students, and Arkansas licensure status or documented pathway to licensure.

Step 1: Application Review: All candidates submit a resume, cover

letter, college transcript, and documentation of licensure status or licensure pathway which will be reviewed by the Dean of Operations. Applications are screened against a minimum qualifications rubric that evaluates licensure eligibility, evidence of or demonstrated commitment to structured literacy and Science of Reading practices, and alignment between the candidate's stated philosophy and The Grove Academy's mission. Only candidates who meet the minimum threshold on all domains advance to the phone screen stage.

Step 2: Phone Screen: Candidates who pass the application review participate in a structured phone screen guided by a standardized question bank and scored using a phone screen rubric. The rubric assesses mission alignment, knowledge of structured literacy and the Science of Reading, belief in high expectations for all students, and connection to or investment in the community the school serves. Interviewers score each domain independently before making an advancement recommendation, preventing any single impression from driving the decision.

Step 3: Demo Lesson: Finalists are invited to deliver a demonstration lesson in a live or simulated classroom setting. The demo lesson is evaluated using an instructional practice rubric that assesses lesson structure, explicit instructional delivery, use of structured literacy strategies, student engagement techniques, and the candidate's ability to respond and adjust to student needs in real time. The demo lesson rubric is directly aligned to The Grove Academy's approved curriculum and the five methods of instruction that anchor the school's academic model.

Step 4: In-Person Interview: Candidates who pass the demo lesson stage participate in a separate formal in-person interview with the Principal and at least one additional school leader or team member. The interview is guided by a standardized question bank and scored using a leadership and culture rubric that assesses the candidate's professional vision, collaborative disposition, commitment to family engagement, and alignment with the school's core values of Integrity, Growth, Community, and Excellence. All interviewers score candidates independently using a rubric before a consensus discussion takes place.



Step 5: Reference and Background Checks: Final candidates undergo reference checks with at least two professional references using a structured reference check protocol that probes the same competency domains assessed throughout the hiring process. A comprehensive background check is completed prior to extending any offer of employment. Offers are contingent on satisfactory completion of both the reference check and background screening.

Teacher Licensure Plan (TLP)

In accordance with Act 304 of the 95th Arkansas General Assembly, The Grove Academy is committed to full compliance with Arkansas's Teacher Licensure Plan requirements and recognizes the TLP framework as an important structure for ensuring that every educator serving students at the school has a clear, monitored, and time-bound pathway to full licensure.

The Grove Academy anticipates that Teacher Licensure Plans will most commonly apply to three categories of personnel:

- The first category includes unlicensed candidates who hold a bachelor's degree, have passed all required Arkansas background checks, and have a documented and viable pathway to full licensure within the three-year TLP maximum. These candidates will most frequently be individuals emerging from educator preparation programs who have not yet completed all licensure requirements at the time of hire.
- The second category includes licensed educators who are hired to teach in a content area outside of their current licensure area, for whom the school will initiate an Additional Licensure Plan to ensure they are actively completing the program requirements necessary to add the relevant content area to their license.
- The third category includes the Superintendent/Principal, who as a licensed educator serving in an administrative role will participate in an Administrator Licensure Plan in accordance with Act 304 requirements.

For each individual participating in a TLP, the Superintendent/Principal will establish and maintain a written monitoring plan that includes the specific licensure requirements the individual must complete, a semester-by-semester progress schedule aligned to the three-year maximum, designated check-in points at which progress will be formally reviewed and documented, and a clear articulation of the consequences for failure to make adequate progress toward licensure.

TLP monitoring will be integrated into each individual's annual performance evaluation cycle so that licensure progress is treated as a professional responsibility rather than an afterthought. The school will submit all required TLP documentation to the Division of Elementary and Secondary Education Licensure Office on the schedule required by DESE and will maintain complete and accurate records of each individual's progress in the school's personnel files.

The Grove Academy will also provide active support for individuals participating in a TLP. This includes connecting candidates with approved Arkansas educator preparation programs, providing scheduling accommodation where it is possible to allow candidates to complete coursework or clinical requirements, covering examination fees where the budget allows, and ensuring that the Superintendent/Principal maintains regular awareness of each candidate's progress so that barriers to licensure completion can be identified and addressed early. The school's goal is not simply to track compliance with TLP requirements but to ensure that every educator serving The Grove Academy's students achieves full licensure within the timeframe the plan establishes, building a permanently licensed and highly qualified instructional team for the long term.

Retention Supports

The Grove Academy recognizes that retaining effective educators is essential to achieving strong student outcomes and maintaining organizational stability. The school's retention strategy is designed to create a professional environment in which teachers are supported, developed, valued, and provided opportunities for long-term growth. Consistent with emerging best practices in Arkansas



and research on teacher retention, our approach focuses on five interconnected areas: competitive compensation, instructional support, professional growth, positive school culture, and leadership responsiveness.

Competitive Compensation and Benefits

The Grove Academy will offer salaries and benefits that are competitive with surrounding districts and aligned with Arkansas compensation requirements established under the LEARNS Act. Compensation decisions will be reviewed annually to remain competitive within the Central Arkansas labor market. Eligible employees will have access to state retirement benefits, health insurance, paid leave, and other benefits available to Arkansas public school employees.

Instructional Support and Protected Planning Time

Recognizing that teacher burnout is often linked to lack of support and excessive workload, The Grove Academy intentionally provides structures designed to strengthen teacher effectiveness while protecting teacher time. Teachers receive daily protected planning periods during related arts blocks and participate in collaborative grade-level planning meetings focused on student data, instructional design, and intervention planning.

The school's instructional model further supports teachers through the use of paraprofessionals and teacher residents, allowing classroom teachers to provide targeted small-group instruction while receiving assistance with learning stations, classroom routines, and student support. These structures are designed to increase instructional capacity and reduce unnecessary workload demands.

Professional Growth and Career Development

Professional learning at The Grove Academy is job-embedded and aligned to teacher needs identified through classroom observations, coaching cycles, TESS evaluations, student performance data, and collaborative planning. Teachers receive regular feedback and individualized support designed to strengthen instructional practice.

New teachers and teacher residents participate in structured onboarding and mentoring experiences. Ongoing professional learning includes coaching cycles, collaborative planning, literacy-focused professional development, and opportunities to assume leadership responsibilities. As the school grows, teachers may pursue expanded roles, including mentoring teacher residents, leading professional learning communities, serving as grade-level leaders, and participating on instructional leadership teams.

Positive School Culture and Teacher Well-Being

The Grove Academy is committed to fostering a supportive and collaborative workplace characterized by trust, professionalism, and shared responsibility for student success. School leaders prioritize clear communication, recognition of staff accomplishments, and opportunities for meaningful teacher voice in decision-making.

To maintain a healthy organizational culture, the school will periodically administer climate and culture surveys to assess staff perceptions related to communication, collaboration, support, and working conditions. Survey findings will inform continuous improvement efforts and help leadership proactively address concerns affecting morale and retention.

Leadership Support and Continuous Improvement

Research consistently identifies strong leadership as one of the most important factors influencing teacher retention. Consequently, school leaders will maintain open lines of communication and provide timely feedback, coaching, and resources needed for teacher success.



Teacher retention, turnover trends, vacancy rates, and climate data will be reviewed annually by the Chief Executive/Principal and reported to the Board of Directors. Findings from these reviews will be used to strengthen recruitment, induction, professional development, and organizational practices to ensure that The Grove Academy remains a place where highly effective educators choose to build and sustain their careers.

Q22. Professional Learning and Coaching Describe the professional learning and coaching model, including observation cadence, feedback loops, and how leadership verifies improvement in practice. Include coaching caseloads and time allocation.



Professional Learning

The Grove Academy's academic model depends on instructional coherence-alignment between curriculum, instructional methods, use of time, and learning environments. Professional learning is therefore designed as an integrated system that mirrors the expectations placed on students.

Consistent with this commitment to instructional coherence, the professional learning model is intentionally designed to mirror the instructional system teachers are expected to implement, rather than relying on disconnected workshops, professional development is embedded, phased, and aligned to instructional priorities. Training emphasizes strong Tier I instruction, early intervention, and transfer of learning, ensuring educators have the knowledge, skills, and ongoing support needed to deliver the academic model with fidelity.

By front-loading foundational training in Year 0 and sustaining learning through coaching and targeted PD in Year 1, The Grove Academy ensures that professional learning directly supports student outcomes, instructional coherence, and continuous improvement.

Curriculum-specific training ensures educators understand not only what to teach, but why each curriculum was selected and how it aligns to the Science of Reading and Arkansas standards. Instructional practice training builds shared understanding of explicit instruction, small-group teaching, and independent practice function together within protected time for reading and writing. Training on data use and MTSS ensures that differentiation and intervention are embedded within Tier I instruction rather than implemented as reactive or pull-out supports.

This approach reflects research indicating that sustained, job-embedded professional learning-combined with coaching, collaboration, and feedback-is more effective than one-time workshops in improving instructional quality and student outcomes. By aligning professional learning directly to the academic plan, The Grove Academy ensures educators are equipped to deliver strong core instruction, respond to student needs in real time, and support prevention and acceleration.

Implementation occurs through a sequenced Year 0 onboarding and Year 1 professional learning cycle that combines summer institutes, embedded coaching, collaborative planning, and ongoing practice-based feedback aligned to daily instruction

Summer Institute

Prior to opening each school year, The Grove Academy will conduct a three-week Summer Institute designed to ensure that all instructional staff enter the school year with a shared understanding of the school's academic model, instructional expectations, and operational systems. Participating staff include classroom teachers, special education and English learner personnel, instructional support staff, resident teachers, and school leadership.

Serving as the foundation of the school's job-embedded professional learning system, the Summer Institute ensures that curriculum, instructional methods, use of time, and learning environments are aligned to support strong Tier I instruction, early intervention, and equitable outcomes for all students. Through vendor-supported training, collaborative planning, lesson rehearsals, and practice-based feedback, educators will build the knowledge and skills necessary to implement The Grove Academy's academic model with fidelity from the first day of school.

The Summer Institute serves as the foundation of the school's job-embedded professional learning system and ensures that curriculum, instructional methods, use of time, and learning environments are aligned to support strong Tier I instruction, early intervention, and equitable outcomes for all students.



Using Data to Inform Professional Learning

Instructional and student performance data are used to shape professional learning priorities throughout the year. Trends identified through assessment results, classroom observations, coaching cycles, and instructional walkthroughs inform the focus of collaborative planning, targeted professional development, and instructional coaching.

Professional learning is continuously refined based on evidence of instructional impact. Coaching cycles, lesson observations, and student outcome data are used to assess the effectiveness of professional development and determine where additional support or refinement is needed. This process ensures that professional learning remains responsive, job-embedded, and directly connected to classroom practice.

Through this continuous cycle of analysis, implementation, monitoring, evaluation, and response, The Grove Academy maintains high expectations, strengthens instructional quality, and continuously improves outcomes in alignment with Arkansas accountability standards and the school's mission.

Instructional Coaching Model

The Grove Academy's Instructional Coaching Model is a job-embedded system of continuous professional learning designed to strengthen instructional practice and improve student outcomes. Coaching is collaborative, evidence-based, and non-evaluative. Rather than focusing solely on teacher performance, coaching begins with evidence of student learning and supports educators through ongoing cycles of observation, reflection, implementation, and continuous improvement. The model integrates elements of Student-Centered Coaching, rapid-cycle instructional feedback, and collaborative inquiry to ensure professional learning remains directly connected to classroom practice and student achievement.

Effective instructional coaching requires a clear and consistent focus. At The Grove Academy, coaching is intentionally aligned to the school's academic model to ensure professional learning directly strengthens classroom instruction and improves student outcomes. Rather than addressing isolated teaching practices, coaching targets the instructional priorities that have the greatest impact on student achievement and the faithful implementation of the school's educational design. By concentrating coaching on a common set of instructional priorities, school leaders establish consistent expectations, build instructional coherence across classrooms, and support continuous improvement through job-embedded professional learning.

Coaching Priorities

Instructional coaching focuses on the implementation of The Grove Academy's academic model, including:

Instructional Effectiveness

- Science of Reading and Structured Literacy
- High-quality instructional materials
- Explicit instruction

Student-Centered Instruction

- Small-group instruction and differentiation
- Structured Learning Stations
- Assessment-informed instruction

**Learning Environment**

- Classroom culture and student engagement
- MTSS implementation

Coaching Structures and Cadence

Coaching Structure	Purpose	Cadence
Instructional Walkthroughs	Collect evidence of instructional practice, monitor implementation fidelity, and identify coaching priorities.	Weekly
Formal Coaching Cycle	Implement the six-step coaching cycle to strengthen instructional practice through observation, reflection, implementation, and follow-up.	every 6-8 weeks
Demonstration Lessons	Model research-based instructional practices and instructional routines within authentic classroom settings.	As needed
Co-Teaching	Support teachers during implementation of new instructional strategies through side-by-side instruction and guided practice.	As needed
Collaborative Planning	Co-plan standards-aligned lessons, analyze instructional strategies, and prepare differentiated instruction.	Weekly
Collaborative Team Meeting	Analyze student work, review assessment data, and collaboratively solve instructional challenges.	Weekly
Data Meetings	Review formative, benchmark, and progress-monitoring data to guide instructional decisions and intervention planning.	Weekly/Biweekly
Collaborative Inquiry	Engage teacher teams in cycles of inquiry to investigate shared problems of practice, test instructional strategies, and reflect on student outcomes.	Monthly

Instructional Feedback Loops

Coaching Stage	Purpose
Observe	Collect objective evidence of instruction and student learning.
Celebrate Strengths	Celebrate effective instructional practices and reinforce successful implementation.
Analyze Student Evidence	Review student work, formative assessments, engagement, and implementation fidelity.
Identify One High-Leverage Refinement	Collaboratively determine one actionable instructional improvement.
Implement	Teacher applies the agreed-upon instructional refinement.
Coach Support	Instructional leadership provides modeling, co-teaching, planning, resources, and ongoing support.
Follow-Up Observation	Verify implementation, evaluate impact on student learning, and determine next coaching steps.

**Verifying Improvement in Practice**

The head of school verifies the effectiveness of instructional coaching by monitoring changes in instructional practice, student learning, and teacher professional growth. Multiple sources of evidence are reviewed throughout the coaching cycle to ensure instructional improvements are implemented with fidelity and positively impact student outcomes.

Evidence Area	Leadership Reviews	Purpose
Instructional Practice	Implementation of fidelity	Verify that instructional strategies introduced through coaching are consistently implemented in the classroom.
	Student engagement	
	Lesson pacing	
	Differentiation	
	Classroom observations	
Student Learning	Formative assessments	Determine whether changes in instructional practice are resulting in improved student learning and mastery of grade-level standards.
	Student work samples	
	Progress-monitoring data	
	Benchmark/interim assessment growth	
Teacher Growth	Professional Growth Goals	Monitor professional growth over time and identify priorities for continued coaching and professional learning.
	Coaching goals	
	Walkthrough trends	
	Teacher self-reflection TESS evidence	

Coaching Caseloads



Year	Primary Instructional Coach	Coaching Caseload	Time Allocation
Year 1	Head of School + Director of Operations	14	Weekly walkthroughs, biweekly coaching conversations, formal coaching cycle every 4–6 weeks
Year 2	Head of School + Director of Operations	18	Weekly walkthroughs, collaborative team meetings facilitation, biweekly coaching conversations, formal coaching cycle every 6-8 weeks
Year 3	Head of School + Director of Operations	20	Weekly walkthroughs, distributed support through collaborative inquiry and teacher leadership, formal coaching cycles maintained
Year 4	Head of School + Director of Operations	22	Coaching responsibilities begin to be shared while maintaining consistent coaching cycles
Year 5	Head of School + Director of Operations	24	Leadership team conducts walkthroughs, coaching cycles, PLCs, and collaborative inquiry under the CEO/Principal's instructional oversight

Applicant Evidence :


Professional Learning Plan.d...

Uploaded on **7/8/2026** by **Terri Guy**

Q23. Student Services Integration (counseling and wellness) Describe counseling, mental health supports, and any nursing or health services approach. Explain how supports integrate with attendance, behavior, and academic MTSS, including caseload assumptions and referral pathways.



Counseling Services

The Grove Academy's comprehensive school counseling program is integrated within the school's Multi-Tiered System of Supports (MTSS) to proactively address the academic, attendance, behavioral, and social-emotional needs of every student. Led by a full-time licensed School Counselor, the program aligns with the ASCA National Model and Arkansas School Counseling Standards and emphasizes prevention, early intervention, and student success. The School Counselor will collaborate with teachers, administrators, families, and the School Nurse to analyze attendance, behavior, academic, and social-emotional data, identify students requiring additional support, coordinate evidence-based interventions, monitor student progress, and facilitate referrals when school-based services are insufficient. In addition to delivering classroom guidance, individual and small-group counseling, crisis response, family consultation, and career awareness programming, the counselor will serve as a standing member of the Student Support Team to ensure interventions are coordinated across all tiers of support. During Year 1, with an anticipated enrollment of approximately 90 students, one full-time School Counselor will maintain a manageable caseload that supports universal prevention while providing responsive Tier 2 and Tier 3 interventions for students requiring individualized support.

Attendance Supports

Attendance is viewed as both an academic and student wellness indicator. The School Counselor will monitor attendance trends through weekly MTSS data reviews, identify students demonstrating patterns of chronic absenteeism or emerging attendance concerns, and coordinate early intervention strategies before attendance significantly impacts student achievement. Supports may include family conferences, attendance improvement plans, mentoring, community resource coordination, and ongoing progress monitoring. Students demonstrating persistent attendance concerns despite documented school interventions will be referred to appropriate community agencies or support services through the MTSS process. Attendance interventions will be documented, reviewed regularly, and adjusted based on student response to ensure barriers to consistent school attendance are addressed promptly.

Behavior and Social-Emotional Supports

Behavioral and social-emotional supports are embedded within The Grove Academy's PBIS and MTSS frameworks to promote positive school climate and maximize instructional time. The School Counselor will lead schoolwide social-emotional learning, classroom guidance lessons, individual and small-group counseling, and behavioral intervention planning while collaborating with teachers to reinforce consistent behavior expectations and restorative practices. Behavioral referrals will be reviewed through the MTSS process using discipline, attendance, classroom, and social-emotional data to determine appropriate interventions and progress-monitoring strategies. Students requiring intensive behavioral or mental health services beyond the scope of the school counseling program will be referred, with parent consent, to licensed community mental health providers while the counselor coordinates communication and monitors continuity of services.

Academic MTSS Supports

The School Counselor will collaborate with teachers, interventionists, and school leadership to address non-academic barriers affecting student achievement and ensure students receive appropriate academic support through the school's MTSS framework. Academic concerns identified through universal screening, progress-monitoring data, classroom performance, teacher referrals, attendance patterns, or Student Support Team recommendations will be reviewed during weekly MTSS meetings. The counselor will assist in coordinating family communication, intervention planning, goal setting, and progress monitoring while instructional staff



continue to provide evidence-based academic interventions. Students demonstrating insufficient response to intervention will receive increasingly intensive support, including referrals for special education evaluation or other specialized services when supported by documented intervention data.

Nursing Services

The Grove Academy will employ a full-time licensed School Nurse to provide comprehensive health services that support student attendance, wellness, and academic success. The School Nurse will oversee medication administration, health screenings, chronic health condition management, emergency response, immunization compliance, individualized health plans, communicable disease prevention, and health education. As a member of the Student Support Team, the nurse will collaborate with the School Counselor, teachers, families, and healthcare providers to identify health-related barriers affecting attendance, behavior, or academic performance and coordinate appropriate interventions. Students requiring specialized medical care beyond the school's scope will be referred to healthcare providers or community agencies, with the School Nurse coordinating follow-up and continuity of care. During Year 1, the anticipated enrollment of approximately 90 students allows the School Nurse to provide universal health services while maintaining the capacity to deliver individualized support for students with ongoing medical needs.

Q24. Recruitment, Outreach, and Equitable Access Provide the Year 0 recruitment and outreach plan. Include target groups, channels, partner support, a month-by-month calendar, and conversion benchmarks. Explain how the plan ensures equitable access for underserved students.

Year 0 Recruitment, Outreach, and Equitable Access Plan

The Grove Academy's Year 0 Recruitment and Outreach Plan is designed to enroll a full founding class of 90 Kindergarten and First Grade students while ensuring every family has equitable access to the enrollment process. Recruitment efforts begin approximately one year before opening and are organized around a comprehensive strategy that combines community partnerships, targeted marketing, relationship-building, and continuous family engagement. The Grove Academy will implement a coordinated series of outreach activities that build community awareness, cultivate prospective families, support applicants throughout the enrollment process, and maintain engagement through the first day of school. Recruitment progress will be monitored using measurable benchmarks to evaluate the effectiveness of outreach strategies and inform adjustments throughout the enrollment cycle.

The recruitment and outreach framework is organized into the following components: Year 0 Recruitment Goals, Target Student Populations, Recruitment Channels, Community Partner Support, Recruitment Funnel, Month-by-Month Recruitment Calendar, and Equitable Access Strategies. Collectively, these components demonstrate how The Grove Academy will identify, engage, and enroll students while ensuring that historically underserved families, including economically disadvantaged students, English learners, students with disabilities, and families from diverse cultural and linguistic backgrounds have meaningful opportunities to learn about the school, receive application assistance, and successfully participate in the enrollment and lottery procedures.

(Plan attached)



Applicant Evidence :


WORD The Grove Academy ...

Uploaded on **7/14/2026** by
Terri Guy

Q25.Enrollment and Lottery Compliance Describe admissions, lottery procedures, waitlist management, and permissible preferences. Include how the process is documented, auditable, and publicly communicated.



Admissions Process

The Grove Academy is committed to administering an enrollment process that is transparent, equitable, and fully compliant with Arkansas charter school law. From the time a family submits an application through final enrollment, every step of the admissions process is designed to ensure consistent communication, timely decision-making, and equal access for all eligible students. Applications will be managed through the school's enrollment management platform, SchoolMint, which provides a secure, auditable system for tracking applications, communicating with families, documenting enrollment decisions, and maintaining required records.

The admissions process outlined below establishes the standard timeline and communication protocols that families can expect throughout the enrollment cycle. It includes application submission, confirmation of receipt, lottery procedures when necessary, registration, orientation, and final enrollment. When the number of eligible applicants exceeds available seats, The Grove Academy will conduct a public, random, and anonymous lottery in accordance with Arkansas law and the Board-approved Enrollment and Lottery Policy. Throughout the process, families will receive regular communication regarding application status, required documentation, important deadlines, and next steps to ensure every eligible applicant has a fair and accessible opportunity to enroll.

Step	Timeline	Process	Family Communication
1. Family Submits Application	Day 0	Families submit a completed electronic application during the published open enrollment period. Paper applications will be available upon request and entered into the enrollment management system by school staff to ensure equal access.	Families receive on-screen confirmation that their application has been submitted successfully.
2. Confirmation of Receipt	Within 24 hours	School staff review the submission for completeness and confirm receipt of the application. If required information is missing, staff contact the family to explain what is needed before the application deadline.	Families receive a confirmation email and/or text acknowledging receipt of the application, outlining the enrollment timeline, lottery procedures (if applicable), and providing contact information for enrollment assistance.
3. Application Review & Verification	Within 3–5 business days	Applications are reviewed for completeness, assigned a unique application record, and verified for eligibility, including grade level and any required residency or enrollment documentation. Applications remain in pending status until all required information is received.	Families are notified if additional documentation is required and are offered assistance through office hours, virtual appointments, or in-person enrollment support sessions.
4. Enrollment Timeline Communication	Throughout the enrollment period	The school maintains ongoing communication to ensure families remain informed about important enrollment milestones, application deadlines, family information sessions, open houses, lottery dates, registration requirements, and orientation opportunities.	Families receive regular updates through email, text messages, phone calls, the school website, social media, to ensure timely communication and reduce barriers to participation.
5. Public Lottery (If Necessary)	Within 10 business days following the close of open enrollment	If applications exceed available seats, the school will conduct a public random lottery in accordance with the Board-approved Enrollment and Lottery Policy. The complete lottery process is described below.	Families receive advance notice of the lottery date and, within 24 hours after the lottery, are notified of their lottery results, enrollment status, or waitlist placement.



6. Seat Offers & Waitlist Notification	Within 24 hours following the lottery	Enrollment offers are extended to students selected through the lottery. Applicants not selected are placed on a numbered waitlist in the order drawn. Families offered admission have 5 business days to accept or decline the seat before the offer is extended to the next student on the waitlist.	Families receive a personalized email and phone call explaining the enrollment offer or waitlist status, required next steps, deadlines, and available enrollment support.
7. Registration & Enrollment Documentation	10 business days to completed registration once the offer is accepted	Families complete the registration process by submitting required enrollment forms, residency verification, immunization records, emergency contacts, and other required documentation. School staff review documents for completeness and provide assistance as needed.	Families receive reminders of outstanding requirements and may attend enrollment assistance sessions, office hours, or virtual appointments to complete registration successfully.
8. Family Orientation & Onboarding	Beginning approximately 30–60 days before the first day of school	Families participate in one of several orientation sessions introducing the school's academic program, daily procedures, transportation, family engagement opportunities, technology platforms, attendance expectations, and student support services. Multiple orientation dates and times will be offered to accommodate family schedules.	Families receive welcome communications, orientation reminders, summer engagement invitations, and regular updates leading to the first day of school to foster a strong partnership and ensure a successful transition.
9. Enrollment Complete	Prior to the first day of school	Students are officially enrolled after all required documentation has been received and verified. The school transitions families from enrollment to ongoing engagement through summer communications, school events, classroom assignments, and opening-day preparations.	Families receive final enrollment confirmation, teacher assignment information, school supply lists, Meet the Teacher details, and first-day-of-school logistics to ensure they are fully prepared for opening day.

Lottery Procedures

If the number of eligible applications exceeds the number of available seats in any grade level, The Grove Academy will conduct a public, random, and anonymous lottery in accordance with Arkansas Code § 6-23-306 and the school's Board-approved Enrollment and Lottery Policy. The lottery will be administered using the school's enrollment management platform to ensure fairness, transparency, and accurate documentation. The Board of Directors will oversee the lottery process to ensure independence from school administration, maintain public confidence, and eliminate any actual or perceived conflicts of interest.

Step	Timeline	Process	Family Communication
1. Close Open Enrollment	Published application deadline	At the conclusion of the published open enrollment period, the enrollment management system is locked to prepare for the lottery. School staff verify that all applications submitted by the deadline are complete and determine whether a lottery is necessary based on available seats.	Families receive notification that the application window has closed and are informed whether a lottery will be conducted.



2. Lottery Announcement	At least 7 calendar days before the lottery	If a lottery is required, the school publicly announces the date, time, location, and procedures for the lottery through multiple communication channels. The lottery is open to the public and families are invited to attend or observe.	Families receive an email, text message, website announcement, and social media notification with the lottery details and expectations.
3. Conduct Public Lottery	Published lottery date	The Board of Directors oversees the public, random, and anonymous lottery using the enrollment management platform. Students receiving enrollment preferences permitted by Arkansas law are processed first, followed by the random selection of all remaining eligible applicants. The lottery results are recorded and retained as part of the school's official enrollment records.	Families are informed that official lottery results will be communicated within one business day following the lottery.
4. Seat Offers Issued	Within 24 hours after the lottery	Families whose students receive an available seat are formally offered enrollment. Families have 5 business days to accept the offer and 10 business days to complete registration. Each offer includes registration instructions, required documentation, enrollment deadlines, and available enrollment assistance.	Families receive a personalized email, phone call, and text message notifying them of their student's enrollment offer and next steps.
5. Waitlist Established	Immediately following the lottery	Applicants not selected during the lottery are placed on a numbered waitlist in the exact order in which they were drawn. The waitlist is maintained electronically within the enrollment management system and serves as the official record for filling future vacancies.	Families receive written notification of their student's waitlist status, assigned waitlist number, and an explanation of how the waitlist process operates.
6. Waitlist Management	Ongoing until enrollment closes	As seats become available, families are contacted in sequential waitlist order. Families are provided five (5) business days to accept or decline the enrollment offer unless otherwise specified by the school. If no response is received after documented communication attempts, or if the offer is declined, the offer expires and the next eligible applicant is contacted. All contacts, responses, and enrollment decisions are documented within the enrollment management system.	Families receive enrollment offers by phone, email, and text message. Reminder communications are provided before response deadlines whenever possible.
7. Additional Lottery (If Needed)	As necessary	If the waitlist is exhausted and additional eligible applications are received while seats remain available, the school may conduct an additional public lottery using the same procedures established for the initial lottery.	Families receive public notice of any additional lottery and are informed of eligibility requirements, timelines, and procedures.
8. Lottery Documentation & Record Retention	Immediately following each lottery	The school maintains complete documentation of the lottery process, including applicant records, enrollment preferences, lottery results, waitlist order, enrollment offers, communications, and final enrollment decisions. These records are retained in accordance with state requirements and are available for audit or authorizer review.	Families may request information regarding the school's enrollment procedures, and the Enrollment and Lottery Policy will remain publicly available on the school's website and in the Family Handbook.

Waitlist Management

The Grove Academy will maintain a transparent, equitable, and auditable waitlist process for all applicants who are not offered enrollment through the initial lottery. The official waitlist will be maintained electronically through the school's enrollment management platform (SchoolMint) and administered in accordance with the Board-approved Enrollment and Lottery Policy. The school will document all waitlist activity, maintain accurate records of communications and enrollment decisions, and fill available seats strictly in the order established by the lottery, except as otherwise permitted by Arkansas law.



Step	Timeline	Process	Family Communication
1. Waitlist Established	Immediately following the lottery	Applicants not selected during the public lottery are assigned a numbered position on the official waitlist in the exact order drawn. The waitlist is maintained electronically and serves as the school's official enrollment record.	Families receive written notification of their student's waitlist status, assigned waitlist number, and an explanation of how the waitlist process operates.
2. Waitlist Record Maintenance	Ongoing	The enrollment management system preserves the original lottery order, date and time of lottery placement, application status, enrollment preference (if applicable), and all subsequent waitlist activity. All records are maintained electronically to ensure accuracy and auditability.	Families may contact the school to verify that their student remains on the active waitlist and to update contact information as needed.
3. Vacancy Identification	As seats become available	When a vacancy occurs due to a declined offer, withdrawal, or other enrollment change, school staff verify the next eligible applicant on the official waitlist before extending an enrollment offer.	Families are not routinely notified of individual movement but may request general information regarding the school's enrollment process.
4. Enrollment Offer Extended	Within one business day of a vacancy	The next eligible applicant on the waitlist is contacted in sequential order. School staff document the date, time, and method of every communication attempt within the enrollment management system.	Families receive an enrollment offer by email and telephone, with a follow-up text message when appropriate. The communication includes registration instructions, required documentation, and response deadlines.
5. Acceptance Deadline	Five (5) business days, unless otherwise specified	Families are provided five (5) business days to accept or decline the enrollment offer unless otherwise specified by the school. If no response is received after documented communication attempts, or if the offer is declined, the offer expires and the next eligible applicant is contacted.	Reminder communications are provided before the response deadline whenever possible to ensure families have adequate opportunity to respond.
6. Waitlist Movement Documentation	Ongoing	Every change to the waitlist, including enrollment offers, accepted seats, declined offers, withdrawals, expired offers, and updated contact information, is documented within the enrollment management system. The official waitlist history is retained for audit and authorizer review.	Families accepting an enrollment offer immediately transition to the registration and onboarding process. Families remaining on the waitlist continue to receive periodic communication regarding enrollment opportunities until the waitlist closes.
7. Waitlist Closure	At the conclusion of the enrollment cycle	Once enrollment is finalized or the school year begins, the waitlist is officially closed. All waitlist documentation is retained in accordance with the school's records retention procedures and applicable state requirements.	Families remaining on the waitlist receive written notification that the waitlist has closed and are encouraged to participate in future enrollment opportunities.

Documentation and Audit Procedures

To ensure transparency, accountability, and compliance with Arkansas law, The Grove Academy will maintain complete electronic and paper records documenting every stage of the admissions, lottery, enrollment, and waitlist process. The enrollment management platform will serve as the official system of record for application processing, lottery administration, waitlist management, and



2026 ARKANSAS OPEN ENROLLMENT APPLICATION

QUESTIONS

Arkansas Department of Education



family communications. All records will be maintained in accordance with applicable state record retention requirements and will be available for review by the Board of Directors, the Division of Elementary and Secondary Education (DESE), and other authorized entities upon request.

Enrollment Activity	Documentation Maintained	Audit / Verification Process
Application Submission	Electronic application, submission date and time, applicant profile, supporting documents, and confirmation receipt	Electronic application generates a date- and time-stamped application record that is reviewed for completeness and retained as the official application file.
Application Verification	Eligibility review checklist, residency verification (if applicable), grade placement verification, missing document log	School staff verify application completeness prior to lottery participation and document all outstanding requirements.
Lottery Preparation	Final eligible applicant roster, enrollment preference verification, lottery participant list	Applicant roster is reviewed and certified prior to the lottery to ensure all eligible applicants are included and all enrollment preferences are correctly applied.
Lottery Administration	Electronic lottery report, lottery date, time, randomization results, public attendance record, Board oversight documentation	Lottery results are generated through the enrollment management platform, reviewed by the Board, and retained as the official lottery record.
Waitlist Management	Electronic waitlist, lottery order, timestamp of placement, movement history, current waitlist position	SchoolMint preserves the original lottery order and automatically tracks all waitlist movement to ensure seats are offered sequentially and consistently.
Enrollment Offers	Email correspondence, phone call log, text message log, offer date, response deadline, communication attempts	All enrollment offers and communication attempts are documented within SchoolMint to establish a complete communication history for each applicant.
Offer Acceptance or Declination	Signed acceptance forms, declination documentation, expiration notices, updated enrollment status	Enrollment decisions are verified before the next applicant is contacted to ensure the integrity of the waitlist process.
Registration	Enrollment packet, residency documentation, immunization records, emergency contacts, health forms, required authorizations	Student registration files are reviewed for completeness before the student is officially enrolled in the Student Information System.
Orientation and Family Onboarding	Orientation registration, attendance records, signed acknowledgments, family handbook acknowledgment, technology agreements	Attendance and completion records are maintained to verify that families received required onboarding information prior to the start of school.
Student Enrollment Verification	Student Information System enrollment record, class assignment, enrollment date, attendance activation	Enrollment records are reconciled between SchoolMint and the Student Information System to verify accurate student enrollment prior to the first day of school.
Annual Enrollment Audit	Complete enrollment files, lottery records, waitlist documentation, communication logs, enrollment reports	Annual internal review confirms compliance with Board policy, Arkansas law, and DESE requirements. Documentation is available for authorizer review upon request.



Enrollment Preferences Policy

In accordance with Arkansas Code Annotated § 6-23-306(14)(B)(ii), The Grove Academy will apply only those enrollment preferences expressly authorized by state law. Enrollment preferences will be applied before conducting a public, random, and anonymous lottery. Any remaining available seats will then be filled through the lottery process.

The Grove Academy will apply enrollment preferences in the following order:

1. Returning Students

Students currently enrolled at The Grove Academy who timely submit an Intent to Return form by the published deadline shall receive enrollment priority for the following school year. Returning students are not required to participate in the lottery process.

2. Siblings of Currently Enrolled Students

Following placement of returning students, enrollment preference shall be given to siblings of students currently enrolled at The Grove Academy. For purposes of this policy, siblings include children who share a biological parent, adoptive parent, legal guardian, foster parent, or primary household.

3. Children or Legal Wards of Full-Time Employees

Following placement of returning students and siblings, enrollment preference shall be granted to children or legal wards of full-time employees of The Grove Academy. This preference shall not exceed ten percent (10%) of the school's total student enrollment, as permitted by Arkansas law.

After all allowable enrollment preferences have been applied, all remaining eligible applicants shall participate in a public, random, and anonymous lottery if the number of applicants exceeds the number of available seats.

The Grove Academy will not establish or apply any additional enrollment preferences beyond those expressly authorized by Arkansas law. Admission decisions shall not be based on academic achievement, athletic ability, disability, race, ethnicity, national origin, religion, gender, English learner status, socioeconomic status, or any other characteristic prohibited by law. The school's enrollment preferences, lottery procedures, and admissions policy will be published annually on the school's website, included in the Family Handbook, and made available upon request to ensure transparency and equitable access for all applicants.

Q26. Facilities Strategy and Learning Environment Describe the planned facility strategy and how the learning environment supports the model. If a site is not secured, provide the path to site control and a credible contingency approach. Identify key facility needs tied to the instructional model.



Facilities Strategy and Learning Environment

The Grove Academy's facility strategy is designed to provide a safe, educationally appropriate, and financially sustainable campus that supports high-quality instruction from the school's first day of operation while preserving financial resources for students, staff, and academic programming. The school intends to lease an existing educational campus that was purpose-built to serve children and families. This approach substantially reduces facility risk, minimizes pre-opening construction costs, and allows the school to focus its early investments on instructional quality, staffing, curriculum, technology, and student support services.

The school's preferred location is the educational campus located at **10701 Baseline Road, Little Rock, Arkansas 72209**. The campus is situated within The Grove Academy's target service area and provides convenient access for families throughout southwest Little Rock. Unlike a traditional commercial office conversion, the property was originally designed and constructed for educational programming and includes classrooms, administrative offices, student restrooms, a full-size gymnasium, a commercial kitchen, playground facilities, ample parking, and established student drop-off and pick-up circulation. These existing features provide an exceptional foundation for a successful elementary school while significantly reducing the scope of work required before occupancy.

The Grove Academy has selected a facility strategy that aligns building utilization with projected enrollment growth. The school and property owner are exploring a phased occupancy model that allows the Academy to expand within the educational campus as additional grade levels are added. This strategy ensures that facility costs remain proportional to enrollment while preserving flexibility for future growth.

Proposed Phased Occupancy

Under the proposed phased occupancy plan, The Grove Academy would initially occupy the educational wing necessary to serve Kindergarten and Grade 1 during the school's opening year. This phase includes dedicated classrooms, administrative and reception space, student support areas, and shared access to the gymnasium, commercial kitchen, dining areas, playground, and other common spaces. As enrollment increases and additional grades are introduced, the school would incrementally expand into additional classrooms and instructional areas within the existing educational building. By aligning occupancy with enrollment growth, the school avoids unnecessary operating expenses during its early years while maintaining the capacity to serve students in a consistent educational environment throughout its expansion.

The existing educational campus strongly supports The Grove Academy's instructional model. Classrooms provide appropriate learning environments for core instruction, while flexible instructional areas support intervention, acceleration, collaborative learning, and small-group instruction. The gymnasium supports physical education, school assemblies, indoor recess, and community events. The commercial kitchen and dining facilities support the school's nutrition program, while outdoor play areas provide developmentally appropriate recreation for elementary students. Administrative offices and family meeting spaces contribute to a secure, welcoming environment that encourages meaningful family engagement and effective school operations.

Because the campus was designed for educational use, The Grove Academy anticipates that only limited improvements will be required before occupancy. Planned work is expected to consist primarily of cosmetic updates, educational technology installation, school branding, furniture placement, security enhancements, and any minor modifications identified through the final building assessment or permitting process. The school will retain qualified Arkansas professionals as needed to complete any required code review, life-safety verification, permitting, and occupancy approvals to ensure compliance with all applicable state and local requirements prior to opening.



This facility strategy reflects the school's broader commitment to responsible financial stewardship. By minimizing major renovation costs, The Grove Academy preserves startup capital for investments that directly impact student achievement, including highly qualified staff, evidence-based curriculum, instructional technology, intervention services, professional development, and comprehensive student supports. The phased occupancy approach also provides long-term operational flexibility while reducing unnecessary facility expenditures during the school's formative years. A detailed plan providing the path to site control is provided as evidence in the ORE.

Q27. Financial Plan, Assumptions, and Sustainability Submit a Year 0 startup budget and a five-year operating budget summary with assumptions. Identify secured versus anticipated funds, reserve strategy, and key risks. Provide a brief explanation of how the budget aligns to staffing and the schedule.



Year 0 Start Up Budget

The Grove Academy's Year 0 Post-Authorization Implementation Budget reflects a phased approach to school startup that prioritizes organizational capacity, operational readiness, student recruitment, and school opening preparation. Available startup funding will be strategically invested between charter authorization and June 30, 2027, to establish the leadership, systems, and infrastructure necessary for a successful opening.

Consistent with the school's implementation timeline, Year 0 expenditures are prioritized in four areas: (1) Leadership and Organizational Capacity to build administrative infrastructure and oversee implementation; (2) Facility and Operational Readiness to prepare the school facility, procure insurance, and establish operational systems; (3) Enrollment and Community Engagement to execute the Year 0 recruitment plan and achieve enrollment targets; and (4) School Opening Readiness to procure essential technology, furniture, equipment, and office resources needed before the first day of school.

The attached Year 0 Post-Authorization Implementation Budget identifies planned expenditures by implementation phase and demonstrates how startup funds will be aligned to the school's operational priorities, implementation milestones, and opening readiness activities while maintaining responsible fiscal stewardship and preserving financial flexibility throughout the planning year.

Funding Source	Amount	Status	Evidence
BES Startup Grant	\$25,000	Awarded (contingent upon charter approval and grant agreement)	BES Award Letter
Andrew Carnegie Foundation Startup Funding (through BES)	\$50,000	Anticipated / Pending Decision	BES Andrew Carnegie Startup Funding Application
Total BES Startup Funding Pipeline	\$75,000	\$25,000 Awarded + \$50,000 Pending	Combined Evidence

Five Year Operating Budget Summary

The Grove Academy's Five-Year Operating Budget demonstrates a financially viable and sustainable plan that aligns projected enrollment growth, staffing, facilities, and instructional programming with conservative revenue assumptions. The budget increases from approximately \$1.85 million in Year 1 to \$3.57 million in Year 5 as enrollment grows from 90 students to 308 students, while maintaining a positive operating surplus each year and increasing operating reserves from approximately 62 days cash on hand in Year 1 to 167 days by Year 5.

The financial model uses conservative revenue assumptions, including holding state foundation funding constant, budgeting Enhanced Student Achievement (ESA) revenue at the lowest reimbursement tier, and using placeholder allocations for federal Title programs until official funding notifications are received. Revenue projections clearly distinguish between secured statutory funding, formula-based funding awaiting final allocations, and anticipated competitive grant funding, allowing the Board to monitor financial risk and make informed fiscal decisions.

The budget is directly aligned with The Grove Academy's phased growth model by adding one grade level each year while expanding instructional staffing only as enrollment increases. Administrative staffing remains intentionally lean throughout the five-year period, and personnel expenditures remain within typical charter school benchmarks while supporting Arkansas minimum teacher salary requirements and all required special



education, English learner, counseling, nursing, and compliance services. The budget also incorporates a reserve strategy, annual contingency planning, and cash-flow monitoring to ensure the school maintains long-term financial stability despite anticipated fluctuations in startup grant funding.

The attached Five-Year Operating Budget Summary provides detailed assumptions, revenue classifications, reserve strategy, key financial risks, contingency planning, and the alignment between staffing, enrollment growth, and the school's instructional model.

Applicant Evidence :

			
Terri Guy (The Grove Acade...	Five Year Operating Budget ...	The Grove Academy Year 0 ...	Final 2026-27 Andrew Carne...
Uploaded on 7/13/2026 by Terri Guy	Uploaded on 7/15/2026 by Terri Guy	Uploaded on 7/15/2026 by Terri Guy	Uploaded on 7/15/2026 by Terri Guy

Q28. Financial Stress Test: 70 Percent Enrollment Scenario Provide a 70 percent enrollment contingency plan. Include revised budget assumptions, staffing changes, protected priorities, and the board decision trigger timeline. Show how the school remains compliant and protects core instruction.

The contingency plan attachment summarizes the financial contingency plan that governs The Grove Academy's operations if actual enrollment lands at approximately 70% of the enrollment-cap plan (215 students by Year 5, versus the 308-student cap) if fewer students than necessary for financial viability enroll before the first day of school and demonstrates that the school remains legally compliant, fiscally solvent, and instructionally sound even under sustained enrollment shortfall.

The full model lives in the accompanying workbook (tabs: Contingency 70%, Staffing Changes, Protected Priorities, Board Decision Timeline). This summary distills that model into the four components.

Applicant Evidence :

	
70 percent Contingency Bud...	70 percent contingency bud...
Uploaded on 7/15/2026 by Terri Guy	Uploaded on 7/15/2026 by Terri Guy

Q29. Operational Systems and Compliance Readiness Describe the core operational systems that will be in place by opening: student information system, attendance, records, procurement, financial controls, and compliance monitoring. Identify owners and the cadence for internal checks.



Core Operational Systems

Student Information System (SIS)

APSCN eSchool (eSchoolPlus) is the student management software used by Arkansas public schools and **charter schools** statewide, as required by Act 4 of 1992. It links directly to DESE and provides recordkeeping and reporting for demographics, medical records, discipline, testing, scheduling, grades, and attendance.

The Statewide Information System (SIS) pulls data from eSchoolPlus on a nightly and on-demand basis and is used by school districts to submit and certify data to the state. The Grove Academy will submit data through this cycle process as part of its regular state reporting obligations.

Owner: Dean of Operations (system setup and data entry protocols); CEO (data accuracy and state certification)

Cadence: Daily entry; nightly automated submission to state; formal data review before each SIS cycle certification window

Attendance

Attendance is managed within **APSCN eSchool** and is among the system's core functions. The system provides recordkeeping and reporting capabilities that include demographics, medical, discipline, testing, scheduling, grades, and attendance.

At The Grove Academy, attendance will be taken daily by each classroom teacher in eSchool no later than 8:00 AM. Attendance data feeds the ADM (Average Daily Membership) calculation that drives state foundation funding making it a financial function as much as an operational one.

Owner: Teachers (daily entry); Office Manager (corrections and verification); Dean of Operations (ADM monitoring)

Cadence: Daily entry by 8:00 AM; weekly ADM reconciliation; monthly review against enrollment projections by CEO.

Student Records

Student records are maintained in APSCN eSchool and stored in compliance with FERPA and Arkansas records retention law. The system includes demographics, medical, discipline, testing, and scheduling records.

The K-12 Electronic Transcripts system (TRIAND, launched 2008) supports electronic transcript transmission statewide. The Grove Academy will use this system for any records transfer requests.

For special education records, the SPED Monitoring and Management System (SMMS) launched in 2021 under Federal Programs governs IEP compliance monitoring and will be used to maintain IDEA documentation.

Owner: Office Manager (records maintenance and release); Dean of Operations (records retention compliance); CEO (FERPA policy oversight)

Cadence: Records updated at enrollment, exit, and upon any qualifying event; annual FERPA notice to families; records audit each spring.



Procurement

The Grove Academy's procurement system operates under the two-part Procurement Plan (Grant Funds and Non-Grant Funds) already established. Operationally, purchases flow through:

- **Purchase Orders** processed through the Back Office Provider's electronic system (default method)
- **The Grants Management System (FMS-GMS)** a live ADE Fiscal and Administrative Services system governs grant-funded procurement tracking and compliance at the state level
- **The Federal Grants Management System (FGMS)** under Public School Accountability is used for federal program grant compliance and drawdown documentation

The \$20,000 competitive threshold (three-quote minimum / formal RFP) applies to all purchases above that amount, with documentation retained by the Dean of Operations.

Owner: Dean of Operations (vendor selection, PO management, documentation); CEO (authorization and compliance); Back Office Provider (payment execution)

Cadence: POs reviewed weekly; procurement documentation audit quarterly; annual procurement compliance review aligned to grant reporting cycles

Financial Controls

The Grove Academy's financial controls operate through a layered system:

Internal layer: The Back Office Provider handles bookkeeping, accounts payable, payroll processing, and monthly bank reconciliations. The CEO and Board Treasurer serve as dual-signature authorized approvers for transactions requiring board-level financial controls.

State reporting layer: eFinancePlus (SIS-EFP), part of the Statewide Information System, is the Financial Management System (FMS) used by Arkansas districts and charter schools to submit and certify financial data to the state on a nightly and on-demand basis. The Grove Academy will use eFinancePlus for state financial reporting.

Transparency layer: The LEA Insights Unrestricted Budget, Expenditures, and Revenue tool (LEA-UBER, launched 2024) makes school-level financial data publicly visible to DESE and the community. The Grove Academy's expenditure data will be publicly accessible through this platform.

Owner: Back Office Provider (daily financial operations); CEO (budget monitoring and authorization); Board Treasurer (dual-signature controls and board-level oversight); Finance Committee (monthly review)

Cadence: Monthly budget-to-actual report to Finance Committee and full board; quarterly cash flow projection review; annual independent audit; eFinancePlus data certified each SIS cycle

Compliance Monitoring

Compliance monitoring at The Grove Academy spans four platforms:



Charter compliance: The CEO reports to DESE's Charter School Office against the school's charter commitments annually. The **DESE Portal** and **LEA Superintendent Portal (ADC-LSP)** — launched in 2026 — serve as the primary access points for authorizer communications and compliance submissions.

Academic accountability: The ADE School Performance Report Card (ASPRC, Version 4.0, launched 2025) and the ATLAS Letter Grade Calculator and Dashboard (ALG-CAD, launched 2025) are the public-facing tools through which the school's ATLAS performance will be reported and monitored by DESE and the community.

Federal programs compliance: The AR App Portal for all LEAs is used for Title I comprehensive needs assessments, data collection, and aligning school goals with federal program requirements. Grant compliance drawdowns and reporting flow through the Federal Grants Management System (FGMS).

Special education compliance: The SPED Monitoring and Management System (SMMS) governs IEP compliance documentation and is the platform through which DESE monitors charter school special education obligations under IDEA.

Owner: CEO (overall compliance accountability); Dean of Operations (data submission and system access management); Back Office Provider (financial compliance reporting); contracted Special Education coordinator (SMMS and IDEA compliance)

Cadence: DESE compliance calendar governs all state submission deadlines; SIS data certification windows (typically fall, mid-year, and end-of-year); ATLAS results reviewed annually each fall; Title I needs assessment updated annually; special education compliance review each spring aligned to IEP annual review cycles.

Summary Reference Table

Domain	Primary System	Owner	Check Cadence
Student Information	APSCN eSchool	Dean of Operations / CEO	Daily entry; cycle certification 3x/year
Attendance	APSCN eSchool	Teachers / Office Manager	Daily; weekly ADM reconciliation
Student Records	APSCN eSchool / SMMS / TRIAND	Office Manager / Dean of Operations	Ongoing; annual FERPA audit
Procurement	Back Office PO system / FMS-GMS / FGMS	Dean of Operations / CEO	Weekly PO review; quarterly audit
Financial Controls	eFinancePlus / Back Office Provider	Back Office Provider / CEO / Board Treasurer	Monthly board report; annual audit
Compliance Monitoring	DESE Portal / AR App / FGMS / SMMS / ASPRC	CEO / Dean of Operations	Per DESE calendar; annual charter report

Q30.Pre-Opening Plan and First 90 Days Provide a pre-opening workplan and the first 90-day priorities after opening. Include major milestones, who owns each milestone, and how the operator will monitor launch quality (attendance, culture routines, instruction, and family communication).



[The Grove Academy Pre-Opening Workplan \(https://docs.google.com/spreadsheets/d/1jid-mFLhA0Dw4VYmJs8BsCqikQpphwULrCBOycMCkcs/edit?usp=drive_link\)](https://docs.google.com/spreadsheets/d/1jid-mFLhA0Dw4VYmJs8BsCqikQpphwULrCBOycMCkcs/edit?usp=drive_link)

Applicant Evidence :


DRAFT-The Grove Academy ...

Uploaded on **7/10/2026** by

Terri Guy



3. Operations Readiness Exhibit (ORE)

Instructions

The Operational Readiness Exhibit is the application section where you demonstrate that your school can open safely, legally, and operationally on day one. This exhibit is not meant to create extra narrative. It is meant to provide concise, verifiable evidence that your team has planned for the highest-risk readiness areas and can execute them on a clear timeline.

What you must submit with the application

You are expected to submit evidence that shows you understand the requirements and have a credible plan in place. Not every document must be fully finalized at the time of application, but you must provide enough evidence to demonstrate readiness and reduce execution risk.

At a minimum, your application submission must include:

- A complete response to each ORE item, with the evidence listed in that item.
- Draft artifacts where final versions are not yet possible.
- Owners and timelines for any evidence that is not yet final.
- Schedule or routine proof for items that require protected time or service delivery (for example acceleration time, student services coverage).
- A facilities strategy that is not speculative, including site status and a realistic Plan B.

If evidence does not exist yet

If a document, contract, or artifact has not yet been created, do not leave the section blank and do not write “to be determined” without a plan.

Instead, provide all of the following:

- What the missing evidence will be (specific document or deliverable).
- Who is responsible for producing it (name and role).
- The steps required to complete it (short and practical).
- The completion date (a specific calendar date, not a vague estimate).
- Any dependencies (for example site selection, enrollment confirmation, board approval).
- The interim proof you can provide now (for example a draft policy, vendor quote, scope of work, checklist, or timeline).

If the exhibit requires a contract or inspection that cannot be completed until after approval, you must still provide a draft scope, procurement plan, or vendor timeline and show when it will be finalized.

The Operational Readiness Exhibit is used to determine whether your application is truly executable. CAP will review this exhibit to assess whether your plans are credible and whether the evidence and timelines reduce risk. If your application is approved, the authorizer will use your ORE plan as the basis for pre-opening conditions and verification. Items marked as pending at the time of application will be converted into specific, dated pre-opening requirements. Failure to meet these requirements by the stated deadlines may delay opening or result in approval conditions not being satisfied.

Your goal is to show that your school is not only a strong idea, but a school that can open well. Provide concise evidence, clear ownership, and realistic timelines. Avoid long narrative and focus on proof.



Each ORE item is a readiness gate rated Pass, Partial, or Fail. Evidence is concise and verifiable.

Q31.Academic Acceleration and High-Dosage Supports Provide the acceleration plan for students below grade level. Include: targeted skills focus, minutes per week, group size, staffing roles, progress monitoring cadence, growth targets, and entry and exit criteria. Attach a simple schedule view showing protected acceleration time.

The Grove Academy has developed a comprehensive acceleration model that provides targeted interventions for students performing below grade level. The model includes protected intervention time, clearly defined staffing roles, progress-monitoring procedures, and decision rules for entry and exit. Supporting evidence is provided in the attachment.

Applicant Evidence :



DRAFT The Grove Academy ...



The Grove Academy Master ...

Uploaded on **7/8/2026** by **Terri**
Guy

Uploaded on **7/8/2026** by **Terri**
Guy

Q32.Transportation and Access State whether transportation will be provided. If yes, describe routes or hub stops and accommodations for students with disabilities and students experiencing homelessness. If no, provide a clear mitigation plan showing how access barriers will be addressed and monitored.



The Grove Academy does not plan to provide full-scale transportation services. Instead, the school's transportation strategy is designed around locating the school within the target community it serves in order to minimize transportation barriers for families in the Mabelvale and Otter Creek corridor. By situating the school within close proximity to students and families, The Grove Academy seeks to increase accessibility while strengthening community connection and reducing reliance on long-distance transportation.

To support student access during the startup phase, the school will implement a targeted transportation approach that may include:

- Coordinating with families to support carpooling and shared transportation options.
- Selecting a facility location that is accessible to families within the school's intended service area and along commonly used transportation routes.
- Providing transportation accommodations as required for students with disabilities in accordance with Individualized Education Programs (IEPs) and applicable federal and state laws.
- Providing transportation accommodations for students experiencing homelessness.

This approach allows the school to remain financially responsible during formative years while prioritizing operational sustainability and compliance with all student access requirements. As enrollment grows and funding stabilizes over time, The Grove Academy will evaluate the feasibility of expanding transportation services for all students, including potential transportation partnerships, contracted transportation services, or additional transportation supports designed to increase student access across the community.

Q33.Food Service Readiness Describe how meals will be provided, including participation in federal meal programs, vendor approach, supervision plan, and facility readiness assumptions. Provide a timeline for contracting and required inspections.



How Meals Will Be Provided

The Grove Academy will participate in the Community Eligibility Provision (CEP) under the National School Lunch Program (NSLP) and School Breakfast Program (SBP), providing breakfast and lunch to all enrolled students at no cost beginning Opening Day, August 16, 2027. Meals will be delivered through a competitively procured Food Service Management Company (FSMC) selected from DESE's registered vendor list for SY 2026–2027, operating within the existing commercial kitchen at 11601 Otter Creek South Road. If the competitive procurement process does not yield a satisfactory vendor, the school will transition to a self-operated nutrition program using DESE's self-operation resources, with a final decision no later than May 15, 2027.

Missing Evidence	Responsible Party	Steps to Complete	Completion Date	Dependencies	Interim Evidence Available Now
CEP Participation Decision and Board Resolution	Dr. Terri Guy, CEO	Analyze ISP using Direct Certification data; complete five-year CEP financial analysis; review reimbursement projections; present to Board for approval	February 15, 2027	Final enrollment projections; Arkansas Child Nutrition Unit consultation	Five-year CEP financial model template; reimbursement projection framework; draft CEP implementation plan
Arkansas Child Nutrition Program Application	Dr. Terri Guy, CEO	Complete Arkansas Child Nutrition Unit application; compile required documentation; submit to DESE; respond to any follow-up requests	March 15, 2027	Board approval of food service model; CEP participation decision	Draft application checklist; submission timeline
Commercial Kitchen Readiness Assessment Report	Dean of Operations; Licensed Food Service Consultant	Schedule consultant site visit upon partial occupancy; inspect all equipment; document condition; identify repairs or upgrades; produce written report	March 31, 2027	Partial occupancy of 11601 Otter Creek South Road	Existing commercial kitchen on site; facility photographs; architectural plans confirming kitchen infrastructure
FSMC Procurement — RFP, Evaluation, and Board-Approved Contract	Dr. Terri Guy, CEO; Dean of Operations	Develop RFP with written specifications (meal production, HACCP, CEP compliance, CN labels, training obligations, pricing); advertise publicly; evaluate proposals using weighted rubric; negotiate contract; obtain Board approval	May 1, 2027 (proposals); May 15, 2027 (contract execution)	Final facility lease; Board authorization; kitchen readiness assessment complete	Draft RFP outline; evaluation rubric; procurement timeline; DESE registered FSMC list for SY 2026–2027
Self-Operation Contingency Decision (if FSMC procurement does not yield satisfactory vendor)	Dr. Terri Guy, CEO; Board of Directors	Evaluate self-operation feasibility using DESE self-operated program guidance; determine staffing and purchasing requirements; present recommendation to Board	May 15, 2027	Outcome of FSMC procurement process	DESE "Returning to Self-Operation" resource materials; buying group options identified



2026 ARKANSAS OPEN ENROLLMENT APPLICATION

QUESTIONS

Arkansas Department of Education



Arkansas Department of Health Food Service Inspection and Approval	Arkansas Department of Health; Food Service Vendor	Schedule inspection after kitchen preparation is complete and vendor is selected; complete any required corrections; receive written approval for food service operations	June 15, 2027	Kitchen preparation complete; FSMC contract executed	Inspection scheduling timeline; facility readiness checklist
Kitchen Equipment Inspection and Certification	Food Service Vendor	Inspect refrigeration, cooking equipment, dishwashing systems, and food storage areas; certify all equipment meets operational standards	June 15, 2027	Commercial kitchen access confirmed	Existing kitchen inventory; equipment assessment plan included in RFP scope
Food Safety and HACCP Plan	Food Service Vendor	Develop HACCP procedures; emergency food safety protocols; cleaning schedules; temperature monitoring procedures; submit to Dean of Operations for review	June 30, 2027	Vendor contract executed	Draft food safety requirements included in RFP specifications
Staff Food Safety Training Records	Food Service Vendor; Dean of Operations	Complete ServSafe certification and required USDA professional standards training for all food service staff	July 15, 2027	Vendor hiring complete	Training requirements embedded in RFP; vendor obligation confirmed in draft scope of services
Meal Service Procedures Manual	Dean of Operations	Develop breakfast and lunch service procedures; allergy protocols; meal counting procedures; student flow guidance; cash handling procedures (if applicable)	July 15, 2027	Vendor selection complete	Draft operations checklist
Student Meal Eligibility and Direct Certification Procedures	Dean of Operations	Develop Direct Certification procedures; CEP communication plan for families; student meal counting procedures; coordinate with Arkansas Child Nutrition Unit	July 1, 2027	CEP participation decision confirmed	Draft eligibility procedures; draft family communication plan
Dining Area Readiness Documentation	Dean of Operations	Prepare dining area; establish staggered lunch schedules by grade band; install signage; finalize and document supervision assignments	July 20, 2027	Facility preparation complete	Proposed lunch schedule by grade band; draft supervision plan
Meal Service Dry Run — After-Action Report	Food Service Vendor; School Leadership	Conduct full operational simulation including food delivery, serving procedures, student flow, cleanup, and supervision; document findings and corrections	July 28, 2027	ADH kitchen approval; staff training complete	Facility readiness timeline; dry run agenda and checklist



Full Meal Service Operational	The Grove Academy	Breakfast and lunch service begins on Opening Day for all enrolled students under CEP	August 16, 2027	Completion of all prior milestones	Comprehensive Facility Readiness Plan
-------------------------------	-------------------	---	-----------------	------------------------------------	---------------------------------------

Vendor Approach

The Grove Academy will competitively procure an FSMC from DESE's registered vendor list for SY 2026–2027 through a formal RFP process governed by 2 CFR Part 200. If procurement does not yield a satisfactory vendor, the school will exercise its self-operation contingency by May 15, 2027. Full procurement details, ownership, and timelines appear in the Operational Readiness table above."

Supervision Plan

Missing Evidence	Responsible Party	Steps to Complete	Completion Date	Dependencies	Interim Evidence Available Now
Meal Service Supervision Plan	Dean of Operations	Identify supervision staffing by meal period; assign staff by grade-band lunch schedule; document roles, coverage ratios, and escalation procedures; incorporate into Meal Service Procedures Manual	July 15, 2027	Staggered lunch schedule confirmed; dining area layout finalized	Draft supervision assignment framework; proposed staggered lunch schedule by grade band

Applicant Evidence :



Grove_Academy_Procureme...

Uploaded on **7/12/2026** by
Terri Guy

Q34.Facility Site Control and Plan B Provide evidence of site control or a credible path to site control, including critical milestones and a Plan B site or contingency strategy if timelines slip.



Facility Site Control and Contingency Plan

The Grove Academy has identified the **Little Rock Church Educational Campus**, located at **10701 Baseline Road, Little Rock, Arkansas 72209**, as its preferred facility for opening in Summer 2027. The campus is located within the school's intended service area and provides an existing educational environment that substantially reduces implementation risk while supporting the school's long-term facilities strategy.

The campus was purpose-built for educational programming and includes classrooms, administrative offices, student restrooms, a full-size gymnasium, a commercial kitchen, outdoor playground facilities, established parent drop-off and pick-up circulation, and ample parking. Because these educational amenities already exist, the school anticipates significantly reduced startup costs, fewer construction activities, and a shorter facility preparation timeline than would typically be required for a commercial conversion.

The founding team has completed an initial facility walkthrough with church leadership, obtained original architectural floor plans for portions of the educational building, and initiated collaborative discussions regarding a phased occupancy agreement that aligns facility utilization with projected enrollment growth. Church leadership has expressed support for continuing formal lease discussions and the proposed implementation timeline.

Phased Occupancy Strategy

Rather than leasing the entire educational campus during its first year of operation, The Grove Academy intends to implement a phased occupancy strategy that allows facility utilization to grow alongside student enrollment. This approach preserves startup capital, reduces unnecessary operating expenses, and provides flexibility for both the school and the property owner during the transition period.

Under the proposed agreement, The Grove Academy anticipates initially occupying the instructional areas necessary to serve Kindergarten and Grade 1, together with shared access to the gymnasium, commercial kitchen, playground, parking areas, and other common spaces. As additional grade levels are added, the school will incrementally expand into additional classrooms and instructional areas within the educational building. This phased approach allows the school to occupy only the space required for its educational program while providing a clear pathway for future expansion.

Facility Due Diligence

Following execution of a Letter of Intent (LOI), The Grove Academy will begin a comprehensive facility due diligence process to verify that the campus fully supports the school's educational program and complies with all applicable regulatory requirements.

The due diligence process will include:

- Review of original architectural plans and available building documentation.
- Verification of existing Certificates of Occupancy and previous inspection records, when available.
- Comprehensive building assessment by a licensed Arkansas architect.
- Code analysis to verify educational occupancy requirements.
- ADA accessibility review.
- Fire Marshal consultation and life-safety evaluation.
- Coordination with the City of Little Rock regarding zoning, permitting, and occupancy requirements.
- Review of existing building systems, including HVAC, plumbing, electrical infrastructure, security systems, and technology infrastructure.



- Identification of any deferred maintenance items or building improvements that may be necessary before occupancy.

The Grove Academy will engage qualified architects, engineers, and other licensed professionals as necessary to complete these assessments and ensure compliance with all applicable state and local regulations.

Shared Campus Operations

The Grove Academy and Little Rock Church will collaboratively develop a written **Shared Campus Operations Agreement** prior to occupancy.

The agreement will define:

- Exclusive use areas assigned to The Grove Academy.
- Shared spaces are available to both organizations.
- Building access and security procedures.
- Parent drop-off and dismissal operations.
- Parking assignments.
- Gymnasium and commercial kitchen scheduling.
- Utility responsibilities.
- Custodial responsibilities.
- Routine maintenance responsibilities.
- Weekend and special-event access.
- Procedures for future expansion into additional educational space.

Establishing these operational expectations before occupancy will ensure safe, efficient daily operations while supporting a successful long-term partnership between the church and the school.

Facility Improvements

Because the educational campus already functions as an instructional facility, The Grove Academy anticipates only limited improvements before occupancy.

Planned work is expected to include:

- Interior painting and cosmetic improvements.
- School branding and signage.
- Educational technology installation.
- Security and access-control enhancements.
- Furniture installation.
- Classroom setup.
- Minor improvements identified through the architect's building assessment or local permitting process.

Major structural renovations are not anticipated.

Consistent with the proposed lease structure, the property owner is expected to retain responsibility for major building systems and capital repairs, including structural components, roof systems, HVAC equipment, plumbing infrastructure, and electrical systems, while The Grove Academy will assume responsibility for routine custodial services, interior housekeeping, and day-to-day operational maintenance within its leased premises as defined in the final lease agreement.



Facility Readiness Timeline

To ensure the campus is fully prepared for occupancy prior to opening, The Grove Academy has established the following implementation schedule:

Milestone	Owner	Target Date	Evidence
Initial vision meeting with church leadership	The Grove Academy / Church	✓ Completed	Meeting Notes
Facility walkthrough and architectural plan review	The Grove Academy / Church	✓ Completed	Floor Plans / Photos
Develop phased occupancy proposal	Grove Academy	July–August 2026	Occupancy Plan
Negotiate business terms	Grove Academy / Church	August 2026	Meeting Summary
Execute Letter of Intent (LOI)	Grove Academy / Church	August 2026	Signed LOI
Complete architectural and code due diligence	Architect / Grove Academy	September 2026	Assessment Reports
Fire Marshal and City consultations	Grove Academy / Local Officials	September 2026	Meeting Documentation
Develop Shared Campus Operations Agreement	Grove Academy / Church	September–October 2026	Shared Operations Plan
Negotiate and finalize lease	Grove Academy / Church	October–November 2026	Draft Lease
Board approval of lease	Grove Academy Board	November 2026	Board Minutes
Execute lease agreement	Grove Academy / Church	November 2026	Executed Lease
Order furniture, technology, and security systems	Grove Academy	December 2026	Purchase Orders
Begin Facility Mobilization Period (Partial Occupancy)	Grove Academy	January 1, 2027	Possession Agreement
Complete cosmetic improvements and technology installation	Contractors / Grove Academy	January–March 2027	Progress Reports
Complete inspections, permits, and occupancy approvals	City / Fire Marshal / Architect	April–June 2027	Inspection Reports
Staff move-in and classroom setup	Grove Academy	June–July 2027	Readiness Checklist
Final operational readiness review	Grove Academy	July 2027	Opening Checklist
School opens	Grove Academy	August 2027	Certificate of Readiness



Contingency Plan

Although the Little Rock Church Educational Campus is The Grove Academy's preferred facility, the founding team recognizes the importance of maintaining a prudent contingency strategy until a final lease agreement has been executed.

Accordingly, the school will continue maintaining relationships with commercial real estate professionals, Level Field Partners, and other facilities advisors while monitoring previously identified properties within the target service area. Alternative facilities will continue to be evaluated using the same criteria applied to the preferred campus, including educational suitability, code compliance, accessibility, implementation timeline, affordability, occupancy readiness, and renovation requirements.

Should unforeseen circumstances prevent occupancy of the preferred campus, the school is prepared to activate its contingency plan by advancing an alternative facility that satisfies these requirements. Maintaining parallel facility options significantly reduces implementation risk and provides confidence that The Grove Academy can successfully open in Summer 2027.

Q35.Safety and Emergency Preparedness Provide a draft safety plan that includes safety roles, visitor management, drills calendar, emergency response protocols, and required compliance steps for Arkansas.



How the School Safety and Security Plan Will Be Developed and Updated

The Grove Academy will develop, implement, and maintain a comprehensive school safety and security plan in full compliance with the Arkansas Safe Schools Initiative Act (Ark. Code Ann. § 6-15-1303) and the Arkansas LEARNS Act (Act 237 of 2023). The school recognizes that a safe, secure, and orderly environment is a foundational condition for the academic achievement and personal flourishing of every student the school serves.

Legal Framework

Arkansas law requires each school to develop and maintain a comprehensive school safety plan addressing emergency response procedures, crisis management, prevention and mitigation strategies, and communication protocols. As an open-enrollment public charter school, The Grove Academy will ensure all requirements applicable to public schools under Ark. Code Ann. § 6-15-1303 and the LEARNS Act will include:

- Conducting a comprehensive school safety assessment every three years with the initial assessment completed in compliance with the timeline established by the Arkansas Department of Education.
- Monthly tornado and fire drills will be conducted
- Conducting an annual lockdown drill in collaboration with local law enforcement
- Providing floor plans and emergency contact information to appropriate first responders
- Establishing direct communication with law enforcement via radios with law enforcement frequency, emergency alert systems, and camera systems
- Providing youth mental health training every four years to applicable staff
- Ensuring all leadership receive basic and advanced behavioral threat assessment training through the Arkansas Center for School Safety of the Criminal Justice Institute, or another State Board-approved organization.

Who Will Develop the Plan

Arkansas law emphasizes the importance of collaboration and involvement from various stakeholders in developing the school safety plan, including school administrators, teachers, parents, law enforcement agencies, and other relevant community organizations. The Grove Academy will honor this requirement by convening a school safety planning team prior to the school's opening that includes the school leader, a representative of the Board of Directors, a designated staff safety coordinator, representatives from the Little Rock Police Department, the Pulaski County Sheriff's Office, the Little Rock Fire Department, and local emergency management, as well as parent and community voices. The school will engage the Arkansas Center for School Safety as a technical resource throughout the planning process.

What the Plan Will Address

The Grove Academy's safety and security plan will address the full scope of students, staff, facility, and property as required by law, including without limitation:

- Emergency response procedures for a range of threat scenarios, including active threat, severe weather, fire, and medical emergencies



- Crisis management protocols and communication procedures for notifying families, first responders, and the Arkansas Department of Education
- Prevention and mitigation strategies, including behavioral threat assessment, anti-bullying measures, and mental health referral pathways
- Physical security measures appropriate to the school's facility, including controlled access points, visitor management systems, camera coverage, and communications equipment
- Coordination protocols with the Little Rock Police Department, Pulaski County Sheriff's Office, Little Rock Fire Department, and local emergency management agencies
- Facility-specific emergency floor plans provided to all relevant first responders and updated whenever the school's physical space changes
- Staff roles and responsibilities during emergencies, including evacuation, shelter-in-place, and reunification procedures

Facility Safety Review

Before the new construction or significant renovation of a public-school facility, the school must have a school safety expert review and advise on architectural plans. The Grove Academy will engage a qualified school safety expert to review its facility plans in compliance with this requirement prior to occupying any permanent facility, ensuring that physical security considerations are incorporated into the facility design from the outset.

Annual Review and Update Process

Arkansas law requires school safety plans to be reviewed and updated at least once a year to ensure they remain current and effective in addressing evolving safety concerns. The Grove Academy will conduct its annual review each summer prior to the start of the school year, with the school leader convening the safety planning team to assess the prior year's emergency drills and incidents, incorporate any updates to Arkansas law or ADE guidance, reflect any changes to the school's facility or enrollment, and integrate feedback from law enforcement and emergency management partners. The updated plan will be presented to the Board of Directors for approval before the start of each school year. The comprehensive safety assessment required every three years will involve law enforcement, medical professionals, and the fire department as required by the LEARNS Act.\

Staff Training

Arkansas law mandates that school personnel receive appropriate training on emergency response procedures and crisis management. The Grove Academy will ensure that all staff complete required safety training before the first day of school each year, including emergency response procedures, behavioral threat assessment protocols, youth mental health training on the required four-year cycle, and any additional training required by ADE or the Arkansas Center for School Safety. Training completion will be documented and maintained in personnel records.

Confidentiality

The Grove Academy recognizes that school safety plans must remain concealed from public record and unavailable for public access to protect the integrity of emergency response procedures. The full safety and security plan will be treated as a confidential operational document, shared only with staff, the Board of Directors, and authorized law enforcement and emergency management



partners.

Applicant Evidence :



DRAFT The Grove Academy ...

Uploaded on **7/10/2026** by
Terri Guy

Q36.Student Information Systems, Testing Readiness, and Data Privacy Identify core systems for student information, assessments, and communications. Provide testing readiness and a basic data privacy and cybersecurity posture (policies or controls).

**Student Information Systems, Testing Readiness, and Data Privacy****Core Systems Overview**

System Category	Platform / System	ADE Classification	Purpose	Status
Student Information	APSCN eSchool (eSchoolPlus)	Core Information System	Demographics, enrollment, scheduling, attendance, grades, discipline, medical, testing rosters	Required for all Arkansas charter schools; account established during DESE LEA onboarding
State Data Submission	Statewide Information System (SIS)	Core Information System	Nightly data pull from eSchool; state certification of student and financial data	Activated with LEA registration
Student Records Transfer	K-12 Electronic Transcripts (TRIAND)	Core Information System	Electronic records transfer for entering and exiting students	Available upon LEA registration
Special Education Records	SPED Monitoring and Management System (SMMS)	Other Data Systems	IEP compliance documentation; IDEA monitoring	Activated with LEA registration; Special Education Coordinator assigned
Duplicate Enrollment	Duplicate Enrollment Audit Portal (DEAP)	Other Data Systems	Flags students enrolled in multiple schools simultaneously	Monitored by Dean of Operations at enrollment and each SIS cycle
State Accountability	ADE School Performance Report Card v4.0 (ASPRC)	Core Information System	Publishes ATLAS results; school performance publicly visible	Activated upon charter approval and LEA registration
ATLAS Performance	DESE Letter Grade Calculator and Dashboard (ALG-CAD)	Core Information System	Translates ATLAS data into annual school letter grade	Accessible upon LEA registration
Assessment Corrections	Assessment Correction Engine (ACE)	Systems of Accountability	Resolve student data errors before ATLAS certification	Access established prior to first ATLAS submission window
Growth Analytics	LEA Insights — SVAG, TSDL, ESA	Core Business Intelligence	School and classroom value-added growth; student achievement analytics	Accessible through LEA Insights upon registration
Family Communication	ClassDojo	School-managed platform	Daily school-to-home messaging, behavior updates, classroom news	Operational before Opening Day; DPA executed before student data entry



School Communication	ParentSquare	School-managed platform	Broadcast messaging, attendance alerts, event notifications, document sharing	Operational before Opening Day; DPA executed before student data entry
State LEA Communication	LEA Insights — School Communication Tool (LEA-SCT)	Survey Systems	State-level communication between superintendent and DESE	Accessible upon LEA registration

Assessment Systems and Testing Readiness

Assessment Framework

Assessment Type	Tool	Frequency	Purpose	Instructional Response
Universal Screening	ATLAS BOY and MOY Screeners	BOY, MOY	Identify at-risk students; establish baseline	Determine Tier II and Tier III supports
Interim Assessments	ATLAS Interim Assessments	BOY, MOY	Measure progress toward standards; predict summative readiness	Adjust pacing; regroup students; reteach priority standards
Curriculum-Based Unit Assessments	Phonics First, Amplify CKLA, Reveal Math	Throughout instructional units	Measure mastery of taught standards	Reteach standards; provide acceleration
Curriculum-Based Formative Assessments	Exit tickets, observations, student work, checks for understanding	Daily	Monitor understanding; provide immediate feedback	Regroup students; adjust instruction
Progress Monitoring Tier 2	Phonics First, CKLA, Reveal Math curriculum-based measures	Biweekly	Monitor intervention effectiveness	Adjust small groups and instructional strategies
Progress Monitoring Tier 3	Lexia Core5 reports and diagnostic measures	Weekly	Monitor intensive intervention effectiveness	Intensify supports or revise interventions
English Language Proficiency	ELPA21	Annually	Measure English language proficiency	Inform EL services and language supports
Alternate ELP Assessment	Alt ELPA21	Annually	Measure ELP for eligible students with significant cognitive disabilities	Inform language instruction and accommodations
Alternate Assessment	Dynamic Learning Maps (DLM)	Annually	Measure achievement for students with significant cognitive disabilities	Inform specially designed instruction
ATLAS Summative	ATLAS Summative Assessment	Annually	Measure proficiency and growth vs. Arkansas Academic Standards	Inform school-wide improvement efforts



Testing Readiness Evidence Table

Missing Evidence	Responsible Party	Steps to Complete	Completion Date	Dependencies	Interim Evidence Available Now
APSCN eSchool account established; student testing rosters configured	Dean of Operations	Complete DESE LEA onboarding; request eSchool access credentials; configure student demographic and roster data prior to first day	August 1, 2027	Charter approval; DESE LEA registration complete	DESE LEA registration checklist; eSchool onboarding process documented
SIS cycle access established; data submission process confirmed with DESE	Dean of Operations / CEO	Complete SIS user registration through DESE OIT; confirm nightly data pull active; verify cycle submission calendar	August 1, 2027	LEA registration; eSchool account active	SIS Cycle Status Dashboard (SIS-CSD) accessible upon registration; cycle calendar published by DESE
ATLAS Testing Coordinator designated and registered with DESE	CEO	Designate testing coordinator; complete DESE testing coordinator registration; complete required ATLAS training modules	October 1, 2027	Charter approval; staff hired	Draft testing coordinator role description; DESE testing coordinator registration process identified
ATLAS Universal Screener and Interim Assessment BOY window administered	CEO/Dean of Operations/Office Manager	Configure student rosters in ATLAS platform; schedule BOY window within first 30 days; train all teachers on administration protocols during pre-service	August 1, 2027	eSchool rosters complete; Chromebooks distributed; staff trained	Assessment calendar drafted; ATLAS administration protocols identified; pre-service training agenda includes assessment administration
Assessment Correction Engine (ACE) access established	Dean of Operations	Register for ACE access through DESE Public School Accountability; verify student data accuracy before first submission window	October 1, 2027	SIS and eSchool active; LEA registration complete	ACE listed as live system under Systems of Accountability on ADE platform
Lexia Core5 platform configured; Tier III students rostered	Dean of Instruction	Execute vendor contract with Lexia; configure school account; roster Tier III students identified through BOY universal screening	September 19, 2027	BOY screener data available; Tier III students identified	Lexia Core5 identified as Tier III progress monitoring tool in school's assessment plan; vendor contact initiated



Dynamic Learning Maps (DLM) coordinator designated; eligible students identified	Special Education Coordinator (contracted)	Designate DLM coordinator; identify eligible students through IEP review; complete DLM training; register with state	October 1, 2027	Special education contractor onboarded; IEPs reviewed	SMMS identified as state compliance system; Special Education Coordinator role defined in staffing plan
ELPA21 and Alt ELPA21 coordinator designated; EL roster established	CEO/Dean of Operations/Office Manager/ELL Teacher	Identify EL-eligible students through enrollment screening; designate ELPA21 coordinator; complete required DESE training	October 1, 2027	Enrollment complete; student language screeners administered	ELPA21 administration process identified; language screening included in enrollment procedures
Student Chromebooks distributed and configured for online assessment	Dean of Operations	Complete phased 1:1 Chromebook procurement; configure Google Workspace for Education accounts; test device access to ATLAS and Lexia platforms	August 8, 2027	Facility access confirmed; technology budget approved	Technology plan includes phased 1:1 rollout; Chromebook procurement timeline drafted
Staff trained on ATLAS administration, testing security, and data protocols	CEO	Deliver ATLAS administration training during pre-service week; cover testing security rules, accommodations procedures, and data entry requirements	July 28–August 8, 2027	Staff hired; pre-service week scheduled	Pre-service training agenda drafted; ATLAS training materials available through DESE
LEA Insights access confirmed (SVAG, TSDL, ESA)	CEO	Complete LEA Insights registration through DESE upon charter approval; confirm access to school-level growth and achievement analytics	August 1, 2027	Charter approval; LEA registration complete	

Data Privacy and Cybersecurity Posture

Missing Evidence	Responsible Party	Steps to Complete	Completion Date	Dependencies	Interim Evidence Available Now
Board-adopted Student Data Privacy Policy	Board of Directors	Draft policy covering FERPA, COPPA, data breach notification, and staff obligations; present to Board for adoption	March 1, 2027	Board seated; legal review complete	Draft policy framework developed; FERPA requirements identified



2026 ARKANSAS OPEN ENROLLMENT APPLICATION

QUESTIONS

Arkansas Department of Education



Data Privacy Agreements (DPAs) executed with all third-party vendors accessing student data	Dean of Operations	Identify all student-data-touching platforms (ClassDojo, Lexia Core5, Amplify, NWEA if used, Phonics First); request and execute DPA with each vendor before any student data is entered	July 15, 2027	Vendor contracts executed; platforms selected	Vendor list compiled; DPA requirement identified as pre-opening condition; standard DPA template identified
FERPA Annual Notice to Families drafted and included in Family Guide	CEO	Draft FERPA notice covering parental rights, record access, and disclosure procedures; include in Family Handbook distributed at enrollment	June 1, 2027	Family Handbook developed	Family Handbook in development; FERPA notice content identified
Role-Based Access Control Policy for eSchool and SIS	Dean of Operations	Define staff roles and corresponding system access levels; document access provisioning and de-provisioning procedures; implement before first day	August 1, 2027	Staff hired; eSchool account established	Access control requirement identified; role definitions included in draft staffing plan
Staff Data Privacy and FERPA Training	CEO	Deliver FERPA and student data privacy training during pre-service week; document completion; include in annual staff onboarding going forward	July 28–August 8, 2027	Staff hired; pre-service week scheduled	Training content identified; pre-service training agenda includes data privacy module
Cybersecurity Awareness Training for all staff	Dean of Operations	Implement security awareness training aligned to KnowBe4 framework used by ADE (listed under Other Data Systems); complete before Opening Day	August 8, 2027	Staff hired	KnowBe4 confirmed as ADE's cybersecurity training platform; framework available for LEA adoption
Data Breach Incident Response Protocol	CEO	Draft written protocol covering detection, containment, family notification, and DESE notification timelines; include in Staff Handbook; review with Board	May 1, 2027	Board adoption of privacy policy	Draft protocol outline developed; Arkansas data breach notification requirements identified
Annual Student Data Inventory	Dean of Operations	Compile list of all platforms accessing student data; confirm active DPAs; remove unused platforms; conduct annually each July	July 1, 2027 (first inventory); annually thereafter	All vendor contracts executed	Vendor list in development; inventory process defined



Data Sharing Agreement (DSA) executed with DESE for ADE-connected systems	Dean of Operations	Complete DESE Data Sharing Agreement Application (FMS-DSA) as part of LEA onboarding; required before accessing state data systems	August 1, 2027	Charter approval; LEA registration	FMS-DSA confirmed as live ADE Internal System; process identified as part of standard LEA onboarding
Google Workspace for Education account configured with student-safe settings	Dean of Operations	Configure Google Workspace for Education with COPPA-compliant settings for all student accounts; disable non-educational services; complete before student device distribution	August 1, 2027	Chromebook procurement complete; IT setup	Google Workspace for Education identified as student account platform; configuration checklist drafted

Baseline Cybersecurity Posture Summary

The Grove Academy's cybersecurity posture benefits from ADE's state-level infrastructure, which includes the Security Resources Portal (SRP) for LEA cybersecurity guidance, KnowBe4 security awareness training (deployed by ADE in 2023), and Azure Cloud hosting (PaaS migration completed 2023–2024) for all state-connected systems. At the school level, the baseline controls are role-based access, executed DPAs for all student-data platforms, Google Workspace for Education student account management, annual staff training, and a written incident response protocol all owned by the Dean of Operations with CEO oversight and Board-level policy adoption as the governing authority.

Q37.Student Services Coverage Confirm counseling and health coverage approach for Year 1, including contracted services if used, licensure, coverage schedule, and referral steps.



Student Services Coverage

The Grove Academy is committed to providing comprehensive student support services that address students' academic, social-emotional, behavioral, and health needs. Beginning in Year 1, the school will employ a full-time licensed School Counselor and a full-time School Nurse to ensure students receive timely, coordinated support throughout the school day. Together, these professionals will work collaboratively with teachers, families, school leadership, and community partners through the school's Multi-Tiered System of Supports (MTSS) to promote student well-being, remove barriers to learning, and improve academic success.

Position	Licensure	Coverage Schedule	Primary Responsibilities
School Counselor	Arkansas Licensed School Counselor	Full-time; daily during school hours	Comprehensive school counseling program; classroom guidance; social-emotional learning; individual and small-group counseling; MTSS participation; attendance interventions; behavior support; crisis response; family consultation; referrals to community agencies
School Nurse	Arkansas Licensed Registered Nurse (RN) or Licensed Practical Nurse (LPN), as permitted by state requirements	Full-time; daily during school hours	Medication administration; health screenings; student health plans; chronic disease management; emergency response; immunization compliance; health education; coordination with healthcare providers and families

School Counselor Programming

The School Counselor will implement a comprehensive elementary school counseling program aligned with the **American School Counselor Association (ASCA) National Model** and Arkansas School Counseling Program Standards. Services will include universal prevention, targeted interventions, and individualized student support integrated within the school's MTSS framework.

Program Component	Year 1 Implementation
Classroom Guidance Lessons	Weekly classroom lessons focused on social-emotional learning, conflict resolution, emotional regulation, character development, safety, goal setting, and responsible decision-making
Individual Student Counseling	Short-term solution-focused counseling for academic, behavioral, attendance, and social-emotional concerns
Small Group Counseling	Skill-building groups addressing friendship, self-regulation, grief, attendance, social skills, anxiety, and transition supports
MTSS Team Participation	Weekly participation in MTSS meetings to review student data, monitor interventions, and coordinate supports
Attendance Interventions	Attendance monitoring, family outreach, attendance improvement plans, and coordination of interventions for chronic absenteeism
Family Consultation	Parent conferences, resource coordination, community referrals, and family education



Crisis Response	Student crisis assessment, immediate intervention, family communication, and coordination with community providers when needed
Student Transition Services	Kindergarten transition activities, new student orientation, and transition planning between grade levels

Step	Action
1. Concern Identified	Teacher, parent, administrator, or staff member identifies an academic, behavioral, attendance, health, or social-emotional concern.
2. Initial Intervention	Classroom interventions and teacher supports are implemented and documented.
3. Student Support Referral	Concern is referred to the School Counselor, School Nurse, or SST using the school's referral process.
4. Review and Assessment	Appropriate student data, classroom observations, attendance, behavior, and health information are reviewed to determine student needs.
5. Intervention Plan	Individual, small-group, classroom, health, behavioral, or attendance interventions are implemented and progress monitored.
6. Family Collaboration	Families are informed, involved in planning, and provided recommendations and community resources when appropriate.
7. Community Referral	Students requiring services beyond the school's scope are referred to qualified community providers, including licensed mental health professionals, behavioral health agencies, physicians, or other specialists with parent consent.
8. Progress Monitoring	Student progress is reviewed through the MTSS process, and interventions are adjusted, intensified, or discontinued based on documented outcomes.

Community Referral Network

While The Grove Academy will provide comprehensive school counseling and nursing services on campus, students requiring intensive clinical mental health treatment, psychiatric services, long-term therapy, or specialized medical care beyond the school's scope will be referred to licensed community providers. The School Counselor and School Nurse will coordinate referrals, collaborate with families, obtain appropriate releases of information, and monitor continuity of services while maintaining confidentiality in accordance with applicable federal and state laws.

Q38. Calendar and Schedule Uploads Upload draft academic calendar and master schedule pattern for each grade band. Minimum requirements include instructional minutes, PD days, assessment windows, and attendance expectations.



Attendance Expectations

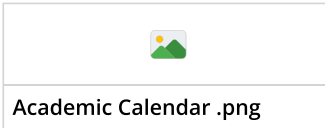
The Grove Academy believes that consistent student attendance is essential to academic achievement, literacy development, and positive school culture. The school will implement an attendance system that emphasizes early communication, family partnership, and timely intervention to ensure students are present and engaged every day. Attendance will be monitored daily, with families promptly notified of student absences and provided support when attendance concerns emerge.

The Grove Academy's attendance policy complies with Arkansas compulsory attendance requirements and clearly distinguishes between excused and unexcused absences. Excused absences include illness, medical appointments, family emergencies, religious observances, military-related leave, and other circumstances permitted by state law, while unexcused absences are managed in accordance with Arkansas statutes. The school will maintain accurate attendance records, document all parent communications, and provide required notifications as attendance thresholds are reached.

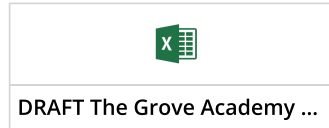
Consistent with Arkansas law, families will receive notification after **five (5) unexcused absences**, and the school will implement appropriate interventions to improve attendance. Prior to a student reaching the statutory limit of **ten (10) unexcused absences** in a semester, The Grove Academy will work collaboratively with families to develop individualized attendance improvement plans whenever appropriate. The school is committed to removing barriers to attendance through proactive communication, family engagement, and supportive intervention strategies before punitive measures become necessary.

Additional attendance procedures, documentation requirements, notification timelines, and legal compliance provisions are outlined in the attached **Attendance Expectations** policy.

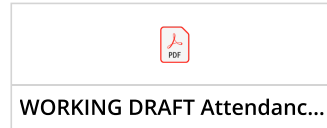
Applicant Evidence :



Uploaded on **7/14/2026** by
Terri Guy



Uploaded on **7/14/2026** by
Terri Guy



Uploaded on **7/15/2026** by
Terri Guy

Q39.Enrollment, Lottery, and Public Notice Documents Upload the lottery procedure, waitlist management plan, and a sample public notice. Include recordkeeping method for auditability.



Enrollment, Lottery, and Public Notice Procedures, Record Keeping Method

The Grove Academy is committed to implementing a transparent, equitable, and legally compliant student enrollment process that provides every eligible family with fair access to enrollment opportunities. Consistent with Arkansas Code § 6-23-306 and the school's Board-approved Enrollment and Lottery Policy, admissions decisions will be administered through standardized procedures designed to ensure fairness, public accountability, and complete documentation from the initial application through final enrollment. The school will utilize an electronic database as its enrollment management platform to securely manage applications, administer lotteries when necessary, maintain official waitlists, document communications, and preserve records for audit and authorizer review.

The following operational readiness exhibits establish the policies, procedures, timelines, and documentation systems that will govern student admissions during Year 0 and beyond. Together, these exhibits demonstrate how The Grove Academy will conduct enrollment in a manner that is transparent, consistent, and fully auditable while reducing barriers to participation for all families. The exhibits outline each stage of the enrollment process, including application submission, lottery administration, waitlist management, public notification, family communication, record retention, and compliance monitoring. Collectively, they provide a comprehensive operational framework that ensures enrollment decisions are administered consistently, documented thoroughly, and communicated clearly to families and the public.

The Operational Readiness Exhibit includes:

1. **Enrollment Lottery Procedures** - Establishes the step-by-step procedures, timelines, responsibilities, and family communication protocols for conducting a public, random, and anonymous lottery whenever eligible applications exceed available seats.
2. **Waitlist Management Plan** - Defines the procedures for establishing, maintaining, documenting, and administering the school's official waitlist, including communication timelines, response deadlines, movement procedures, and record retention requirements.
3. **Sample Public Lottery Notice** - Illustrates the public notification that will be issued before any lottery, demonstrating the school's commitment to transparency, public access, and advance communication regarding lottery dates, locations, and procedures.
4. **Enrollment Records and Audit Procedures** - Describes the documentation maintained throughout the admissions process, identifies responsible personnel, and explains the audit and verification procedures that ensure compliance with Board policy, Arkansas law, and Division of Elementary and Secondary Education (DESE) requirements.

These exhibits collectively establish a comprehensive enrollment governance framework that promotes equitable access, protects the integrity of the admissions process, ensures accurate recordkeeping, and provides clear evidence of The Grove Academy's operational readiness to implement a compliant, transparent, and family-centered enrollment system

Applicant Evidence :


ORE-Enrollment Lottery Pro...

Uploaded on 7/11/2026 by

Terri Guy



Q40. Insurance, Contracts, and Vendor Readiness Provide a list of major contracts and vendors anticipated for Year 0 and Year 1, including status and approval timeline. Include insurance coverage plan and procurement approach.



Major Contracts, Vendors, and Strategic Partnerships

Successful implementation of The Grove Academy's educational program depends upon establishing strategic partnerships, professional service agreements, and operational vendor contracts that support both organizational infrastructure and the school's academic model. During Year 0 and Year 1, the school will execute agreements for facility operations, financial management, insurance, food and nutrition services, technology, professional development, student support services, and teacher workforce development. While certain contracts cannot be finalized until charter approval, facility occupancy, or procurement milestones have been achieved, The Grove Academy has identified each essential service, established the appropriate procurement method, assigned responsible personnel, and developed a Board approval timeline to ensure all critical contracts are executed prior to opening.

The following table summarizes the school's anticipated major contracts, vendors, and strategic partnerships, including each organization's purpose, procurement approach, current implementation status, responsible owner, and required Board action. A working draft of the school's procurement procedures are attached.

Vendor / Partner	Service	Procurement Method	Responsible Owner	Current Status	Board Action
Little Rock Church	Facility Lease	Negotiated Lease Agreement	Chief Executive Officer	Facility identified; lease negotiations underway	Board approval of lease prior to execution
School Business Advisory Services (Chris Bell)	Back Office Services (Accounting, Payroll, Budget, Financial Reporting, Procurement Support, Compliance)	Professional Services Contract	Chief Executive Officer	Vendor selected; contract development	Board approval prior to execution
Insurance Broker (TBD)	Property, General Liability, Workers' Compensation, Cyber, Educators Legal Liability, Crime, Umbrella, D&O	Competitive Procurement (Quotes/RFP, as applicable)	Dean of Operations	Procurement initiated following facility execution and inspections	Board approval prior to policy binding



2026 ARKANSAS OPEN ENROLLMENT APPLICATION

QUESTIONS

Arkansas Department of Education



University of Arkansas at Little Rock School of Education	Teacher Residency and Clinical Practice Partnership	Memorandum of Understanding (Strategic Partnership)	Chief Executive Officer	Partnership established; MOU development	Board acknowledgment/approval of partnership agreement
City Year Little Rock	Student Success Coaching, Attendance, Mentoring, Family Engagement	Partnership/Service Agreement	Chief Executive Officer	Partnership discussions underway	Board approval prior to implementation
build. excel. sustain (BES)	Charter Development, Leadership Coaching, Implementation Support	Professional Services Agreement	Chief Executive Officer	Existing engagement continues through Year 1	Board acknowledgment of consulting agreement
Bailey Education Group	Professional Development, Instructional Coaching, Leadership Support	Professional Services Contract	Chief Executive Officer	Vendor identified; contract planned	Board approval prior to execution
Food and Nutrition Services Vendor	School Breakfast and Lunch Program	Competitive Procurement (RFP or Quotes, as applicable)	Dean of Operations	Procurement begins following charter approval	Board approval of vendor recommendation
Technology & Internet Provider	Internet Connectivity, Network Infrastructure, Telecommunications	Competitive Quotes	Dean of Operations	Procurement planned	Approval consistent with procurement thresholds



Custodial & Facility Maintenance Provider	Building Cleaning and Maintenance Services	Competitive Quotes / RFP (as applicable)	Dean of Operations	Procurement Approval consistent with planned procurement thresholds
Independent Annual Financial Auditor	Annual Financial Audit	Professional Services Procurement	Back Office Provider (Recommendation) / Chief Executive Officer	Procurement scheduled before first audit cycle Board approval of engagement
Legal Counsel	General Counsel, Governance, Employment, Contract Review	Professional Services Contract	Chief Executive Officer	Attorney selection planned Board approval of engagement

Applicant Evidence :



Grove_Academy_Procureme...

Uploaded on **7/12/2026** by
Terri Guy

Q41.Advanced Learners and Gifted and Talented Readiness Describe how the school will identify, serve, and monitor advanced learners, including Gifted and Talented students, in ways that are consistent with the school model and equitable for all students. Include the identification approach, service delivery model (acceleration and enrichment), staffing roles, and how services are scheduled so they are not dependent on optional or unfunded programming.



Identification Procedures

The Grove Academy will utilize a universal review process to identify students demonstrating advanced academic potential. Beginning with schoolwide screening data, classroom performance, and teacher observations, the Gifted and Talented Review Committee will examine multiple sources of evidence to identify students whose instructional needs exceed grade-level expectations.

Consistent with Arkansas standards, identification:

- seeks nominations from multiple sources including teachers, parents, students, and community members
- uses both objective and subjective measures
- relies on multiple criteria rather than a single test score
- requires parent consent
- remains ongoing throughout a student's enrollment.

Data reviewed will include:

- ATLAS universal screening and benchmark assessments,
- literacy and mathematics performance,
- classroom assignments and work samples,
- rate of mastery of grade-level standards,
- student interests,
- creativity and problem-solving behaviors, and teacher and parent input.
- evidence of exceptional curiosity, advanced reasoning, leadership, creativity, and the ability to learn and apply concepts at an accelerated pace

This review process ensures that students from diverse backgrounds and those whose talents may not be reflected through a single assessment are provided equitable access to advanced learning opportunities and appropriate academic challenges.

Service Delivery Model and Staffing

Component	Description
Acceleration	Curriculum compacting, subject-specific acceleration, flexible pacing, and advanced instructional groups based on demonstrated mastery.
Enrichment	Real-World Application projects, interdisciplinary investigations, independent inquiry, student choice, and authentic problem-solving.
Delivery	Services are provided within the protected reading and writing block, instruction through differentiated instruction, flexible grouping, structured learning stations, and the Real-World Application block.
Staffing	Classroom teachers deliver enrichment and acceleration with additional instructional groupings facilitated by the paraprofessionals. The principal oversees implementation and the Gifted and Talented Review Committee monitors services.

Gifted and Talented services are embedded within the school's instructional model and delivered by existing instructional staff during the regular school day. Services are included within the school's staffing model and operating budget and do not depend on optional programming, grant funding, or extracurricular opportunities.

Scheduling

Service	When Provided
---------	---------------



Flexible Grouping	Daily during Protected Reading and Writing Block which includes, tier 1, tier 2, and tier 3 instruction
Curriculum Compacting	During literacy and mathematics instruction as mastery is demonstrated
Independent Inquiry	Weekly during the Real-World Application block
Subject Acceleration	Based on demonstrated readiness and individual service plans
GT Committee Reviews	Each semester, or during Student Support Team meetings.

Equitable Access to Programming and Instruction

The Grove Academy ensures that gifted learners receive qualitatively differentiated instruction that extends or replaces, rather than simply adds to, the regular curriculum. Arkansas standards emphasize that curriculum for gifted students must differ in depth, complexity, pace, and product, and must not be “more of the same”. Gifted services are embedded within the daily schedule through a combination of:

●Differentiated Tier I Core Instruction

Within the regular classroom, teachers use flexible grouping and ongoing assessment data to provide instruction at an appropriate level of challenge. Students demonstrating mastery may participate in curriculum compacting, allowing them to move beyond previously mastered content and engage in advanced texts, complex problem-solving tasks, and higher-order questioning. Teachers provide opportunities for analysis, evaluation, and creation rather than additional worksheets or repetitive practice. Groups remain flexible and are adjusted based on student performance and instructional needs.

●Real-World Application

Advanced learners participate in authentic interdisciplinary learning experiences designed to promote critical thinking and creativity. Students may engage in independent research, self-directed inquiry, and student-choice projects connected to real-world problems. Through collaborative and individual projects, students develop solutions, create products, and present their work to authentic audiences. These experiences emphasize depth of understanding, innovation, and application rather than acceleration alone.

●Program Options

To ensure equitable access to advanced learning opportunities, The Grove Academy will provide a variety of service options:

1. Cluster grouping will allow students with similar readiness levels to work together for portions of the instructional day.
2. Interdisciplinary projects will provide opportunities for deeper exploration of topics aligned to student interests and strengths.
3. Subject-specific acceleration and advanced coursework may be implemented when student data demonstrate a need for instruction beyond grade-level expectations.
4. Service decisions will be individualized and reviewed regularly by the Gifted and Talented Review Committee.

Staffing Roles: Gifted and Talented Review Committee

The Gifted and Talented Review Committee is responsible for identifying students demonstrating advanced academic potential, reviewing multiple sources of data, and recommending appropriate enrichment and acceleration opportunities.

The committee will include:

- Principal or Designee (Chair): Oversees the process, ensures consistency, and coordinates implementation of recommended services.
- Gifted and Talented Teacher and General Education Teacher : Provides evidence of student performance, classroom observations, work samples, and information regarding learning behaviors and academic strengths..



- General Education Teacher from Another Grade Level or Content Area: Provides an additional perspective regarding student achievement and instructional needs.
- Parent or Guardian: Shares information regarding the student's interests, talents, and learning characteristics outside of school.

Q42.Career Pathways and CTE Readiness If the school serves grades 7 to 12, describe the school's career pathways and CTE plan, including aligned course sequences, credential opportunities, work-based learning or internships where applicable, partnerships, staffing and licensure considerations, and how students will be advised into pathways without tracking. If the school serves grades below 7, describe the career exploration plan and how it builds awareness of pathways and prepares students for high school pathways.

The Grove Academy will provide a developmentally appropriate K–5 career exploration program led by the licensed School Counselor and reinforced through classroom instruction, real-world learning, family engagement, and community partnerships. Beginning in Kindergarten, students will explore their interests and strengths, learn about diverse careers and community roles, and connect literacy, mathematics, science, communication, collaboration, and responsible behavior to the world of work. As additional grades are added, experiences will expand to include career speakers, workplace and college exposure, career research, financial literacy, community problem-solving projects, interest reflection, and awareness of college, technical education, credential, apprenticeship, military, and entrepreneurial pathways.

The program will not require elementary students to select a career pathway. Instead, it will build the self-awareness, academic connections, goal-setting skills, transferable competencies, and broad exposure needed for meaningful middle-school career planning and eventual high-school CTE pathway selection. The attached **Elementary Career Exploration and Pathway Readiness Plan** identifies the K–5 progression, counselor and teacher responsibilities, Year 1 implementation schedule, community-partnership strategy, success measures, and evidence that will be maintained.

Applicant Evidence :


Working Draft Career Pathw...

Uploaded on **7/15/2026** by
Terri Guy



4. Waivers

Q43.

Will you be requesting waivers for this school year? If yes, please provide the following information for each waiver. Each waiver request must include a rationale. Failure to provide a rationale will result in your application being marked as incomplete.

Please include the following:

- a. Waiver Topic
- b. Arkansas Code Annotated
- c. Standard for Accreditation
- d. ADE Rules
- e. Rationale for Waiver

☒ Yes

☐ No

Resources

	
EXAMPLE Charter School Wa...	2526charterrequest_OSCPE....

Applicant Evidence :


The Grove Academy Waivers...

Uploaded on 7/15/2026 by

Terri Guy



5. Appendix A ARKANSAS STATEMENT OF ASSURANCES FOR CHARTER SCHOOLS

Please review the Statement of Assurances (see Appendix A) and acknowledge with your signature that they will be addressed through policies adopted by the charter school or sponsoring entity.

As an authorized representative of the applicant group, I hereby certify that under the penalties of perjury, the information submitted in this application is true to the best of my knowledge and belief. Further, I understand that if awarded a charter, the school and its charter school board will address the assurances listed below through policies adopted by the sponsoring entity and charter school board. In addition, if the application is approved, the charter school board, administration, staff of the charter school, and educational service provider shall comply with all relevant state and federal laws in addition to the assurances listed below.

1. The charter school shall be open to all students on a space-available basis and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the charter school may adopt admissions policies that are consistent with state and federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
2. If applications exceed the approved enrollment cap, the open-enrollment charter school shall hold an annual random and anonymous public lottery, followed by notifying parents of the enrollment status of all applicants. The waiting list generated by the lottery is valid until the next time the open-enrollment public charter school is required to conduct a random, anonymous student selection in accordance with Ark. Code Ann. §6-23-306 (14)(B)(b)(2).
3. The charter school shall comply with all applicable laws concerning the recruitment, hiring, promotion, retention, or termination of its employees.
4. The charter school shall operate in accordance with federal laws and rules governing public schools, applicable provisions of the Arkansas Constitution, and state laws and regulations governing public schools not waived by the approved charter.
5. The charter school shall not use the money that it receives from the state for any unlawful sectarian program, obligations, or activity or as collateral for debt except as allowed by law.
6. Charter schools may enter public-private partnerships where they enter into a lease-purchase agreement for the acquisition or construction of a school building or related facilities built or acquired by private entities exempt from federal taxes under 26 U.S.C. 142(a)(13) as allowed by Ark. Code Ann. 6-20-402(a)(1)(B).
7. The charter school shall not impose taxes or charge students' tuition or fees that are not allowable by law.
8. The charter school shall not be religious in its operations or programmatic offerings in accordance with Ark. Code Ann. 6-23-401(a)(7) or as otherwise allowed by law.
9. The charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the Arkansas State and Public-School Employee Insurance Program are covered under those systems to the same extent required by law.
10. Under applicable state laws, the employees and volunteers of the charter school are immune from liability to the same extent as other public school district employees and volunteers.
11. The charter school shall carefully review the potential impact of its application on the efforts of a public school district or public-school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools in accordance with Ark. Code Ann. §6-23-106 (a).
12. The charter school shall comply with all applicable federal, state, and local health and safety laws, rules, and regulations regarding the facilities and school property.
13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code and any rule and regulation approved by the State Board of Education under this title relating to (a) Monitoring compliance with Ark. Code Ann. § 6-23-101 et seq., as determined by the Commissioner of the Department of Education; (b) Conducting criminal background checks for employees; (c) High school graduation requirements as established by the State Board of Education; (d) Special education programs as provided by this title; (e) Public school accountability under this title; (g) Health and safety codes as established by the State Board of Education and state and local governmental entities, pursuant to Ark. Code Ann. 6-23-401(b).
14. No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the state or its political subdivisions. No debts of the charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions, pursuant to Ark. Code Ann. 6-23-503. Upon dissolution of the charter school or nonrenewal or revocation of the charter, all net assets of the charter school, including any interest in real property purchased with public funds, shall be deemed the property of the state unless otherwise specified in the charter of the charter school. If the charter school used state or federal funds to purchase or finance personal property, real property, or fixtures for use by the charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.
15. The school's curriculum will be aligned with the Arkansas Academic Standards.



16. The school will operate within the statewide assessment system.
17. The Arkansas Public School Computer Network (APSCN) Financial Management System, provided by the Division of Elementary and Secondary Education, shall be the original and official accounting system of record for the public charter school as required by state law and the rules and regulations of the Division of Elementary and Secondary Education for all financial transaction records and reporting (including, but not limited to, payroll processing and wage and tax reporting to the IRS ATRS, DFA, etc., accounts payable, fixed assets, personnel budgeting, and budgeting). APSCN shall be used to record all private, as well as local, state, and federal revenues and expenditures.
18. The charter school shall comply with Ark. Code Ann. §6-24-105-107 concerning contracting with charter school board members, administrators, and employees.
19. The Arkansas Public School Computer Network (APSCN) Student Management System, provided by the Department of Education, shall be the original and official student management system for the public charter school as required by state law and the rules and regulations of the Department of Education for all student management areas (including, but not limited to, systems administration, demographics, attendance, scheduling, report cards, discipline, medical, Cognos reporting, and Statewide Information System reporting).
20. The facility to be used will comply with all applicable accessibility requirements in accordance with the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and all other state and federal laws and local zoning ordinances.
21. Should your charter school application be approved, the charter school board must be incorporated as a nonprofit corporation in the State of Arkansas . Additionally, the charter school board will be expected to obtain Federal 501(c)(3) status. A copy of the charter school board's application for Federal 501(c)(3) status must be included with the application. The charter school board must receive formal tax-exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

To the best of my knowledge, I certify that the information and data contained in the application are true and correct. The applicant will comply with the Arkansas Statement of Assurances for Charter Schools and all State and Federal laws guiding Charter Schools in Arkansas unless granted a waiver. The charter school board and any educational service providers affirm and acknowledge the information and affirmations presented in this application.

Q44.

Type your name.

Terri Guy

Applicant Evidence :


501 C 3 Determination.pdf

Uploaded on 7/16/2026 by

Terri Guy

Q45.

Type your job title.

Chief Executive Officer



Q46.

Verify the above statement by signing.

Signature



6. Addendum – Experienced Operator or Charter Management Organization

Q47.

Are you an experienced Operator and/or do you plan to use a CMO?

☒ Yes

☐ No

Applicant Comments :

For the record, the answer to question 47 is "**NO**". However, the system would not save my answer selection, and gave error submissions stating I need to answer all the questions. I had to select "Yes", type a "response" in the question box and attach evidence (which is the The Grove Academy's IRS 501 c3 Determination) for this question before the completion circle turned "green" indicating the question had been answered.

Applicant Evidence :


501 C 3 Determination.pdf

Uploaded on 7/16/2026 by

Terri Guy

Q48.

Describe the enrollment practices, processes, and policies of the proposed school. If these differ from the operators/Charter Management Organization (CMO)'s other existing school(s), please describe how and why they differ.

This question will not save and required me to submit answer yes and submit evidence before submitting.

Applicant Evidence :


501 C 3 Determination.pdf

Uploaded on 7/16/2026 by

Terri Guy



Q49.

Explain how the community for the proposed school is similar and/or different from the community that schools in the Operator/CMO's portfolio currently serve.

This question will not save and required me to submit answer yes and submit evidence before submitting.

Applicant Evidence :


501 C 3 Determination.pdf

Uploaded on 7/16/2026 by
Terri Guy

Q50.

Provide a portfolio summary of existing schools operated by the Operator/CMO. List all charter schools that have operated within the last five years. Please indicate if any of those schools have had their charter revoked, not renewed, or the CMO agreement was non-renewed or terminated by the Board.

This question will not save and required me to submit answer yes and submit evidence before submitting.

Applicant Evidence :


501 C 3 Determination.pdf

Uploaded on 7/16/2026 by
Terri Guy



Q51. For each school listed, provide name, location, years opened, grades served. In addition, please provide five years of data (or a maximum number of years of data available, if less than five) for the following categories:

- a. Total enrollment.
- b. Statewide designations and letter grades, if applicable.
- c. Student Achievement
- d. Student Growth
- e. Graduation rate, if applicable.
- f. Demographic and socioeconomic breakdown.
 - i. % African American, Asian, Hispanic, White, Other race/ethnicity
 - ii. % Free and Reduced lunch
 - iii. % Special Education
 - iv. % English Language Learners/Emergent Bilingual
 - v. % Gifted and Talented

This question will not save and required me to submit answer yes and submit evidence before submitting.

Applicant Evidence :


501 C 3 Determination.pdf

Uploaded on **7/16/2026** by
Terri Guy

Q52. Select one of the network's lower-performing schools and describe its performance. What specific strategies have been implemented to improve performance?

This question will not save and required me to submit answer yes and submit evidence before submitting.

Applicant Evidence :


501 C 3 Determination.pdf

Uploaded on **7/16/2026** by
Terri Guy

Q53.

Describe the scope of specific resources, services, or set of services that the Operator/CMO will provide for the school to support operation or management.

This question will not save.



Applicant Evidence :


501 C 3 Determination.pdf

Uploaded on **7/16/2026** by
Terri Guy

Q54. Please describe and explain any monetary obligations designated for services or fees associated with partnering with the Operator/CMO (if applicable).

This question will not save.

Applicant Evidence :


501 C 3 Determination.pdf

Uploaded on **7/16/2026** by
Terri Guy



7. Addendum – Virtual or Blended Operator

Q55.

Will you be a virtual or blended operator?

☐ Yes

☒ No

Final Status